

00:00:01:06 - 00:00:30:07

Speaker 1

Jose. I learned math in about animals, and I think it'll help me because we need math. We use it every day, and I do plan to go to college. I'm not sure what, where or anything, but I do plan to go and that's it.

00:00:30:09 - 00:01:03:12

Speaker 1

Hi, I'm Jacqueline Noronha and I'm from Gunderson High School in San Jose. And I've learned I went to different workshop. The gravity of matter. And that was very interesting because it taught you, showed you what you could do in space and stuff and that I'll use different things and stuff and then. I went to another one. about that, you need different licenses to like, do different things, like to hunt and fish and, stuff like that.

00:01:03:15 - 00:01:28:18

Speaker 1

And I don't know, I think it's really interesting because you get to learn different new things and stuff in this thing. And yeah, I think so. Yeah. And that's all I guess. Yeah. Thank you. I.

00:01:28:21 - 00:01:50:15

Speaker 1

okay. Hi, I'm Sylvia Cornell. That's I go to Idaho High school, and this morning I went to workshops. I've gone to the, space explorer two, three one and the Mayan one. And I think it's going to help me a lot in my future because the space went well. It made me think about space and how math and science is very important to me.

00:01:50:17 - 00:02:11:18

Speaker 1

He and, the Mayan one taught me how to guide the way the Mayans did before. That was really good. And I also got some cards with people, and I got connections with people because I just got accepted. UC Santa Barbara. Now I'm going to go to college, and I need I need people to know and things to do after college.

00:02:11:20 - 00:02:23:18

Speaker 1

So this is a great workshops I have gone to, and I look forward to going to my next.

00:02:23:21 - 00:02:44:05

Speaker 1

This is a great day for me to see so many of the students, not only from our district, but from throughout Santa Clara County. as a counselor, it makes me feel, I guess, energized when I see students that look like they're being motivated and that they have they have so much potential to do so much.

00:02:44:07 - 00:03:00:11

Speaker 1

And I think that the workshops that they've gone to, well, maybe help them focus, they still have another 12 weeks that they can do better on their grades. But I think it's just wonderful.

00:03:00:13 - 00:03:08:17

Speaker 1

To.

00:03:08:19 - 00:03:31:12

Speaker 1

Hi. My name is Olga Sanchez. I'm from Andrew Hills High School in San Jose. This experience has been real good because I see other Hispanic people and it makes you, want to go for your goals and stuff. what I want to be is a plastic surgeon, and I had to go to Stanford, so I did. Thank you.

00:03:31:14 - 00:03:59:06

Speaker 2

And your courteous behavior. I'm going to need it because we have a lot of things to, cover in this next 45 minutes. First of all, I was always taught that you think, the hand that feeds you. So we're going to first start by recognizing those people who have helped sponsor this event. for those of you students coming for the very first time, I don't know if you realize all the little details that go into planning an event like this.

00:03:59:08 - 00:04:20:01

Speaker 2

from early in September, the committee was meeting to decide everything from the rooms to your lunch to every piece of paper that you received. And it couldn't have been done without a lot of work. And also with some money. And that money, as you know, doesn't fall off trees. So there are several people that we want to thank.

00:04:20:04 - 00:04:51:12

Speaker 2

You don't have to look now. But on your pink program at the back of the sheet later, there's a list of sponsors, and I'm going to take the time to, thank them. Okay. First we have Doctor Rosalind Grimes, research scientist in space life sciences, educational outreach coordinator with NASA Ames.

00:04:51:14 - 00:04:52:14

Speaker 3

00:04:52:17 - 00:05:13:19

Speaker 2

Thank you, Mr. Orlando Vega, Department of energy. You see, Lawrence Livermore National Laboratory Hispanic programs, who made a very generous contribution to us earlier this week. Okay. Doctor Riley Parker, acting dean of instruction at National Hispanic University.

00:05:13:21 - 00:05:21:12

Speaker 2

William Dean, deputy director of NASA Ames Research Center.

00:05:21:14 - 00:05:30:29

Speaker 2

31 Perkins, special assistant of present to the president of the National Hispanic University.

00:05:31:02 - 00:05:39:27

Speaker 2

Our special guest and keynote speaker today, David Katz, executive director of the Salazar Education Network.

00:05:39:29 - 00:05:47:03

Speaker 2

Okay, doctor Carmen Carrillo, Board of education, Alameda County.

00:05:47:06 - 00:05:55:09

Speaker 2

Erin Hatch, manage manager, university programs at NASA Ames Research Center.

00:05:55:11 - 00:06:03:29

Speaker 2

Roman, publisher of Latino newspaper.

00:06:04:02 - 00:06:14:05

Speaker 2

Gloria and Bradley DeMarco, the chair of Business of the Business Department with the National Hispanic University.

00:06:14:07 - 00:06:21:29

Speaker 2

Joanna Mendoza, associate superintendent, San Jose Unified School District.

00:06:22:01 - 00:06:46:17

Speaker 2

And Esther Buettner, technical assistant space director at NASA Ames. Thank you all for being here.

00:06:46:19 - 00:07:20:05

Speaker 2

Before it's. I cannot refuse an opportunity when I have a microphone. And I'd like to just say a couple of things to you. I realize, that this is a difficult thing to do at lunch. So, again, I'm going to ask you for your most appreciated attention for the next few minutes. Earlier this morning, you heard Doctor Cruz refer to the fact that in just a few years, Latinos in this state and in this country will be one of the largest groups.

00:07:20:07 - 00:07:48:20

Speaker 2

That is a very powerful and ominous situation to find ourselves in. And yet, despite how wonderful that sounds to me, and despite the fact that that means there are lots of things we should be able to accomplish. It is a little frightening to me that despite our numbers, we still don't seem to be heard by the mainstream. We are still not voting.

00:07:48:20 - 00:08:12:22

Speaker 2

We are still not representing all of the areas that we need represented in this state. Those of you who know me, but if you don't know me, there are not very many things that scare me. I grew up in a little part of Union City called the Coto. I am a high school principal at a very large high school of 4000 students.

00:08:12:24 - 00:08:42:00

Speaker 2

I'm with teenagers all day long. I don't scare easy, but the other day something scared me to the point of nightmares. And that was the announcement. The announcement by Governor Wilson that he wants to run for president of this country. That is a very frightening thought. Governor Wilson made it his business to make 1.1 87 on the ballot and make sure that it won.

00:08:42:03 - 00:09:21:07

Speaker 2

And now he wants to be your president. That is a very scary thought to me. And I know that if all the folks in this room and all the Latinos in this state voted, that would be an impossibility. And yet, I don't

know what's going to happen if he decides to run and if he if he gets on the ballot, if every single one of you who is eligible to vote, if your parents, your uncles, your cousins, your neighbors, your ninos, your teachers, your tias all voted, it would be impossible for that man to win.

00:09:21:10 - 00:09:53:20

Speaker 2

We need to do everything in your power to become a registered voter, to be an active member in this society, in our community. Many of you have come from other parts of the continent, traced your roots back to Mexico and to other parts of Latin America. And many of you still think of that as your home. But this is our home, and this is where we probably will stay for the rest of our lives.

00:09:53:22 - 00:10:21:18

Speaker 2

And if you don't make it count by voting, you are hurting us. I want to make sure that when you turn 18, you cast your vote, because I want to be able to live in a state where we can all still gather like this. And if Governor Wilson becomes president of this country, that may not be possible. People often ask me, did I always want to be a principal?

00:10:21:20 - 00:10:44:20

Speaker 2

Did I always want to go to college? Did my parents go to college? And the answer to all those questions is no. My father went up to the third grade in school. My mother just finished the fifth grade in my home. We never talked about college, never talked about college. My mother would have been very happy had I just graduated from high school.

00:10:44:23 - 00:11:04:11

Speaker 2

She thought working in a bank was the ultimate achievement that I might that I might accomplish in my life. Because all she knew is that she did not want me to work in canneries like she had worked all her life. People ask me, well, did you have role models? Did you have people telling you that you could be a principal?

00:11:04:13 - 00:11:24:10

Speaker 2

And the answer is that often in my life, yes, I had people telling me, encouraging me to go on. But I want to mention one thing because I think that we forget this. I know many of you like myself as a child. We every December, somewhere in the middle of the night, my family would wake me up and say, okay, let's go.

00:11:24:12 - 00:11:50:27

Speaker 2

And they pack us all up in the car. And at 3:00 in the morning, we would head to Mexico Christmas for two weeks to spend time with our relatives and our cousins and all these folks. And every year we'd made this caravan for 4 or 5 days until we got to where we were going. It was a very wonderful experience, one that I know many of you share when I was in Mexico for two weeks.

00:11:51:00 - 00:12:24:07

Speaker 2

If we got, we went to Doctor Osuna. If we needed an injection, we went to the infirmary, Maria Carmen down the street. The kids went to my sisters in my sister's all Mexicanos. Every one who was a professional was Mexicano. So in my life, I always knew Mexicanos could be doctors and nurses and teachers and dentists and pharmacists and chemists and all kinds of things on that side of the border.

00:12:24:10 - 00:12:55:10

Speaker 2

There's difference. There's no reason why we you, all of you, cannot become the doctors and the lawyers and the dentists and the pharmacists and the teachers and principals on this side of the border. You have to make that happen. And I hope that today is just puts a little seating a mind and remind, remind you that you have an obligation to all of us, to all your children, to all the folks in California, make sure that you make that happen.

00:12:55:13 - 00:13:10:20

Speaker 2

All of us here at the planning committee hope that you will enjoy the rest of the afternoon, that you have learned a lot this morning, and that you will make the most of this and not just have it be one day that came and went, but a day that made a big difference in your life.

00:13:10:23 - 00:13:19:21

Speaker 1

Okay.

00:13:19:23 - 00:13:50:02

Speaker 2

We have we have someone very special who is to speak to you now. I have only had the privilege of knowing him for about 15 minutes, but the information I have about him tells me that this has been a very busy man. David Katz is executive director of the San Jose Education Network, a nonprofit corporation that is building a community network dedicated to quality education.

00:13:50:05 - 00:14:00:23

Speaker 2

This project has helped local schools develop comprehensive.

00:14:00:26 - 00:14:37:06

Speaker 2

Finney's and other. Network in place. He has served as vice president of a financial services company called Gil Cable and Corporate, the largest independent mall operator in the world. He pioneered Goldman of regional cooperative marketing and technical delivery of pay per view events. He has an extensive background in public education. He was a school principal in Ravenswood School District and taught in Chicago public Schools for six years.

00:14:37:08 - 00:15:05:10

Speaker 2

Katz is a graduate of the University of Chicago, where he read ecology and then received a master's degree in educational administration and policy analysis from Stanford University. And from Stanford. While at Stanford Business School, he was named as RJ Miller Scholar, signifying graduation in the top 10% of his class. Please help me in welcoming him for our luncheon today.

00:15:05:11 - 00:15:13:23

Speaker 2

Thank you.

00:15:13:26 - 00:15:48:02

Speaker 3

Thank you very much. I want to echo what Mrs. said about the importance of participating in the process. So what I want to talk to you today is about more than what you do, but what you need to learn to participate economically in the future. The world is changing dramatically and quickly. When I was about ten years old, I remember that I had to read a biography of George Washington when I was in school and know George Washington was not alive in it.

00:15:48:04 - 00:16:13:27

Speaker 3

But one of the things I read about George Washington was that when he was your age, he thought that there's nothing new in the world to invent everything that can be invented has been invented, and the world is not going to change very much in my lifetime. And I remember thinking, as a ten year old, that boy, George Washington, was really not very smart, because I knew that then by the time I was ten, then everything that was going to be invented had been invented, and there wasn't going to be very much change in my lifetime.

00:16:13:29 - 00:16:36:16

Speaker 3

But obviously I was wrong. We're in a period of change that is faster than anything has ever happened before. I'd like to ask you a couple of questions. How many of you, just by a show of hands, intend to go to a 2 or 4 year college after you graduate from high school? Great. That's great to say.

00:16:36:18 - 00:17:09:20

Speaker 3

How many of you. How many of you have access to a computer at school on a regular basis? Not as many. How many of you can use a computer at school? Okay. How do you have a computer at home? Good, good. About a third of you. In five years. If I were going to be addressing a similar group of students in high school, over half would say that they have computers at home.

00:17:09:25 - 00:17:33:03

Speaker 3

And in ten years, everyone would say that they have a computer at home. This is indeed a time of change. What I'd like to do today to show you a couple of videos, one right now and one at the end of my talk that give you a version of what life might be like in the future. The first version was produced by Pacific Bell, and it shows what their version of life in the year 2005 is like.

00:17:33:06 - 00:18:04:12

Speaker 3

That's going to be on this, screen right here.

00:18:04:14 - 00:18:19:00

Speaker 3

Talking about after you go out.

00:18:19:02 - 00:18:23:15

Unknown

Oh, Sarah. You. Are you still at home? So I'm at the work center. Well, there's been a.

00:18:23:15 - 00:18:25:11

Speaker 2

Problem with your school.

00:18:25:13 - 00:18:31:12

Unknown

I see. It would help me a lot if I work at home today. Well, well.

00:18:31:14 - 00:18:33:11

Speaker 2

What you need to do.

00:18:33:14 - 00:19:00:02

Unknown

So you don't have a.

00:19:00:04 - 00:19:03:00

Unknown

Daddy. Yeah.

00:19:03:02 - 00:19:13:08

Speaker 3

Instead of you. For convenience, I'm going to take you out.

00:19:13:11 - 00:19:19:16

Speaker 3

For sure. Come.

00:19:19:18 - 00:19:24:04

Speaker 3

To the railroad. Yeah. I got an idea. Look.

00:19:24:07 - 00:19:29:11

Unknown

It's up.

00:19:29:13 - 00:19:38:15

Unknown

So, what do you have?

00:19:38:18 - 00:19:40:07

Unknown

Back.

00:19:40:10 - 00:19:45:07

Speaker 3

You know, I think one of the things.

00:19:45:10 - 00:20:02:22

Speaker 3

One of the things that's interesting about that video is that it's set in the year 2005. But one of the things we can see is most of that technology is already here. You think about the map that's on the bus, and you've seen the commercials for Avis, where you can get a car with a map that tells you exactly where you need to go.

00:20:02:24 - 00:20:27:08

Speaker 3

video conferencing, being able to see the person that you're talking to on the phone that's available now. You can buy a machine from Intel for about \$5,000. That allows you to do that. The difference between 1995 and 2005 is that in the year 2005, and I think Pacific Bell is probably right on the money. Those kind of things are going to be available to you in the same way that telephones are available today.

00:20:27:10 - 00:20:50:29

Speaker 3

So there's no question that people's lives will change dramatically. You're living in a time of change. In fact, the 20th century is a time of dramatic change. When my mother was born. Cars and airplanes had just barely been invented. There were no radios, very difficult to get hot. 97 seven when I was born. TVs had just been invented.

00:20:51:02 - 00:21:12:08

Speaker 3

My family got one about two months after I was born. When you were born, personal computers had just been invented. Most families didn't have one. When your children are born, they're going to be

born into a world that looks more like this, where every home is going to have a personal computer, where the personal computer and the television set are going to be the same thing.

00:21:12:10 - 00:21:17:08

Speaker 3

It'll be a time of dramatic change.

00:21:17:10 - 00:21:43:00

Speaker 3

One of the things that defines how much change there's been is how much written information there is in the world, and the amount of written information keeps going up and up and up between the years 1919 60 period of 60 years, the amount of written information that was in existence in the world doubled between 1960 and 1975 because of the advent of computers.

00:21:43:02 - 00:22:10:05

Speaker 3

The amount of written information in the world doubled again in only 15 years between 1992. In 1995, a period of only three years. The amount of written information in the world doubled in the next 18 months. The amount of written information in the world will double again. So we're in a time of tremendously rapid change, and that's happening now because computers are getting more powerful.

00:22:10:07 - 00:22:34:20

Speaker 3

But it's also happening because we're building a network that looks like the one that Pacific Bell is putting together. Now the network is called the National Information Infrastructure. You may have heard about the national information superhighway. It's the same thing many of you know it as the internet. The internet was started in the 1960s, and it was started for kind of a funny reason.

00:22:34:20 - 00:22:57:01

Speaker 3

It started by the Department of Defense, and it was a series of computers and universities, supercomputers at the time that were linked together, and they were linked together because the Department of Defense was fearful that the United States would be attacked. And in the event of a

nuclear attack, the telephone system might go out. So this, this internet, the system of computers was going to be our backup communication system.

00:22:57:03 - 00:23:21:23

Speaker 3

Today it's very different. Today, many of you have access to the internet. How many of you have email accounts? A few. In five years, every student will have an internet. Will have an email account. The internet allows you to talk to people in real time by connecting to these, in these computers all over the world. In Mexico or Japan or Russia.

00:23:21:25 - 00:23:50:22

Speaker 3

And to be able to do that for just the cost of a local telephone call, it's a very dramatic tool. So it's easy to see that we're not like George Washington. We can see the changes happening. We can see that it's happening quickly, and we can see that it's happening in ways that are fairly predictable. What's important for you to understand what I want you to walk away with today is to understand how you need to adapt so that you can participate in the information superhighway.

00:23:50:24 - 00:24:07:23

Speaker 3

Some of the changes that are going to happen are going to be great. You'll like them a lot. They're going to be a lot of fun in terms of entertainment. You'll be able to get through your TV 500 channels that deliver movies to you whenever you want to watch them. You just be able to push a button. That movie will show up.

00:24:07:23 - 00:24:28:15

Speaker 3

You'll be able to videotape it, save it, do anything you want to with it. You'll be able to get new and more realistic video games. Many of you have heard of virtual reality that'll make you feel like you're a part of the game. That will feel very similar to real life. In terms of communication, you'll be able to do video conferences with people who you know, people you don't know.

00:24:28:23 - 00:24:44:01

Speaker 3

You'll be able to share data files. If you work on a report with somebody, you'll be able to work on that report together in the same way that those two students did in medicine. There was an exact there was an example in the video of how things will change. Right now, if you want to get a second opinion.

00:24:44:07 - 00:25:05:03

Speaker 3

You have to drive across town. You have the ability to ship an X-ray or an MRI from one doctor's office to another, to hold a video conference, and to get a second opinion right while you're sitting in the same doctor's office. So potentially the cost of medicine can go way down. Potentially, medicine can be delivered to poor communities where there is no medical service.

00:25:05:03 - 00:25:28:12

Speaker 3

Right now in schools. The changes are going to be very dramatic. Those of you who are in East Side or San Jose Unified by next year, will have computer access to the internet in your classrooms as part of the project that we're working on. In fact, in San Jose Unified. You'll have computer access in your classroom by the end of April in every classroom.

00:25:28:15 - 00:25:59:09

Speaker 3

But that change means a great deal. It means more than having access to movies, more than being able to talk to people. It means that the whole nature of the way teachers teach and students learn is going to change. But nowhere is this change going to be more dramatic than in the world of business. And if you're going to be ready, if you're going to be ready to participate economically, to have good jobs, you're going to need to change along with it.

00:25:59:12 - 00:26:26:28

Speaker 3

And what I want to do today is leave you with five things that I want you to remember that are critical to your being able to participate economically in this information superhighway. The first of these is you've got to become computer literate now, computer literate doesn't mean knowing how to use Ms. Word. It means that software is going to change regularly over time.

00:26:27:00 - 00:26:51:23

Speaker 3

In five years, people will say, Ms. word is so ancient, you're going to need to be able to learn new computer software, new applications. You're going to have to understand enough about how computers work to be able to pick up a manual, sit down at your computer, load some software, and be able to use it. Every job that is worthwhile to have in the 21st century will require the use of a computer.

00:26:51:26 - 00:27:11:13

Speaker 3

Some of you may be thinking, well, I'm going to go after a job. That is something that is maybe called blue collar. Working in a factory doing manual labor. I have news for you. There aren't going to be very many of those jobs in the 21st century. Many factory jobs, many manual labor jobs are going to be done by robots and by computers.

00:27:11:16 - 00:27:37:09

Speaker 3

And if that's the direction you're heading, good luck. If you want to participate economically on the national information superhighway, you must become computer literate. Second, you have to become an informed consumer of information. It's not enough to know how just how to use a computer. It's great to learn how to use the internet. For those of you who have done it, how to be able to chat with students all over the world.

00:27:37:12 - 00:28:01:12

Speaker 3

But think about it when all the information in the world is available just by touching a computer key, a lot of that information is just junk. You've got to be able to find information. You've got to be able to decide what information is important. And then you've got to be able to think critically about it. You've got to be able to add value to it to create economic value for yourself in your job.

00:28:01:14 - 00:28:22:09

Speaker 3

Third, you've got to be able to work well with others in a group. I know you've been hearing that since kindergarten, but the way jobs are going to be structured in the 21st century, it's absolutely critical. Did you ever get involved in a group project at school where you get really irritated because you're doing all the work, and somebody else who's in the group is not doing anything?

00:28:22:11 - 00:28:37:20

Speaker 3

So you say, well, I'm just never going to deal with that person again because they're going to get the same grade that I got, even though I did all the work. So that's the kind of situation that you're going to be in, in your job all the time in the 21st century.

00:28:37:22 - 00:28:59:14

Speaker 3

People are going to, group projects. You're going to have to depend on other people for information. The job that you do is going to depend on your ability to communicate with those people, to get information from them. And if you can't, you won't be able to do your job. The fourth thing you're going to have to become a lifelong learner.

00:28:59:16 - 00:29:23:13

Speaker 3

When I was in college, I talked to my friends, people who were students with me, and we all said, well, I've got to get my degree. And that's a good goal. I hope all of you get your degree, but that's not going to be enough. Jobs will change the job that you get when you get out of college or out of high school may be completely obsolete by the time you're 30 or 35 years old.

00:29:23:15 - 00:29:45:22

Speaker 3

Think about the job of printer. When I went to high school, I was on the staff of the school newspaper, but we had to do was type our stories up on a typewriter, send it out to a printer who would set the type. We pasted it up on a board, took the board into the printer and the printer would produce the newspaper and send it back to us.

00:29:45:24 - 00:30:09:22

Speaker 3

Today, if you're on the staff of yearbook or your school newspaper, you probably create a disk on page maker, which then goes off to the printer and the printer prints it and sends it back to you. In ten years, you're going to do the printing at your school. You're not going to need a printer at all. So the person whose job was that of being a printer is now becoming obsolete in the way it was.

00:30:09:23 - 00:30:31:03

Speaker 3

We still need printers. We'll still need people to produce things. But their job has changed 100% in the last 25 years. Project 25 years out, and think about how much you're going to have to learn. It won't be a problem for others to get information. So you're going to have to use information to give yourself a competitive advantage.

00:30:31:05 - 00:30:54:27

Speaker 3

Last, technology is a critical tool, but communication skills are more important. This information superhighway is what we call infrastructure. It's just a tool. It's not education. It's not anything but a tool. Just like a car, but like a car. It may be great to have a Mercedes, but it's still just a machine to get you from one place to another.

00:30:54:29 - 00:31:17:20

Speaker 3

To really be successful, you're going to have to be able to communicate effectively in writing, to be able to use math, to manipulate numbers, to present materials. Virtually all the information in the world will be available on the information superhighway. It's being able to present that information to others that will make you valuable in your job. You'll have to be able to present your information verbally and in writing to others.

00:31:17:23 - 00:31:42:07

Speaker 3

You may have to. You'll have to use mathematics to justify your thinking. Just as just as a car isn't a substitute for being able to learn to drive well, a computer is not a substitute for being able to communicate with others. Recently I talked to my mother. She's 81 years old and I was talking to her about the project that I'm working on, about getting access to technology to every student, everywhere.

00:31:42:09 - 00:32:07:21

Speaker 3

And she smiled and she said, you know, I'm really lucky to have lived when I did when I was born. Nobody in my town had a car. So I've seen cars come. I've seen radio, I've seen television. I've seen

tremendous change. Imagine when I was born. It took days to get across the country. Today you can get across the country electronically in less than 30s when you're 81 years old.

00:32:07:21 - 00:32:29:06

Speaker 3

You'll probably say much the same thing, except that what happens in the 21st century is going to dwarf everything that happened in the 20th century. My advice to you is don't be a bystander and watch. You're going to have to participate in order to do the things that you want to do in life. And the five things I want you to remember.

00:32:29:09 - 00:33:00:11

Speaker 3

Number one, become technologically literate. Number two, become an informed consumer of information. Number three, develop good skills in working with others. Number four become a lifelong learner. Learn new skills throughout your life. And number five, develop your ability to communicate in writing, in math, and verbally. If you do these five things, you will be an exciting participant in the next century of change.

00:33:00:13 - 00:33:19:08

Speaker 3

I wish all of you good luck. I can take a couple of minutes to answer any questions that you might have, and then I'd like you to see AT&T version of the future, which is about five minutes longer. But it's, they've spent a little bit more money than Pacific Bell's a little more high tech. are there any questions that anybody has to ask?

00:33:19:10 - 00:33:25:24

Speaker 3

Yes. How much money do I make?

00:33:25:26 - 00:33:50:21

Speaker 3

Let me talk about how money, how economic value is determined. It's partly education, and it's partly through ideas. I have made more money in my life than I'm making now. When I was in business. People

in business make more money than people who run nonprofit organizations like mine. but what I'm doing right now is much more important to me than what I did when I was in business.

00:33:50:22 - 00:34:11:25

Speaker 3

So you've got to make choices. But one of the one of the ways that your salary is going to be determined in the future is how well you can find information, how well you can analyze it, and how well you can think critically about it. No matter what you do. Other questions?

00:34:11:27 - 00:34:35:24

Speaker 3

Okay. can we take a look at the, second video? Thank you very much.

00:34:35:27 - 00:34:53:22

Speaker 1

Then if that's what you want to do, that's what I want to do. So I'm not going to. Even though it's hard, even though it takes a lot of time. Even though I'm the only one, I'm not going to quit because that's what I want to do. And that's what you should think about, you know? No, it doesn't matter if it's going to take a ten years to become a doctor, ten years to become a lawyer.

00:34:53:24 - 00:35:00:09

Speaker 1

Whatever you want to do, do it because you want to do it because ten years are going to patch. And if you don't get a degree.

00:35:00:09 - 00:35:07:28

Unknown

In something that you want, you're going to go for the rest of your life. And somebody that you don't want to be in.

00:35:07:28 - 00:35:18:09

Speaker 1

College offers you. Hi, my name's Letty Fernandez. I'm a junior here at sorry. I'm a junior over here, and I'm National Hispanic University.

00:35:18:12 - 00:35:19:21

Speaker 3

And before I get you,

00:35:19:23 - 00:35:43:10

Speaker 1

Get into what I did during high school and college. I just like to know how many of you are the oldest person in your. Of the oldest, kid in the family. The first impact. First time college entrance. Okay. Quite a few of you. Okay. I come about from a family where there's eight brothers and sisters, and I did not have someone to say.

00:35:43:10 - 00:36:02:11

Speaker 1

Okay, Letty, this is what you need to do if you want to become whatever it is you want to become. You have to do this, this, this and that. I didn't have anybody. And the other thing I didn't have was that I had parents who had never attended school in their lives. Well, my father went up to almost the eighth grade, and my mom went to kindergarten for about two months.

00:36:02:15 - 00:36:21:08

Speaker 1

And then my grandmother died. So she had to go to work. So she didn't have any schooling. And while they always thought it was really important at first to go to school, they were never able to give us any guidance. So don't feel no shame. Okay. How many of you go to school because you have to be there?

00:36:21:11 - 00:36:39:12

Speaker 1

Okay. That's that's why I was I was one of those people who had to go to school because my mom didn't want me to come. Okay. I went to school because that was expected. My father would say, you know, you have to go to school. You have to do really well. You're like, well, God, dad, you can go to school.

00:36:39:13 - 00:36:54:09

Speaker 1

I mean, you don't have a college degree. Wait, why are you going to have to graduate from high school? So it was kind of like, no, you go to school and it was always, you go to school and I'll be okay, but I should have done. And no one told me this was to take advantage of what's offered at the high school.

00:36:54:11 - 00:37:00:18

Speaker 1

Now, those of you who are how you guys are seniors and you're just one person. Okay, those are the rest of you like underclassmen, right?

00:37:00:20 - 00:37:13:26

Unknown

Where you grew up. Michigan. Okay. Those of us who didn't know what we wanted to do, you wouldn't want to grow up, go to a junior college, okay? Because you will like, But I think I was saying, you know, it doesn't matter how.

00:37:13:26 - 00:37:17:06

Speaker 1

Long it takes. You just go. What I did was right after I.

00:37:17:06 - 00:37:48:13

Speaker 5

Graduated from high school. I'm not Mr. Koto for a number of years, but I know one of his reputation. Even before I knew the man. He has a tremendous following among the Hispanic community, but among educators, he's a true leader. He is currently the superintendent.

00:37:48:15 - 00:38:36:13

Speaker 3

But he comes to us to San Jose. To Oakland, where he served as a superintendent of a district that had 53,000 students and more than 100 schools. He served as superintendent there from 1985 to 1989. This person has been, a member and has served on a number of task forces. There's one major, one, the

governor's state task force for school reform, which is a very privileged, group of people that are looking at our schools and evaluating and suggesting ways that they can become better places to learn.

00:38:36:16 - 00:39:24:00

Speaker 3

He has also, organized and conducted educational trips through Russia, Soviet Union. He has served, on also the Oakland City Council for a period of four years and was commissioner for the redevelopment agency, also in Oakland. He serves on a number of boards the United Way, the San Jose Mexican-American Heritage Corporation, the San Jose State University Institute of Technology, San Jose Metropolitan Chamber of Commerce, the Mayor's Gang Task Force, the Tech Museum of Innovation, and he's also the board of directors for the joint venture Silicon Valley Project.

00:39:24:02 - 00:39:50:01

Speaker 3

He's been appointed to a number of commissions and a number of, committees in which he's taken the leadership and has made many of the things that exist today in education possible. So with that, I'd like to introduce our speaker for the closing session, Mr. Joe Coto. Thank you.

00:39:50:04 - 00:40:13:07

Speaker 3

There you go. This is, since this is the concluding statement, I'm going to act like a superintendent or a teacher, and I'm going to ask you to grab your pencils and have a piece of paper, because I'm going to give you some suggestions, and I want you to take notes. Yeah.

00:40:13:10 - 00:40:22:27

Speaker 3

Now, once you, Now.

00:40:22:29 - 00:40:27:03

Speaker 3

Now that you have,

00:40:27:06 - 00:40:51:20

Speaker 3

Now that you have your pencils and your paper, just set the pencils down for a second and I'll tell you when to pick them up again, when I want you to take the notes. Because what I want to do is, what I like to do in the 7 or 8 or ten minutes that I'm going to spend with you this afternoon is, do what Jesse was talking about, and that is to help you reach for the stars.

00:40:51:22 - 00:41:18:26

Speaker 3

And I don't know whether you noticed that the, the topic of my presentation is called, The Beauty of Dreams. That's what I want to talk to you about. And I want to talk to you about. I want you to do a little bit of daydreaming with me, and I want you to think about the future, because it's going to be your future and what you've learned today.

00:41:18:26 - 00:41:46:02

Speaker 3

I want to try to get you to make the connection between what you've seen and learned today and what that future is going to look like. So I want you to close your eyes for a second and envision that you're waking up. That you're waking up in the year 2010. You're waking up in the year 2010. That's only about 15 years from now.

00:41:46:04 - 00:42:15:28

Speaker 3

But come on, you're asleep. Close your eyes. All right. the the only way this is going to work is if you follow what I'm saying right? It is March. It is March the 28th and the year 2010. You wake up at 7:00 in the morning. And your biometric bed checks your vital signs.

00:42:16:01 - 00:43:12:29

Speaker 3

The old. Listen to this. The old blood pressure is high this morning, my friend. The bed. The bed warns you in a soothing tone. You step into the shower, and the shower head automatically adjusts itself so that it fits your body. The spray comes out very strong, automatically, and you listen attentively as the shower room's personal information system reports on the overnight stock activity in Tokyo as the shower wets you down with antibacterial suds, you ask the information system for a quick personality

assessment from the psychotherapeutic expert system that you installed last week, and you know what it tells you?

00:43:12:29 - 00:43:50:29

Speaker 3

It says, hey, relax. Try to imagine that you're out in the beach someplace taking in some sun. You'll be able to handle the day at work a lot better. And the marketing presentation. You smile to yourself, thinking about the fun you've had on your last vacation in Hawaii. As the showers heat blast you dry, the robotic clothes valet brings you out to color coordinated, temperature sensitive business suit and you quickly get dressed as you leave your bedroom.

00:43:51:02 - 00:44:17:16

Speaker 3

As you leave your bedroom, you sense that the temperature is going down behind you and that the lights are turning off automatically. You peek into your kid's room to make sure that they've transmitted their homework to school and have gotten dressed for their tell a class, which they attend three hours in your home's media room. You're now ready to face the world.

00:44:17:18 - 00:44:56:11

Speaker 3

You're now ready to face an average workday in the 21st century. Now you're can open your eyes, and that's exactly what's going to happen to you. And it's only given it's only about 15 years away. Let me give you some advice. Let me give you some of the things that are going to happen to you. In just the next 10 or 15 years, the next 10 or 15 years, you're going to begin to see that the bridges, highways, railroads, parking lots and even airports are all going to go underground.

00:44:56:13 - 00:45:17:28

Speaker 3

You're going to get away. You're going to see that we're going to get away from the business of having three square meals. So you have breakfast, lunch and dinner, and you're going to have what are called five quick snacks. They're going to call it, they start a pulse break, a humph munch, a whole meal and an even snack.

00:45:18:01 - 00:45:41:16

Speaker 3

So you're not going to have three meals a day. You're going to have just the next 15 years. I want you to think about this, because this is what this conference has all been about, is getting you ready for this future. You're going to find that in the next 15 years, the body is going to be made up of interchangeable parts some biological, some mechanical and part electronic.

00:45:41:18 - 00:46:04:16

Speaker 3

You're going to be able to change it. I or if you tear off your arm, you're going to have an interchangeable part. So you're going to be able to see that the blind are going to be able to see, and those that are deaf are going to be able to hear. You're going to carry with you a smart card, an electronic smart card that's going to arrive.

00:46:04:16 - 00:46:29:02

Speaker 3

It's going to have all of the information that you need to handle all of your day's activities. And computers are getting to the point, as you've seen in some of the presentations. So they're going to think just like you. In fact, by the first decade of the 21st century, there's going to be 2 billion people that are going to be connected with computers.

00:46:29:04 - 00:46:48:07

Speaker 3

So are you going to be able to talk to anyone? In fact, you're going to be able to sit in a classroom or in your home and speak into a computer in English or Spanish, and it'll be translated in another language to someone in Mexico and Central or South America or Asia, in the language of the listener. On the other side.

00:46:48:10 - 00:47:10:14

Speaker 3

That's how fast things are changing. And that's why your participation in conferences like this are so very critical. Let me tell you what else is going to happen to you next 15 years. You know this business about careers. All of that is going to be dead. You're going to need to have new techniques to find employment in the future.

00:47:10:17 - 00:47:42:06

Speaker 3

The idea of spending your life, Terry Maxey and, other people in the audience of working your entire life with one school district or one company, is a thing of the past. In fact, the new lifetime, what you guys are going to be doing is you're going to be working in 3 or 4 jobs at 3 or 4 different companies, using one skill over here with this company, using serving as a consultant at another company and working still in a third place with someone else.

00:47:42:08 - 00:48:10:23

Speaker 3

And the key to the whole thing is what you've learned today, and that is that education is the key. The more schooling, the better developed your skills are, the more effective you're going to be able to be in that life that I described just a few minutes ago. And I mean, you can you can laugh about it, you can giggle about it, but it's going to be here, it's going to be here by the year 2010.

00:48:10:25 - 00:48:34:20

Speaker 3

And that's only 15 years from now. And you're going to be 27, 28 years of age. And unless you apply yourself like you're doing today at this conference, all of that is going to go by. I'm going to give you some suggestions in just a second about the things that you need to do that. But let me tell you about this conference and why it is so important that we emphasize the area of math and science.

00:48:34:22 - 00:49:20:13

Speaker 3

Obviously, the. That future that I describe to you is going to be heavily dependent upon scientific advancement. It is obvious to us in education that in order to graduate from high school and gain admission to a university, there is there are 2 or 3 keys. One of those keys is algebra. Algebra. You know, we looked at statistics across the country, and we found that 85% of those students who take algebra in the ninth grade in geometry in the 10th grade, that 85% of those kids wind up gaining admission to a university and wind up graduating.

00:49:20:15 - 00:49:51:29

Speaker 3

But you know what happens to Latinos? You know what happens to people that look like me? Only about 17% of us ever got a chance to get algebra by the ninth grade. 17%. And with African-Americans only 19%. And that's one of the reasons that our college going rates have not been as high as other students. Now, we've made a commitment here at San Jose, and they need to make it in Gilroy, and they need to make it in Salinas, and then maybe to make it in North.

00:49:51:29 - 00:50:20:26

Speaker 3

And they need to make it every place where there are schools. We made a commitment that every one of our students is going to start algebra in the ninth grade. All of you. You're going to start algebra in the ninth grade and go on to geometry in the 10th grade, because we believe that if we get you started in that kind of sequence and you take those kinds of courses, then 85% of you are going to wind up gaining admission to that university, in 85% are going to wind up graduating.

00:50:20:28 - 00:50:29:23

Speaker 3

What does that sound like? What does that sound like?

00:50:29:25 - 00:50:50:29

Speaker 3

Second thing, second thing that we're already doing, and we got the person here, person that's here in our audience that is in charge of that program here in all of San Jose, because it's not just any San Jose program, it's an entire San Jose project. Sandra Ramirez Jewett is the person that's putting that one together, and she's committed right here.

00:50:51:02 - 00:50:54:26

Speaker 3

Sign up.

00:50:54:28 - 00:51:12:24

Speaker 3

And you know, you know what? You tell us. You know what she tells me all the time. She tells me all the time. Not only will our boys take algebra in ninth grade, but all of our young ladies ought to take algebra in the ninth grade.

00:51:12:26 - 00:51:33:12

Speaker 3

I mean, I look at this audience as I look at this audience, it is heavily young ladies, and I want to make sure I want to. I want to tell you something. If you went to school in San Jose, you would be taking algebra and you'd be succeeding, because we want to make sure that you get to that college when you graduate in four years.

00:51:33:15 - 00:52:00:16

Speaker 3

Let me tell you the second thing that we're doing, Terry Maxey over here was in our audience works at a project that is called The Unfinished Journey. And in that unfinished journey, what we now have on our high school campuses, all 11 of them, we have college courses that are being taught by college professors for college credit. So you don't even have to leave your high school.

00:52:00:18 - 00:52:18:17

Speaker 3

You don't have to leave high school to make the transition to college, but rather you can take the courses while you're still in high school. And the reason that we're doing that is because we believe that that future that we describe for you, that future that I describe for you, when I ask you to daydream a little bit, is what the future is going to look like.

00:52:18:20 - 00:52:41:04

Speaker 3

And the only way you're going to be ready for it is if you make sure that you take algebra, take geometry, apply yourself and get to that college and at university and continue your education. Let me give you some suggestions about some things that you need to do. Pick up your pencils. Now I'm going to give you eight suggestions.

00:52:41:06 - 00:53:13:05

Speaker 3

Here are some things you need to do. The first one. The first. The first element of success. The first element of success. And I'll tell you what to write. Right. Number one. And that is a powerful vision, a powerful vision. You need to think and dream about accomplishing something for yourself in your society. It's not enough to just say that you want to be a.

00:53:13:10 - 00:53:34:13

Speaker 3

You're going to graduate from high school and you're going to get a job, and you're going to buy yourself a car, or you're going to go to school. I want you to have a powerful vision, a vision that goes something like this, a vision that says that you're the one that's going to develop. You're going to develop a cure for Aids or for cancer.

00:53:34:15 - 00:53:56:10

Speaker 3

Or a powerful vision that says that you're going to be the person that comes up with a way that we can stop having teenagers kill themselves with weapons every day, every two hours. A teenager, a teenager is killed using a weapon in this country. I want you to be the guy that going to come up with a strategy.

00:53:56:10 - 00:54:20:07

Speaker 3

Strategy for ending that. I want you to be the guys that are going to develop the system for eliminating infant mortality so that our babies don't die particularly young, particularly African-American and minority babies. I mean, you got to have a powerful vision that you're going to make a difference in life. You're going to make a difference in life, a powerful vision.

00:54:20:07 - 00:54:59:03

Speaker 3

That's number one second, one. Number two. Write this one. Visualize, visualize, visualize, visualize. I know some of y'all I don't want to be get easy in spelling, but I thought I throw that in as an extra right visualize. And what visualize means is that you have to close your eyes and dream sooner. Self passion, that algebra course getting in and geometry, getting admitted to Berkeley, to San Jose State, to Stanford and picture yourself being there.

00:54:59:06 - 00:55:32:23

Speaker 3

You have to visualize. Visualize yourselves as that scientist that comes up with a cure for Aids. Third, one. Third one say yes to your dreams. Say yes and underline and circle the yes. Say yes to your dreams. You've got to believe in the beauty of your dreams. Whatever you want to be, whatever you aspire to be. You got to believe in that beauty of those dreams.

00:55:32:25 - 00:55:55:16

Speaker 3

Because you know. Those people that believe they can accomplish something are the ones that are going to be able to do it. It all begins with you. It's kind of like Eleanor Roosevelt said that the future belongs. The future belongs to those who believe in the beauty of their dreams. So if you believe in the beauty of your dreams, your future is going to be extremely positive.

00:55:55:18 - 00:55:59:07

Speaker 3

Number four.

00:55:59:10 - 00:56:14:12

Speaker 3

Number four, become the most positive person. Become the most positive person.

00:56:14:14 - 00:56:38:12

Speaker 3

To become the most positive and most enthusiastic person you know. Gotta walk around with a smile on your face. You'll be friends with each other. You gotta look at the future as if the world is at your command. Make a commitment to be happy. Number five.

00:56:38:15 - 00:56:48:02

Speaker 3

Number five just write the word self-confidence. Self confidence.

00:56:48:04 - 00:57:04:00

Speaker 3

It's kind of like Whitney Houston used to say in that song. The talked about teach them all the beauty they possess inside. learning to love yourself is the greatest love of all.

00:57:04:03 - 00:57:26:26

Speaker 3

The difference between a successful basketball player, a Michael Jordan, or someone that is not so successful is their level of self-confidence. It's the same thing with you. It's your level of self-confidence. It's going to make the difference whether you are successful or not. You're going to be able to accomplish anything you believe you can accomplish.

00:57:26:29 - 00:57:31:22

Speaker 3

Number six.

00:57:31:24 - 00:57:35:17

Speaker 3

Number six.

00:57:35:19 - 00:58:10:21

Speaker 3

You are right. This one again, very, very boldly, never, never, never give up on yourselves. Never give up on yourselves. You should never, never, never, never, never give up on yourselves because miracles and miracles happen all the time. Miracles happen every day. And something that there's some difficulty that you may be encountering today. You may be able to overcome tomorrow.

00:58:10:23 - 00:58:31:15

Speaker 3

So never give up on yourself. And remember, what's the name of that student who was here conducting the session? Emma Gomez, I think, was her name Emma? Where's Emma? Emma was toddlers. Emma back there, she was talking about the fact that she went to one of her teachers, and she asked one of her teachers to give her some after school, she went to her teacher and she said to her teacher, can you give me a little bit of help?

00:58:31:15 - 00:59:02:06

Speaker 3

I need about 20 minutes. Help me with this algebra problem. She was having a little difficulty. The teacher told her, I don't have time. I only get paid for working this amount of time. She made a commitment not to give up. She made a commitment to herself that she was going to pass that, graduate from that high school and go on to college, and she did that.

00:59:02:09 - 00:59:18:01

Speaker 3

Listen, listen, in a lot of cases, in a lot of cases, those of you that are having some difficulty in school, it's not really your fault.

00:59:18:03 - 00:59:38:04

Speaker 3

It's not your fault. We as adults have not stood up for you, so you can't afford to give up on yourself. You got to be like Emma. You got to say, if I'm going to make it, regardless of what some people tell me. So I mean, that's probably the most important one that I'll give you. And then the last one, the seventh one that I'll give you.

00:59:38:07 - 00:59:56:16

Speaker 3

Is the one that Santana talks about. You know, all of you know, Santana, the musician, Sacred Heart and all of that sort of stuff. He has a song that he talks about, the fact that every day, every day you want to get up, every day you ought to get up with the idea that you're going to make somebody happy.

00:59:56:16 - 01:00:21:01

Speaker 3

He says. You're going to make somebody strong. And you know what we do too much of in this society. We spend too much time beating up on each other. We spend up too much time criticizing each other. Instead of helping each other and supporting each other. We make fun of each other. I want you to put a stop to that.

01:00:21:03 - 01:00:50:07

Speaker 3

Stop making fun of your fellow students and other people that you interact with. Do, like Santana says, make a commitment that every day you're going to make somebody happy and you're going to make somebody strong because it's going to be all of us working together to overcome some of the difficulties that we're facing as Latinos, as Hispanos, and certainly the National Hispanic University through Doctor Park, is leading the way to get us towards that kind of an objective.

01:00:50:09 - 01:01:14:00

Speaker 3

So I want you to repeat for me, let's go over those again real quick, like let's number one. I didn't hear that. What's number one? Power. Salvation. What's number two and what's number three. Yeah. What's number four?

01:01:14:02 - 01:01:26:05

Speaker 3

Verse number five. Verse number six. And. Verse number seven.

01:01:26:07 - 01:01:46:16

Speaker 3

Make somebody happy. Make somebody happy. Make somebody happy. Make somebody strong. Let me close by saying this to you. Let me close by saying this to you. Take that home. Take that home.

01:01:46:19 - 01:02:10:29

Speaker 3

Take that all. Take it home and write it in the best cursive writing that you have. Nailed it on your refrigerator. Or put it on your dresser and look at it every day. All right. It's a pleasure to be here. Nice to see you.

01:02:11:01 - 01:02:14:13

Speaker 3

Thank you, Mr. Carter. Well.