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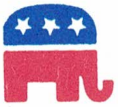
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Republican
National
Committee

Frank J. Fahrenkopf, Jr.
Chairman

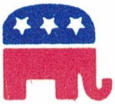
July 15, 1983

TO: Michael K. Deaver
Deputy Chief of Staff
The White House

FROM: Frank J. Fahrenkopf, Jr.
Chairman
Republican National Committee

Attached please find RNC's Education Briefing #11.

FJF:cm



Republican National Committee

Philip Kawior
Director of
Research

July 15, 1983

TO: CHAIRMAN FAHRENKOPF

ATTENTION: BILL PHILLIPS
Chief of Staff

THROUGH: WILLIAM I. GREENER, III *WIG III*
Director of Communications

THROUGH: PHILIP KAWIOR *PK*
Director of Research

FROM: RICHARD HANSEN *R.H.*
Issues Analyst

SUBJECT: EDUCATION BRIEFING #11

Contents of this briefing:

- I. The Week in Review
- II. Analysis: The issue of education "cuts"
- III. "Action For Excellence: A Comprehensive Plan To Improve Our Nation's Schools," the report of the Task Force for Economic Growth, Gov. James B. Hunt (D-NC) Chairman, June 1983

Appendix:

-- U.S. News and World Report interview with Secretary Bell

I. The Week in Review

The week ending Friday, July 15 saw the U.S. Commission on Civil Rights release a 124-page report assailing President Reagan's budget request for education, a 21-member Congressional Task Force begin exploring the pros and cons of merit pay for teachers, and President Reagan announce his support for revised wording of a constitutional amendment to permit school prayer.

Highlights:

- July 12: The U.S. Commission on Civil Rights released a 124-page report claiming the President's fiscal year 1984 budget request of \$13.2 billion for education represents a 13 percent cut over the fiscal 1983 budget and would eliminate 34 programs, while reducing federal spending by \$1.2 billion. The Commission's statement said, "... (T)his is an inopportune time for the federal government to reduce federal aid for education. Many of the educational programs slated for cuts are those that have met with success in improving the quality of education for the neglected and the disadvantaged - groups whose education is in need of greater improvement than the nation as a whole." The report claimed the President's 1984 education budget would, among other things:
 - Eliminate a \$24 million civil rights technical assistance and training program that provides money to desegregating school systems.
 - Cut \$146 million from the current \$3.16 billion appropriation for programs for children from low-income homes under the Elementary and Secondary Education Act.
 - Cut \$5.7 million from the Women's Education Equity program.
 - Rescind \$43.5 million in bilingual education funds for this fiscal year and keep funding at that reduced level next year.
 - Cut \$66 million from the Indian Education program, thus eliminating the program.
 - Cut \$10 million from the Graduate and Professional Opportunity program and \$1 million from the Legal Training for the Disadvantaged program.

Secretary Bell replied, in a statement, that the report "distorts and undervalues what this administration is doing for education" and that the report was "outdated by current events before it was issued." The Secretary said the budget proposal necessarily reflects "the national priority for economic recovery" and that the administration "will stand by the poor, the handicapped, the minorities and the advancement of education generally."

- July 11: A 21-member Congressional Task Force, appointed by Rep. Carl Perkins (D-KY), Chairman of the House Education and Labor Committee,

began exploring the pros and cons of merit pay for teachers. The task force is chaired by Rep. Paul Simon (D-ILL) and includes AFT president Albert Shanker and NEA president Mary Hatwood Futrell. Other members include legislators, teacher college officials, classroom teachers, representatives of various educational organizations and government officials. The task force is expected to issue a report before October 1 on how merit pay or master teacher plans could be set up, who would do teacher evaluation, how to finance such plans and whether there are other ways to attract and keep good teachers.

- July 12: President Reagan, while meeting with evangelical church and lay leaders at the White House, announced that he will push for a revised constitutional amendment to restore voluntary school prayer to the classroom. The earlier version had stated: "Nothing in this Constitution shall be construed to prohibit individual or group prayer in public schools or other public institutions. No person shall be required by the United States or by any state to participate in prayer." The revision adds the sentence, "Nor shall the United States or any state compose the words of any prayer to be said in public schools." A close vote is predicted when the revised amendment is voted upon in the Senate Judiciary Committee.
- Quote: "Reagan thinks he's on to a good issue (education) -- I'll kill him on this!"

-- Walter Mondale quoted in the Wall Street Journal of 7/14/83.

II. Analysis: The issue of education "cuts."

As reported in earlier briefings, the issue of the President's "cuts" in federal education funding will present a continual thorn in the side for the President and for our candidates as the campaign cycle picks up steam -- and could possibly counter-balance the substantial gains the President has made with the back-to-basics and merit-pay issues.

Should a reduced or static federal role in funding for education programs be the policy carried forward into 1984, a solid rebuttal is one that Secretary Bell has touched upon and which says, essentially:

-- Increased spending for education is fine. We encourage it. Polls have found that Americans will pay more for education if they can be assured they are getting their money's worth. But whichever government entity funds the programs -- federal, state or local -- the money still comes from the same source -- the taxpayer. Wouldn't you rather have your state and local governments -- those who are most familiar with the particular needs of your schools -- raise the money and have the authority to spend it as they see fit? State and local governments cannot claim they don't have the money or can't raise it when they have the same power to tax as does the federal government. What it takes is courage and initiative for the state and local governments to formulate programs to promote excellence in education, present them to the taxpayers and convince them that, while they will pay a higher price for excellence, it will be worth every penny.

Along another tack, there is the possibility for a policy of modest increases in federal funding for education programs, perhaps, in part, to help support the new agenda for excellence the Administration will release this fall -- while still remaining consistent with the President's policy of controlled federal spending and no new taxes. The President, for example, could point to savings achieved through greater management and debt collection efficiency in the federal government during his term and announce that it would serve the national interest to put some of these savings into the quest for excellence in education. (The Reagan Presidency: A Review of the First Two Years by the White House Office of Public Affairs cites an expected saving of \$13.7 billion from implementation of "Reform 88" management techniques in fiscal year 1983 alone and \$2.1 billion in debts collected, that wouldn't have been under old practices, in 1982.) A policy along these lines could serve two purposes; one, to blunt the critics of federal education "cuts" and, two, to call attention to a separate, but significant achievement of the Reagan administration.

SCHOOL BOARD NEWS

ACTION FOR EXCELLENCE

A Comprehensive Plan To Improve Our Nation's Schools

From
Task Force on Education for Economic Growth

June, 1983

The National School Boards Association has reprinted this report with the permission of and in cooperation with the Education Commission of the States which is solely responsible for its content.

The Education Commission of the States is a nonprofit, nationwide interstate compact formed in 1966. The primary purpose of the Commission is to help governors, state legislators, state education officials and others develop policies to improve the quality of education at all levels. Forty-eight states, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS central offices are at 1860 Lincoln Street, Suite 300, Denver, Colorado 80295. The Washington office is in the Hall of the States, 444 North Capitol Street NW, Suite 248, Washington, D.C. 20001.

Dr. Robert C. Andringa is executive director.

This action plan from the National Task Force on Education for Economic Growth differs from other national commission reports in several important ways:

- It is put forth with an unusual sense of urgency. There are few national efforts that can legitimately be called crucial to our national survival. Improving education in America—improving it sufficiently and improving it now—is such an effort. Our purpose is to reach as many citizens as possible and to persuade them to act. The facts on education and achievement in America have recently been gathered and presented by many different groups. What is needed now is to act on those facts.

- It calls for action by the states and by local communities. We acknowledge the importance of a strong Federal commitment to education—and we believe that commitment must be backed by sufficient resources. In this report, however, we have chosen to focus on action at the state and local level, and to call for new commitment and new action from the states and communities of America. We do so because it is here that the chief responsibility for education lies. Education for economic growth is indeed a national challenge, and it justifies national leadership and a national response. But important national commitments, in our judgment, do not only trickle down; they also bubble up.

- This report concentrates on the nation's public schools and on the years from kindergarten through twelfth grade. Our national system includes much more: the private schools, our colleges and universities, proprietary job-training schools and corporate training programs, to name only a few. We believe, however, that the public schools are the key component of the system, and that clarity is gained by focusing our deliberations and our recommendations.

- This report calls for new alliances among educators, school systems and many other groups in America to create a new ethic of excellence in public education. We believe especially that

FOREWORD:

A CONVICTION THAT A REAL EMERGENCY IS UPON US

businesses, in their role as employers, should be much more deeply involved in the process of setting goals for education in America and in helping our schools to reach those goals. And we believe that legislators, labor leaders, parents, and institutions of higher learning,

among others, should be far more involved with the public schools than they are at present.

- This report calls not for quick fixes, but for deep and lasting change. Much of what we recommend is ambitious and will be politically demanding.

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Governor of North Carolina

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for it involves fundamental changes in the priority we Americans put on education; changes in the way we run our schools; changes in the ways that we train, recruit and pay teachers and administrators, and changes in the very goals we set for public education in America.

- Finally, this report represents the midpoint—not the end—of our work. Rather than disband with the publication of our report, the Task Force plans to remain busy. We will actively promote efforts to put this action plan into effect. We will use our resources and our personal energies to drive home the need for better education in the cause of a more prosperous and productive nation. And we will establish a clearinghouse of information and ideas for states and communities working to improve their schools.

The National Task Force on Education for Economic Growth comprises a wide range of leaders: governors, legislators, corporate chief executives, state and local school board members, educators, leaders of labor, the scientific community and many others. They are a diverse and occasionally contentious group, representing various interests and constituencies. But over several months of deliberations, these leaders from many different enterprises have been united by three strong, shared convictions: a conviction that a real emergency is upon us; a conviction that we must act now, individually and together; and a passionate, optimistic conviction that action, soon enough and in the right directions, can succeed.

We will be successful because of the good work that is already being done by dedicated people and because of the overwhelming power of our people to act to improve our nation's future.

JAMES B. HUNT, JR.

Governor of North Carolina

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PIERRE S. DU PONT, IV

Governor of Delaware

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Chairman of the Executive Committee,

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EXECUTIVE SUMMARY: THE ACTION PLAN

Convinced that continued progress in American education is vital to our national survival, the Task Force on Education for Economic Growth has prepared an action plan that outlines the new skills students will need to meet the demands of a rapidly changing workplace, summarizes the problems we face in revamping our educational system, makes eight major recommendations for action, and follows each recommendation with steps that various groups can take to improve education. The outlook is bright: great as some of the difficulties confronting education may be, our assets are greater still.

The action plan marks the midpoint in the work of the Task Force, a partnership of government, business, labor and education leaders who will continue their efforts to promote lasting change in education over the next year.

The Challenge: New Skills for a New Age

Technological change and global competition make it imperative to equip students in public schools with skills that go beyond the "basics." For productive participation in a society that depends ever more heavily on technology, students will need more than minimum competence in reading, writing, mathematics, science, reasoning, the use of computers, and other areas. Mobilizing the education system to teach new skills, so that new generations reach the high general level of education on which sustained economic growth depends, will require new part-

The following organizations generously donated funds to support the Task Force on Education for Economic Growth:

Aetna Life & Casualty Insurance Foundation
American Telephone and Telegraph
Atlantic Richfield Foundation
American Association for the Advancement of Science
Communication Workers of America
Control Data Corporation
Dow Chemical Company
E G & G
Ford-Mortor Company Fund
International Business Machines Corporation
Kellogg Foundation
RCA Corporation
Texas Instruments
Time, Inc.
Xerox Corporation

nerships among all those who have a stake in education and economic growth. The challenge is not simply to better educate our elite, but to raise both the floor and ceiling of achievement in America.

The Problem: Educational Deficits and Blurred Goals

Education for economic growth demands progress on many fronts. Students need to improve their performance, particularly their mastery of higher order skills. Relieving the shortage of teachers at the point where quality and quantity intersect may require new strategies. So may strengthening the curriculum and improving the management of schools so principals can concentrate on academic matters. Inhibiting progress is the lack of clear consensus about how to improve education, especially since some prevailing policies (like lowered standards for college entrance and lessened emphasis on homework) work against excellence in education.

The Response: Recommendations of the Task Force

1. ACTION RECOMMENDATION

Develop—and put into effect as promptly as possible—state plans for improving education in the public schools from kindergarten through grade 12.

- Led by the governor, each state should develop a state plan for education and economic growth.
- Each governor should appoint a broadly inclusive state task force on education for economic growth.
- Each school district should develop its own plan.

2. ACTION RECOMMENDATION

Create broader and more effective partnerships for improving education in the states and communities of the nation.

- Business leaders, labor leaders, and members of the professions should become more active in education.
- Business leaders should establish partnerships with schools.
- Governors, legislators, chief state school officers, state and local boards of education, and leaders in higher education should establish partnerships of their own.

3. ACTION RECOMMENDATION

Marshal the resources which are essential for improving the public schools.

- School systems should enrich academic programs and improve management to make the best possible use of resources.
- States and communities should invest more financial, human and institu-

tional resources in education.

- The federal government should continue to support education.

4. ACTION RECOMMENDATION

Express a new and higher regard for teachers.

- States and school districts—with full participation by teachers—should dramatically improve methods for recruiting, training, and paying teachers.
- States should create "career ladders" for teachers.
- States, communities, the media and the business community should devise new ways to honor teachers.

5. ACTION RECOMMENDATION

Make the academic experience more intense and more productive.

- States and school systems should establish firm, explicit, and demanding requirements concerning discipline, attendance, homework, grades, and other essentials of effective schooling.
- States and school systems should strengthen the public school curriculum.
- States should increase the duration and the intensity of academic learning.

6. ACTION RECOMMENDATION

Provide quality assurance in education.

- Boards of education and higher education should cooperate with teachers and administrators on systems for measuring the effectiveness of teachers and rewarding outstanding performance.
- States, with full cooperation by teachers, should improve the process for certifying teachers and administrators and make it possible for qualified outsiders to serve in the schools.
- States should examine and tighten procedures for deciding which teachers to retain and which to dismiss.
- Student progress should be measured through periodic tests of general achievement and specific skills; promotion from grade to grade should be based on mastery, not age.
- States and communities should identify clearly the skills they expect the schools to impart.
- Colleges and universities should

raise their entrance requirements.

7. ACTION RECOMMENDATION

Improve leadership and management in the schools.

- Principals should be squarely in charge of educational quality.
- Pay for principals should relate to responsibilities and effectiveness.
- States should set higher standards for recruiting, training and monitoring the performance of principals.
- Schools should use more effective management techniques.

8. ACTION RECOMMENDATION

Serve better those students who are now unserved or underserved.

- States and school districts should increase the participation of young women and minorities in courses where they are underrepresented.
- States should continue to develop equitable finance measures to insure that education resources are distributed fairly.
- States and school systems should identify and challenge academically gifted students.
- States, school systems, principals, teachers, and parents should work to reduce student absences and failures to finish school.
- States and school systems should specifically include handicapped students in programs for education and economic growth.

The Outlook: Can We Succeed?

We can improve public education across the nation. Our resources are abundant. Our commitment to a broadly inclusive educational system has been demonstrated by the impressive reforms of the 1970s. And the substantial progress states and communities have already made in improving the quality of education is proof positive that we can indeed change education in deep and lasting ways. But the stakes are high, and our ultimate success will depend in large measure on our willingness to act. No task facing our nation matters more than to launch—now—the action plan set forth here.

THE CHALLENGE: EDUCATION FOR ECONOMIC GROWTH

For most of our history, we Americans have been in love with change—with newness. Early in the nineteenth century Alexis de Tocqueville, in *Democracy in America*, described a chance encounter with an American sailor, who explained to the bemused Frenchman why it was unnecessary, in America, to build sailing ships sturdy enough to last for decades. Progress in the art of ship-building is so swift and certain, the sailor said, that any ship, after only a brief time on the seas, is sure to be replaced by a newer, better

vessel.

Tocqueville shrewdly sensed that this unlettered sailor, with his ebullient faith in progress, spoke for America. And surely Tocqueville was right: a cheerful belief in change and progress has been a marked trait of Americans through most of our history. We Americans, moreover, have not only believed progress to be inevitable, we have embraced it: for we have taken for granted that our country would always be in the very vanguard of change.

Today, however, our faith in change

"The purpose of this task force is to link education to the economic well-being of our individual states and our nation as a whole."

"A good starting point is a definition of the skills our children need."

—and our faith in ourselves as the world's supreme innovators—is being shaken. Japan, West Germany and other relatively new industrial powers have challenged America's position on the leading edge of change and technical invention. In the seventies, productivity in manufacturing industries grew nearly four times as fast in Japan, and twice as fast in West Germany and France, as in the United States.

The possibility that other nations may outstrip us in inventiveness and productivity is suddenly troubling Americans. Communities all over the United States are depressingly familiar now with what the experts call *technological*, or *structural*, unemployment: joblessness that occurs because our workers, our factories and our techniques are suddenly obsolete. To many Americans, technological change today seems a dark and threatening force, rather than a bright confirmation of our national genius. Tocqueville's sailor welcomed change; many of our people today, however, are beginning to fear it.

Yet the conditions that concern us today—swiftly advancing technology; economic competition in a global arena; the sudden obsolescence of skills—will be even more intense tomorrow.

Highly skilled human capital has always been important to our economy. In the future it will be even more important. And in the future that is quickly emerging, not just people in scientific and technical occupations, but virtually all workers, will face new demands. Some of these new demands, in fact, are already clearly visible: in offices all over America, typewriters are being replaced by word processors—devices which increase productivity, but which also require new training and new skills. In the armed forces, sophisticated weapons systems require more sophisticated skills. In shops and warehouses across the country, work that once was unskilled and purely physical—lifting, moving and hauling—is increasingly performed today by mechanical devices and even more sophisticated systems. The porter's job of yesterday is the work of a lift operator today and will become the work of a computerized conveyor system operator tomorrow.

In one sense, the advance of technology in the workplace makes work easier by reducing physical demands. But inevitably the advance of technology makes other intellectual and psychological demands. Even those inventions that make calculations faster and easier—computers, for example—require a high degree of adaptability.

It is the thesis of this report that our future success as a nation—our national defense, our social stability and well-being and our national prosperity—will depend on our ability to improve education and training for millions of individual citizens. We must begin now, act now, change now, so that in the future our children will be able to meet the demands of a new era that is already upon us.

Broadening the Definition of "Basic Skills"

This new era of advancing technological change and global competition will radically change our concept of *basic skills*—of the minimum necessary skills for a person's economic survival.

This kind of redefinition has happened before. Over the years, our concept of *literacy*, for example, has undergone considerable revision, as technology has advanced in America and as the demand for knowledge has increased in the workplace. In the nation's early days, to be literate meant simply to be able to write one's name. Later, literacy came to mean the ability to read and write. Today, to most of us, basic literacy implies the ability to read, write and compute—at a rudimentary level, to be sure: but at a level higher than was common among unskilled workers a century ago or even fifty years ago.

What is about to happen to today's concept of basic skills?

What we consider the basic skills today can be described fairly simply. In most states and communities that have established minimum competency requirements, "basic skills" are defined in minimal, rudimentary terms, as follows:

- First, the ability to comprehend literally a simple written passage
- Second, the ability to compute with whole numbers
- Third, the mastery of writing mechanics.

When state or local assessment projects test students for minimum competency it is these minimal skills that are examined. We expect our schools to impart much more than these basic skills; we demand that they impart no less.

If we match these minimal basic skills to today's spectrum of jobs, we find that:

UNSKILLED JOBS can be performed adequately by people with less than today's basic skills: simple hauling and janitorial work, for example.

BASIC JOBS require today's basics: employment, for example, as a clerk in a small, non-computerized store.

"LEARNING-TO-LEARN" JOBS demand that the worker possess not only basic skills, but be capable of acquiring new ones. Most factory and service-industry jobs in America today fall into this category. And it is here—in imparting the skills of analysis and problem-solving that constitute "learning-to-learn" skills—that our schools face their greatest need for improvement.

PROFESSIONAL JOBS require adaptability—"learning-to-learn" skills—and more sophisticated intellectual skills as well. Professionals, scientific programmers and analysts, and middle-to-upper-level corporate managers are examples.

The advance of technology will greatly affect job opportunities and job requirements. Jobs which offer upward mobility will increasingly be those which require the creative use of

"It has become clear to us that our educational system is going to have to change."

technology.

The stiffening demands of advancing technology will almost certainly mean that real opportunity, real changes for upward mobility, will increasingly be reserved for those with "learning-to-learn" skills: not just the ability to read, write and compute at a minimal level, but more complex skills of problem solving, reasoning, conceptualizing and analyzing. *Increasingly, people who have only today's basic skills—or less than today's basics—will be consigned to economic stagnation.*

The implications for educational policy then, are clear: our commitment to democratic values, to free individual choice and to equality of opportunity forbid us to establish an educational caste system. We cannot deliberately educate some students for tomorrow's more demanding jobs and consign the rest to being left behind. Yet to continue business as usual, to continue educating even a portion of our students only for today's basic skills, runs the risk of doing precisely that. As the economist Lester Thurow has put it, our economy "is not going to thrive unless there is a major effort to upgrade the American labor force from top to bottom."

So we face two imperatives:

First, we must upgrade considerably our definition of basic skills. Beginning now, our definition of basic skills must expand to include more of the skills that will be demanded in tomorrow's technologically-sophisticated workplace. In the future, for example, minimal basic competency may well include skills considerably broader than those we consider basic today:

Competency in reading, for example, may well include not only the ability to literally decipher a simple written passage, but other skills as well: the ability to analyze and summarize, for example, and the ability to interpret passages inferentially as well as literally.

Basic, minimal mathematical competency may well include, in the future, not just the ability to compute with whole numbers, but also more complicated computing and problem-solving skills: the ability to use arithmetic computations in solving problems.

Competency in writing may well comprise not just the ability to write a sentence or paragraph, but the ability to gather and organize information coherently. (See Appendix, "Basic Skills and Competencies for Productive Employment".)

Second, beyond reworking our definition of basic skills, we must mobilize our educational system to teach those new skills. We must launch an effort to transmit to all the nation's students higher levels of the skills required to function in tomorrow's workplace: levels sufficiently high to afford them choice and opportunity in tomorrow's economy.

In short, we must raise our expectations and our standards. We must improve the quality of instruction for all students—not just for an elite, but for all. We must raise both the floor and the

ceiling of achievement in America, improving educational attainment for the most able students and for other students as well.

Education and Growth

We must accomplish these things because our children's individual well-being depends on it. And we must accomplish these things for another reason: because our national well-being depends on it. Our ability to compete in world markets, to defend ourselves militarily and to sustain vital programs of government will assuredly depend on a growing national economy.

It is our conviction that **sustained economic growth is essential.** And it is our judgment that a high general level of education is perhaps the most important key to economic growth. Common sense compels the conclusion, and observation confirms it, that for any nation, knowledge is power; that trained intelligence is a chief component of individual and national productivity, of a nation's capacity to innovate, and of its general economic health.

The fortunate economic position of the United States throughout much of its history can be attributed not only to the blessings of geography and to abundant natural resources. It is surely the result also of certain deliberate decisions: our decision, for example, to provide universal free public education; our decision to establish the land-grant colleges; our decision to pass a GI Bill of Rights in the forties and a National Defense Education Act in the late fifties; our decision to support university-based research with generous infusions of tax dollars. Such decisions to invest in education have paid rich dividends.

Dr. Edward F. Denison of the Brookings Institution has estimated that technological, managerial and organizational improvements in production—improvements which themselves depend on educational attainment—were the greatest contributor to the nation's economic growth, measured in growth of national income per employee, between 1948 and 1973. "The next largest source," Dr. Denison has written, "was the increase in the amount of education that employed persons had received. Educational background decisively conditions both the types of work a person is able to perform and his proficiency in any particular occupation. It enhances skills of individuals within an occupation, permits beneficial shifts in occupational composition, and heightens a person's awareness of job opportunities and thereby the chances that he is employed where his marginal product is greatest." Any approach to increasing productivity in the United States, Dr. Denison maintains, must focus attention "on the quantity and quality of education of all types and at all levels."

The experience of other nations with education and economic progress dramatically supports this view. The Japanese government after World War II, for example, explicitly pursued a goal of universal high school education for Japan's young people: an innovation for

"It's time to stop building barriers between education and labor and business and start building bridges."

that hierarchical society. In 1950, 43 percent of all 15-year-olds were going on to high school; by 1975, 90 percent were; by 1980, 95 percent. Enrollments in nursery schools and kindergartens increased at the same time, until an overwhelming majority of Japanese pre-schoolers were attending such classes—where traditionally, children learn to read. *The Japanese, in essence, adopted the American educational ethic—an ethic of universal education—and have pursued it with extraordinary efficiency.* The results of this Japanese surge in educational effort and investment are visible and impressive today.

Japan's improvements in education, of course, correspond in time to Japan's postwar economic miracle—a correspondence which suggests a direct link between education and productivity.

It is important to understand, moreover, that the level of basic achievement in Japan is quite high. As Dr. Thomas P. Rohlen reports in his book, *Japan's High Schools*: "The great accomplishment of Japanese primary and secondary education lies not in its creation of a

brilliant elite... but in its generation of such a high average level of capability."

The challenge to us in the United States, as we seek to educate for economic growth, will be to generate in our country such a high "average level of capability": a level high enough to keep us capable of competing intellectually—and thus capable of competing economically—in the future.

Not only parents, teachers and students, but all citizens have a stake in how effectively we meet the challenge to improve the quality of education in our public schools. For the quality of our schools will help determine whether our economy in the future grows vigorously or stagnates. And surely all citizens—single people, childless couples and the elderly, as well as families with school-age children—have a stake in our nation's economic health and growth: for these will determine how many jobs are available in the United States, and how adequate our resources will be for vital public services and a decent national standard of living. Because everyone stands to benefit, the consensus for education and economic growth should be truly national.

THE PROBLEM: EDUCATIONAL DEFICITS AND BLURRED GOALS

Can we educate future generations sufficiently well to assure steadily increasing productivity and economic growth?

It is the conviction of this Task Force that we can—but that we are not now doing so. We are not doing so because we face some serious deficiencies in our educational system and because we have reached no clear consensus about what must be done to improve education.

Problems in Student Achievement

The National Assessment of Educational Progress, which periodically surveys the knowledge and skills of high school students, found in one of its recent surveys that:

- Thirteen percent of our 17-year-old students could not perform reading tasks considered to be minimal for functional literacy
- Twenty-eight percent could not answer questions testing their literal comprehension of what they read
- Fifty-three percent could not write a letter correcting a billing error
- Only twenty-one percent could write a persuasive statement in 1974. By 1979, the percentage showing adequate competency on this test had dropped to fifteen percent
- When the assessment tested the students who had dropped out of school before reaching age 17, the percentages of poor performers were even higher
- According to the U.S. Office of Edu-

cation, forty to fifty percent of all urban students have serious reading problems. Since minority students are concentrated in urban schools, and since it is estimated that by 1980 more than forty percent of urban students nationwide will be members of minorities, we face a special challenge here: to improve educational results among minority students so that they can increase their representation in the high-skill fields that will provide upward mobility in the future.

Educational deficits in the specific fields most closely related to technological progress, mathematics and science, are especially disturbing. The United States today can still lay claim, narrowly, to technological leadership in the world—a fact which reflects our country's abundant supply of skilled scientists, technologists, engineers and technicians.

But our technological supremacy has eroded as other nations have expanded their own capacities. Our ability to compete is threatened, for example, by a shortage of skilled engineers and scientists—and, perhaps more seriously, by a lack of general scientific and mathematical literacy: forms of literacy which will be essential if our citizens are to support a technologically advancing economy.

The small percentage of students in the United States who are planning to enter scientific and technical professions has remained roughly constant in recent years, and so have their achieve-

ment levels. But most students today end their encounters with science and mathematics early in high school. This declining exposure to technical subjects is a serious problem which threatens to become more serious as American workers face increasing technological demands:

- Between 1960 and 1977, the proportion of public high school students enrolled in science and mathematics courses declined; the proportion of students enrolled in science dropped from 60 to 48 percent

- Despite recent increases in mathematics and computer science enrollments, half of all high school graduates take no mathematics or science beyond the tenth grade

- Remedial mathematics enrollments at four-year colleges increased 72 percent between 1975 and 1980, while the number of students going to college increased only seven percent in the same period—a fact which suggests the inadequacy of high school mathematics and science preparation.

Our educational system, to be sure, has scored some important successes over the past two decades. According to the findings of the National Assessment of Educational Progress, there were improvements in basic skills among the lowest-performing 25 percent of students. Black students as a group, and many other historically disadvantaged students, showed actual improvements in their performance of basic tests of reading, writing and computing—which suggests that our efforts over the past two decades to improve educational opportunities for these young people have had real impact.

The fact remains, however, that overall performance in higher-order skills—inference, analysis, interpretation and problem-solving skills—declined in the seventies. And the largest drop-offs in achievement occurred in the most able students. This suggests that we may be regressing from the standard of literacy which was considered adequate 15 years ago at precisely the moment when global economic competition and technological change in the workplace are challenging us to upgrade our standards.

These educational deficits are hardly surprising when we reflect that among the world's industrialized nations, the United States appears to expect the least of its youth in terms of academic effort and achievement:

- While only 38 percent of American high school students take a one-year course in chemistry, all students in the Soviet Union complete four years of chemistry, including a full year of organic chemistry

- Approximately 95 percent of Japanese teenagers now graduate from high school, compared with 74 percent in the United States

- In most of the industrialized countries, the school year is considerably longer than in the United States—often 240 days or longer, compared to an average of 180 days in our country. School days are longer, exposure to core ac-

ademic subjects is greater and time-on-task exceeds that in United States schools. As a result, after twelve years of schooling, students in other advanced nations may have the equivalent of four full years more schooling than American high school graduates—in a curriculum that is more demanding than the typical American school's course offerings.

The Teacher Gap

Deficits in student performance are only one aspect of the quality problem in education. In fact, student performance problems are simply reflections of other deeper difficulties.

Our nation is suffering a "teacher gap," for example—not necessarily a shortage in sheer numbers, but a shortage of qualified teachers in critical subjects:

- 26 percent of all teaching positions in mathematics, for example, are filled by teachers who are not certified, or only temporarily certified, to teach mathematics. And this pool of disqualification seems to be expanding; among newly-employed mathematics and science teachers in 1981, 50 percent were uncertified to teach these subjects.

- A survey in 1981 revealed that 43 of 45 reporting states indicated a shortage of secondary-school mathematics teachers; 42 states reported a shortage of physics teachers.

- Between 1971 and 1980, a survey of 600 colleges revealed a 64 percent decline in the number of secondary-school science teachers being prepared—and a 78 percent drop in the number of mathematics teachers.

- 51 percent of elementary school teachers report that they received no undergraduate training in science.

- And not only is there a shortage of qualified mathematics and science teachers; there is a shortage also of summer institute and college programs to upgrade their skills. The programs of the National Science Foundation to re-train teachers after college, which were widespread during the sixties, no longer exist.

- Social progress, ironically, intensifies the difficulty. In former years, when women and minorities suffered greater job discrimination than today, teaching was often their major opportunity for work at a professional level. Today, however, job opportunities are broadening for women and minorities; teaching can no longer monopolize their talents.

It would be a mistake to blame this gap between our need for highly qualified teachers and our supply of them on the teaching profession. In fact, the problem has many causes. Perhaps the chief cause of the problem is the value that our society places upon elementary and secondary-school teaching: a value measured by what we pay our teachers. The average salary of beginning mathematics teachers with a bachelor's degree, for example, is now only 60 percent of the beginning salary offered by private industry to bachelor's degree

"It's time—not to leave education to the educators, job training to businesses, and unemployment worries to labor unions—but to bring all of these people together to design programs that are realistic in an educational atmosphere and effective in an economic atmosphere. . . . We must have everyone working together to design a curriculum that fits, that makes sense for economic education."

candidates in mathematics and statistics.

Teachers salaries generally remain low in comparison to pay scales in other occupations. In Montgomery County, Maryland, for example—a prosperous Washington suburb whose school system is considered generally excellent—a liquor-store clerk with a high-school diploma and two years' experience earns \$12,479. A schoolteacher, however, with a college degree, special training in teaching, and the same amount of experience, earns less: only \$12,323.

In every state, moreover, teachers are paid according to a rigid salary schedule based primarily on training and years of experience. No state, to our knowledge, has a system for rewarding exceptional teachers for their superior performance. The idea of extraordinary rewards for extraordinary performance, in fact—an idea which is accepted in virtually every other career field, public and private—does not apply in the field of public-school teaching. The system of tenure in most school systems also makes it difficult, if not impossible, to deal with the problem of ineffective or unmotivated teachers.

The differences between pay for a beginning teacher and pay for an experienced teacher are so small in most states, and are applied so gradually, that a powerful incentive is created for experienced teachers to leave the profession. Small wonder that 25 percent of teachers currently at work in the classroom have stated their intention to leave teaching in the near future!

Among those dedicated people who choose teaching—and who choose to remain in the profession—the lack of opportunity for in-service training is deeply discouraging. 40 percent of secondary-school science teachers have not attended a course or workshop in their subject area since they began teaching.

Finally, the teaching profession is not attracting a sufficient proportion of the most able college students. For several years, future teachers have ranked near the bottom of all groups taking the Scholastic Aptitude Test for college admission. In 1982, S.A.T. scores for students preparing to be teachers were 80 points below the national average. This is a disturbing fact. But it is probably what we should expect, given the low levels of pay and esteem that we accord teachers in America.

Needed: Curriculum Renewal

More than a decade has passed since National Science Foundation funds—and the expertise of university scientists, mathematicians and engineers—were used to revitalize the nation's science curriculum. The teaching materials developed then are now increasingly obsolete; they do not take advantage of teaching with technology, for example, or rapid progress in electronics.

The original NSF materials were directed primarily toward the most able students. The challenge remains to interest more students—both those who

will pursue scientific careers and the general student—in taking science and mathematics courses. Ten years ago, just over half the nation's high schools offered a course in physics—and only one student in every four or five took the course. As bad as this situation was, it has recently become worse: today only one in every five or six high school students takes physics.

We need a renewed curriculum. But we must take care to develop teaching materials aimed at attracting, motivating and establishing competency in every ability group. A concept of curriculum improvement that focuses on cognitive goals but ignores motivation is destined to fail.

Another priority related to curriculum improvement must be to increase instructional time in key academic subjects:

- The typical elementary school week comprises 25 instructional hours. During these 25 hours, only one hour of science is taught in many schools across the nation—and less than four hours of arithmetic.

- In most industrialized nations by contrast, as we have mentioned, the amount of classroom time devoted to core academic subjects is several times greater than the time spent in our schools. Students in these countries are introduced earlier than our young people to reading, mathematics and science; they attend school longer each day and spend more days in school each year. Need we be surprised, then, that a gap is opening between achievement levels in the United States and those in Japan and Europe?

In many American schools, moreover, laboratories and instructional equipment are obsolete or unavailable, and good textbooks are in short supply. Sixty percent of science teachers have had their budgets for supplies and equipment cut in recent years at a time when sophisticated equipment is surely needed in our schools. And the proportion of educational budgets devoted to textbooks has been cut in half in the last 17 years—the same period in which test scores measuring student achievement have also fallen.

Finally, most American schools have only scratched the surface when it comes to integrating modern technology into instructional programs. The use of computers in schools is increasing; some states have launched effective leadership efforts in computer-assisted education. In a few states, videotape and other technical innovations are used creatively to extend the reach and effectiveness of teachers. But in most places, school systems have shown only spotty success in using technology to augment textbooks and other teaching materials or to extend the instructional reach of teachers.

Management and Leadership Problems

Building quality in education—attracting high-quality teachers, for example, and keeping them in the profes-

“If the first purpose of our schools is to create good citizens, the second purpose is to create productive people, capable of living in peace and able to enjoy the fruits of their labors.”

sion—will doubtless cost more money than we are now spending. But any call for additional resources in education must be accomplished by a clear commitment to getting better results from the money we spend. More effective management of the schools at every level would be a good place to begin.

Many school districts in recent years have made real progress in organizing their systems more efficiently, in establishing better teacher-student ratios and school sizes, and in monitoring student performance as one measure of instructional effectiveness. But there are obviously many districts where such efforts need to be renewed or improved.

In study after study, it has been shown that one key determinant of excellence in public schooling is the leadership of the individual school principal. In those schools where the principal is well-trained, highly motivated and zealously devoted to inspiring excellence among teachers and students, the effect is bracing—even in ghetto schools whose facilities are inadequate and whose students come from poor families. Yet in too many schools, principals spend too little time managing education and too much time managing everything else: buildings, grounds, paperwork and other efforts that are only indirectly related to teaching and learning.

The Cost of These Deficiencies

Seen in the abstract, these various deficiencies in student performance, teacher supply and quality, and in the management of instruction are bothersome enough. Seen in the context of our national economy and its needs, however, the deficits become alarming: alarming for their threat to individual lives and careers—and alarming for their potential cost to our national economy.

Those costs are being incurred today—and are likely to grow in the future as the gap between needed and available skills grows wider. Last year, the Center for Public Resources, a New York-based organization, surveyed educators and employers for their views on basic skills deficiencies among high school graduates entering the work force. The results revealed that there is a considerable gap between the perceptions of school officials and the perceptions of employers when it comes to the adequacy of education for employment. More than 75 percent of school officials and teachers assessed the majority of graduates entering the work force as “adequately prepared.” A large majority of employers, however, were convinced that graduates entering jobs in their companies had basic skill deficiencies in a majority of job categories.

This wide perception gap suggests that employers and educators need to do a better job of communicating about what constitutes adequate educational preparation for work. It suggests, moreover, a potentially fruitful opportunity for creative collaboration: *educational partnerships* between businesses and

schools, with an eye not only toward eliminating misunderstandings about education for work, but with the objective of improving skills and employability for millions of American young people.

Someone has pointed out that the United States no longer teaches the three R's, but the six R's: remedial reading, remedial writing, and remedial arithmetic. This vast and expensive remedial enterprise continues beyond the twelfth grade, for 25 percent of all college mathematics courses are remedial. The efforts of business and industry to remedy the educational failure of our schools is expensive beyond counting, and the military spends tens of millions of dollars each year in developing the basic reading skills of military personnel. These costs are the costs of low educational productivity. It should be our long-range goal to end remedial courses wherever possible: to make them unnecessary—because our schools will have done their work effectively the first time.

The Necessity for Clear Goals

Our greatest overall educational deficiency in the United States, however, may be one that is impossible to assess through achievement tests, and impossible to measure by the usual yardsticks for gauging the adequacy of our public commitment to education. *This deficiency is our absence of clear, compelling and widely agreed-upon goals for improving educational performance.*

Many Americans from every sector of our national life are deeply concerned about the quality of education in America: teachers and other educators, business and labor leaders, governors and other public officials, parents and students themselves. Headlines about declining skills—and a recent series of cautionary reports about the state of education in the United States, including this one—dramatize this concern.

Yet despite this intense concern, it cannot yet be said that any clear consensus has developed about what we Americans must do to improve education. The “back to basics” movement has too often been motivated by nostalgia rather than a realistic concern for the future; and beyond this movement, no clear pattern of action is discernible across the nation that would bespeak even an implicit consensus.

In fact, it is a sad reality that for all our grumbling about the quality of education, many of our prevailing policies and actions in education contradict the goal of improving quality; they undercut, wittingly or unwittingly, our stated goals of educational excellence:

- College requirements for post-secondary preparation in math and science, for example, have actually been cut back in recent years—although there is some recent evidence of a reversal of this trend.

- Although students who report doing the most homework score highest on national assessment tests—and those who report watching television and do-

“We hope to build the kind of confidence in public education that is a prerequisite for any kind of progress in improving it.”

ing little homework score lower—explicit homework requirements and policies are a rarity in most school systems.

To sum up: we have expected too little of our schools over the past two decades, in terms of quality—and we have gotten too little. The result is that our schools are not doing an adequate job of education for today's requirements in the workplace, much less tomorrow's.

If we are serious about economic growth in America—about improving productivity; about recapturing competitiveness in our basic industries and maintaining it in our newer industries; about guaranteeing to our children a decent standard of living and a rewarding quality of life; then we must get serious about improving education. And we must start now.

THE RESPONSE: AN ACTION PLAN TO IMPROVE THE SCHOOLS

In response to these problems, the Task Force has developed an Action Plan on Education for Economic Growth. The recommendations which comprise the plan are broad. They call for efforts by individuals and institutions—in various directions. Putting them into effect will require strenuous effort and some drastic changes from time-honored ways of doing things. But we believe that success is possible. And we believe, fervently and unanimously, that no challenge facing our nation matters more than making the changes we call for now.

The Action Plan

1. ACTION RECOMMENDATION

Develop—and put into effect as promptly as possible—plans for improving education in the public schools from kindergarten through grade 12

- Our chief recommendation is that each governor, working in collaboration with the state's legislators, state and local boards of education, educators, business leaders and others, develop an action plan to improve education in the state's schools—in all grades. Each plan should acknowledge the central role of education in the state's future economic growth and in preparing citizens for jobs. It should set specific goals for educational improvement. It should suggest ways in which technology might be used to improve education. And each plan should establish clear timetables for achieving results and explicit methods for measuring progress.

- Each governor, working in partnership with all the leaders and groups we have named above, should appoint a broadly inclusive *State Task Force on Education for Economic Growth*, with a threefold mission:

- To create broad state and local understanding of the need for a well-educated work force and to create an understanding of the changing skills that are necessary for economic growth

- To promote policies and actions to improve education that can be pursued by leaders in both the public and private sectors

- To establish alliances among community, business, labor, government and education leaders to improve edu-

cation on behalf of economic growth.

- Finally, because local action is the key to success for any state plan, we recommend that every school district, in a broad process of consultation, develop a plan of its own for putting into effect at the local level a plan for improving education. Each district plan, like each state plan, should focus on education for jobs and growth and should set forth specific local objectives, timetables and methods for measuring progress in the local schools.

2. ACTION RECOMMENDATION

Create broader and more effective partnerships for improving education in the states and communities of the nation

- We strongly recommend that leaders outside the traditional educational system—especially business leaders—take specific steps to help improve the schools. They, along with labor leaders and members of the scientific, engineering and technical professions, must become more active in public education. They must help marshal the resources needed to pay for quality education. They must communicate the skills that are needed in the workplace—and thus help educators define the standards that the schools should meet. They must share with school managers their expertise in planning, budgeting and management. And they should encourage their employees to take a more active role in helping improve the schools.

- Specifically, we recommend that business leaders across the nation work actively to establish *partnerships between businesses and schools*: team teaching using teachers and specialists from industry, for example; customized job-training efforts between businesses and schools; the training of students and teachers in the use of equipment; courses actually taught in offices and factories; business-sponsored recognition for outstanding teachers and principals; and a host of other cooperative ventures.

- We recommend also that governors, legislators, chief state school officers, state and local boards of education and leaders in higher education establish partnerships of their own to help improve public education. The states, for example, might profitably create regional programs for the academically

gifted, regional in-service teacher-training programs and other innovations. Local boards of education might collaborate on enrichment programs for students and teachers.

3. ACTION RECOMMENDATION

Marshal the resources that are essential for improving the public schools

- *Better use of existing resources* must be the first priority in improving the public schools; how states and communities spend their education funds is as important as how much they have to spend. No consensus for increased investment in education can be built, in our judgment, unless citizens are convinced that their schools are sufficiently productive. The battle cry of the movement for educational reform cannot be, "More of the same!" And so our first recommendation on the subject of resources for education—a recommendation that is implicit throughout this action plan—is a simple one: that every school system and every school must enrich its academic programs and improve its management so that every education dollar now budgeted is better spent.

- At the same time, however, states and communities across the nation do need to assign higher budget priority to improving education; they need to increase their investment of financial, human and institutional resources in new efforts to enhance education. Improving education will require new and better textbooks, equipment and facilities—and these cost money. Real improvements in education can be made only if citizens and their leaders are persuaded to invest sufficient funds and are reminded that better education cannot be bought with declining education budgets. The efforts called for elsewhere in this action plan represent our judgment about where new money for education might best be spent. Our recommendation, in sum, is this: more funds, from all sources, for education—but more money *selectively invested* in efforts that promote quality.

- It is our strong conviction that the states and local communities must have the chief responsibility for supporting the schools and for making educational policy. But education is a national priority also; for decades, the federal government has played a role in giving special educational help to groups in special need; in helping guarantee access for the disadvantaged to education; in supporting student aid, research and development, and in helping meet the nation's critical labor needs. This is no time for the federal government to shirk these responsibilities, or to shrink suddenly from the issue of education as a national priority. The federal government's role, to be sure, is a supporting role. But that role is essential.

4. ACTION RECOMMENDATION

Express a new and higher regard for teachers and for the profession of teaching

- We recommend that every state and every local school district—with

the fullest participation of teachers themselves—*drastically improve their methods for recruiting, training and paying teachers*. This improvement should begin with schedules of teacher pay that are competitive with pay in other jobs and professions. It should include scholarships and other financial incentives to attract the most able people into teaching. It should feature financial incentives for teachers, keyed to differing responsibilities and to filling critical needs in certain subject areas. And it must go on to create extraordinary rewards for extraordinary teachers: expanded pay and recognition for teachers, not just for reaching the upper levels of seniority, but for reaching the upper levels of competence and effectiveness as well.

- We strongly recommend that each state create a *"career ladder"* for teachers that will help attract and keep outstanding teachers. There should be changing levels of responsibility, pay and status for teachers as they move through their careers. No good teacher should be forced to leave teaching and become an administrator as the only means of achieving higher pay and status in an educational career.

- We recommend that the states, singly or in cooperation with one another, establish better pre-service and in-service education programs for teachers, so that teachers can constantly enrich their academic knowledge and improve their skills. This will require a substantially restructured and renewed curriculum for teacher-training, which would include the management and application of technology. Each state must upgrade the academic quality of the curriculum for teacher training so that entering teachers will be prepared to meet higher standards.

- Finally, in addition to higher salaries, we recommend that the states and communities, the media and business leaders establish *new forms of recognition* to honor the contributions of teachers and to underscore publicly their crucial importance in our national life. We have in mind special scholarships, financial awards and other tributes which express the value we place upon teaching as a profession—and our appreciation for greater teachers.

5. ACTION RECOMMENDATION

Make the academic experience more intense and more productive

- We recommend that the states and local school systems establish *firm, explicit and demanding requirements concerning discipline, attendance, homework, grades* and other essentials of effective schooling, and that parents be enlisted in the education process in ways that are not now sufficiently widespread. We have in mind "contracts" between parents, students and schools to improve student performance—for example, programs that train parents in ways to help their children learn and study.

- We urge the states and local school systems to launch energetic efforts to *strengthen the curriculum* from kinder-

"We don't believe a high school graduate in 1985 will retire 35 years later from the same job for which he was hired—during that period he will need to be trained and retrained many times. Therefore, it is important for that graduate that the high schools give him the ability to learn and to acquire new skills."

garten through high school. If the needs of our society and of industry for skilled and well-educated people are to be met, courses not only in mathematics and science, but in all disciplines, must be enlivened and improved. The goal should be both richer substance and greater motivational power: to eliminate "soft," non-essential courses; to involve students more enthusiastically in learning, and to encourage mastery of skills beyond the basics—problem-solving, analysis, interpretation and persuasive writing, for example.

- Finally, every state should increase both the duration and the intensity of academic learning time in its schools.

- Where nonessential and peripheral courses have invaded the curriculum, school systems must have the courage to put new emphasis on core academic subjects and must devote more time to them. Students should be introduced earlier to such critical subjects as science, and they should spend more time exploring them. Class sizes must be limited. Teachers must be freed from trivial demands and allowed to teach. Schools should examine each school year, especially the twelfth grade year, to ensure that time is not wasted. And existing learning time should be made more effective in other ways as well: through the use of student "mentors," for example, through the use of high quality and up to date textbooks and through the use of technologies in education—computers, film and videotape, for example—in ways that extend the reach of teachers.

- Using the existing school year and the existing school day to the fullest must be emphasized first. But the states and local school systems should also consider lengthening the school year and the school day and extending teachers' contracts. Learning time should be increased, moreover, by establishing a wider range of learning opportunities beyond the normal school day and school year: summer institutes and after-school enrichment programs sponsored by business, for example.

6. ACTION RECOMMENDATION

Provide quality assurance in education

- We recommend that boards of education and higher education in each state—in cooperation with teachers and school administrators—put in place, as soon as possible, systems for fairly and objectively measuring the effectiveness of teachers and rewarding outstanding performance.

- We recommend that the states, again with the fullest participation by teachers, improve the process by which teachers and administrators are certified to teach and manage in the schools. They must establish higher standards to ensure that only individuals who are competent and well-qualified are licensed to teach and manage in the schools. We further recommend that state certification rules be sufficiently flexible to encourage service in the public schools by qualified persons from

business, industry, the scientific and technical communities and institutions of higher learning.

- We strongly recommend that the states examine and tighten their procedures for selecting not only those who come into teaching, but also those who ultimately stay. Teachers who are having difficulty teaching—whether because of teaching style, subject-matter expertise, discipline or other problems—should be given all possible encouragement and help to improve. But if, after all reasonable help has been provided, a teacher cannot or will not teach effectively, that individual does not belong in the profession. Ineffective teachers—those who fall short repeatedly in fair and objective evaluations—should, in due course and with due process, be dismissed.

- We recommend that fair and effective programs be established to monitor student progress through *periodic testing of general achievement and specific skills*. Because the purpose of such testing should be to identify problems and deficiencies promptly, every school system should link its testing program to a carefully-designed program of remediation and enrichment for students who need special help. We recommend, moreover, that the practice of "social," or chronological, promotions be abolished; promotion from grade to grade should be based on mastery, not age.

- We recommend that the states and communities—specifically including educators, business and labor leaders and other interested parties—identify clearly the skills that the schools are expected to impart to students for effective employment and citizenship. The expected standards should be widely communicated so that there will be broad understanding of the mission of the schools.

- We recommend, finally, that institutions of higher learning upgrade their entrance requirements. This will encourage the public schools to increase both the number of core academic subjects and time spent on such subjects as requirements for graduation and entry into post-secondary education.

7. ACTION RECOMMENDATION

Improve leadership and management in the schools

- We recommend that the school principal in each school be acknowledged as the school's leader and as the manager of its instructional program. The principal should be freed from distractions; encouraged to give priority to improving classroom instruction; given sufficient discretion over personnel and fiscal planning; and put squarely in charge of maintaining the school's morale, discipline and academic quality. This means that in many places, the prevailing definition of the principal's role must be changed to put the principal squarely in charge of educational quality in each school.

- We recommend that pay for school principals, like that for teachers, be related to their responsibilities and their

effectiveness and we believe that extraordinary rewards should be established for extraordinary performance by principals.

- We recommend that the states establish higher standards for recruiting, training and monitoring the performance of school principals. Specifically, we urge that each state examine and improve its programs for training school principals and aspiring principals, and that effective new programs be established to train principals in effective educational management.

- We recommend that school systems expand and improve, at every level of administration, their use of *effective management techniques*. Business can help here, with exchange programs and other collaborative efforts to train school managers and to keep school officials abreast of the latest techniques in fiscal and personnel management.

8. ACTION RECOMMENDATION

Serve better those students who are now unserved or underserved

- Because the nation needs to draw upon the broadest base of talent, each state and local school system should make special efforts to increase participation by women and minority students in courses such as mathematics and science that are related to careers in which these groups are underrepresented.

- Each state and local school system

must expand its programs or develop new ones to identify academically gifted students early in their school careers and to provide a curriculum that is rigorous and enriching enough to challenge talented young people.

- We recommend that each state and local school system—indeed, the principals, teachers and parents in each school—launch an energetic program to reduce absenteeism. We recommend further that each state and local community also establish broadly-based community programs to solve the dropout problem. This problem is so severe that in effect, 25 percent of all American young people are denied the opportunity for a complete education. Merely stiffening attendance requirements is not enough; efforts to deal with absenteeism and the dropout problem must also include revitalizing course materials and making educational schedules flexible enough to accommodate students who have special problems.

- Each state and local school system should improve its programs for identifying and educating handicapped children, specifically including them in its goals of education for jobs and economic growth.

- Since undeserved students tend to be concentrated in schools with limited resources, states should continue to strengthen programs aimed at more equitable distribution of educational resources.

THE OUTLOOK:

- CAN WE SUCCEED?

The very existence of the National Task Force on Education for Economic Growth is an expression of optimism: of belief that, in spite of the problems facing our economy and our educational system, we in the United States can do what is necessary to improve public education across the country. We see the country's educational deficiencies as serious—even alarming—but also as amenable to positive action. We approach the task of improving quality with a sober awareness of the difficulties ahead, but also with a strong awareness of this nation's assets, its past achievements in education and economic growth, and its still-vibrant capacity to meet and master great challenges.

Our national assets are varied and impressive. We are, for all our economic problems, a rich nation. Our economy, even when plagued by recessionary chills and inflationary fever, has remained the world's strongest. Though our supremacy in technology has been severely challenged, we remain the world's leader in technological inventiveness—and there is still time to arrest the recent decline in the research and education systems which are the source of our technological creativity. Our national resources are almost staggering in their abundance. Most importantly, our people have a simple but fervent faith in the power of education to im-

prove the quality of life for everyone; last year, they backed that faith by spending more than \$250 billion on education in the United States—\$120 billion of it in our public schools.

Not only are our material assets great. We Americans are committed to a set of social goals that many of our economic rivals, with their more traditional systems of caste and class, do not even aspire to, much less achieve. Our democratic creed, laid out in our founding documents, rejects all notions of caste and class; it commits us inescapably to assure "life, liberty and the pursuit of happiness" for all of our people.

Over the past generation in America, we have mounted a massive social and educational effort to deliver on that commitment. We have broadened access to education and improved the educational performance of large numbers of our citizens who for many years were put at a disadvantage by poverty, minority status or both. The civil-rights reforms and social legislation of the sixties—notably the Elementary and Secondary Education Act—signalled a far-reaching commitment by our nation to put old wrongs right and to educate those who once were barred from access to quality education.

We have responded, and we should be proud of what we accomplished, though we have a long way yet to go. The academic performance of minority

"This is the time to examine the issues, to develop our ideas about what America needs to do, and then to work together as government leaders, as educators, as scientists, as labor leaders and as corporate leaders, to make things happen."

"Our young people today are the hardest working, most motivated group we have had in a long time."

students, as we have pointed out, improved during the seventies. Black high school students are now almost as likely as their white counterparts to graduate from high school. One third of medical students now are women.

Success is far from complete, and we cannot retreat for one minute from the commitment we have made to creating a broadly inclusive education system.

But having made substantial progress, we can now take on another task, which we must pursue alongside our pursuit of equal opportunity: the task of building quality.

Our twin goals, which we must pursue simultaneously and with equal zeal, must be ever broader access to education for all students—and access to quality as well.

Can we succeed?

In an era of general pessimism in America, it gives us pleasure to answer in the affirmative. And our answer is not based merely on faith, nor on the evidence of years past. We see real evidence today that the states and communities of our nation—those laboratories of social invention that Mr. Justice Brandeis spoke of many years ago, which give our nation so much of its vitality—have already begun taking steps to build quality into our system of public education.

Here are only a few of the hopeful signs we see:

- The District of Columbia school system has joined hands with businesses and trade associations to establish career-oriented high schools—non-traditional institutions which offer not only grounding in basic academic skills, but which train students for specific career fields.

- In Houston, Texas, teachers are eligible for a variety of different incentive pay awards—for volunteering to teach in problem schools, for example; for their work in reducing absenteeism; and for helping to create above-average gains in school achievement levels.

- In Charlotte, North Carolina, and surrounding Mecklenburg County, teachers and school officials are working together to design a new job structure for teachers which will feature pay incentives for outstanding performances and an evolving "career ladder" for teachers.

- Colorado has developed an evaluation device, "Indicators of Quality Schools," which local schools can use to identify their strengths and shortcomings. And this year a new evaluation instrument, "Indicators of Quality School Districts," will come into use by Colorado school districts.

- The chief state school officer of Arkansas has prepared a staff development program for teachers and principals in which teachers will train other teachers, and principals will train other principals. Using the results of research in effective teaching and school leadership, the program will seek to enhance the effectiveness of teachers and develop more principals as instructional leaders.

- North Carolina has established innovative institutions for educational enrichment: The Governor's Schools of North Carolina; summer programs for gifted high school students; a special state high school concentrating on science and mathematics; and the North Carolina School of the Arts, an institution devoted to training professional artists and performers.

- Sixteen states now use competency tests as elements in their programs of teacher certification, and an additional seven states are considering adopting such tests.

- Twenty-two states have recently raised their standards and requirements for entry into teacher-training programs.

- Twenty-three states have recently launched school improvement programs.

- Thirty-seven states now have some form of competency testing or assessment of student achievement to measure educational effectiveness.

We know that education has deeper purposes than merely to prepare people for jobs. We are aware that to define the mission of the schools along narrowly utilitarian lines would be to misperceive

the purpose of schooling. But if preparation for work is not the only aim of education, it is nonetheless a very important aim. And surely education for economic growth is a worthwhile goal around which to organize our efforts and to rally the American people in the cause of improving the nation's schools.

The stakes are high. If we fail, our children will experience a growing sense of loss and failure: a sense of falling behind that will reflect the reality of falling behind. Fortunately, however, it is within our power to succeed. And the rewards of success will be great: improved productivity; sustained economic growth; job and career opportunities for all our people; the economic wherewithal to provide adequate public services; a secure defense—and above all, the excitement and satisfaction of life in a culture whose wellsprings of creativity and accomplishment are full and flowing.

After contemplating both our national problems and our national assets, we believe that success is possible. And we believe, fervently and unanimously, that no task facing our nation matters more than to launch—now—the action plan we have set forth here.

APPENDIX:

BASIC SKILLS AND COMPETENCIES FOR PRODUCTIVE EMPLOYMENT

This list of skills developed by business representatives on the Task Force draws heavily upon work done by The Center for Public Resources and Project Equality of the College Board.

Reading Competencies

- The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words

- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally

- The ability to vary one's reading speed and method and one's purpose for reading according to the type of material

- The ability to use the features of printed materials, such as a table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography

- The ability to define unfamiliar words by decoding, using contextual clues, or using a dictionary

Writing Competencies

- The ability to organize, select and relate ideas and to outline and develop them in coherent paragraphs

- The ability to write Standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms,

"We need to prepare the necessary human talent to keep the people in the nation responsive to the very competitive world of international commerce and trade."

other matters of mechanics, word choice and spelling

- The ability to improve one's own writing by restructuring, correcting errors and rewriting

- The ability to gather information from primary and secondary sources, to write a report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly

Speaking and Writing Competencies

- The ability to engage critically and constructively in the exchange of ideas

- The ability to answer and ask questions coherently and concisely, and to follow spoken instructions

- The ability to identify and comprehend the main and subordinate ideas in discussions, and to report accurately what others have said

- The ability to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly in standard English

Mathematical Competencies

- The ability to perform the computations of addition, subtraction, multiplication and division using natural numbers, fractions, decimals and integers

- The ability to make and use measurements in both traditional and metric units

- The ability to use effectively the mathematics of integers, fractions and

decimals, ratios, proportions and percentages, roots and powers, algebra and geometry

- The ability to make estimates and approximations, and to judge the reasonableness of a result

- The ability to use elementary concepts of probability and statistics

Scientific Competencies

- The ability to understand the basic principles of mechanics, physics and chemistry

- The ability to distinguish problems whose genesis is in basic mechanics, physics or chemistry

- The ability to apply basic scientific/technical solutions to appropriate problems

Reasoning Competencies

- The ability to identify and formulate problems, as well as the ability to propose and evaluate ways to solve them

- The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning

- The ability to draw reasonable conclusions from information found in various sources, whether written, spoken, tabular or graphic, and to defend one's conclusions rationally

- The ability to comprehend, develop and use concepts and generalizations

- The ability to distinguish between fact and opinion

In addition to the above competencies identified by the Center for Public Resources, the following competencies were also felt to be important.

Basic Employment

- The ability and willingness to assume the responsibility of a good citizen

- The ability to engage in interpersonal relationships

- The ability to cope with requirements concerning attendance and punctuality

Economic Competencies

- The ability to understand personal economics and its relationship to skills required for employment and promotability

- The ability to understand our basic economic system (e.g., profits, revenues, basic law of supply and demand, etc.)

Computer Literacy Competencies

- The ability to follow predefined procedures and to understand when the procedure is completed successfully and when it is not

- The ability to operate equipment that requires understanding of a predefined procedure, to know when operator action is required

- The ability to recognize when a predefined procedure is in a special state and to identify the source of assistance

- The ability to understand the basic functions of a computer device (terminal, CRT, etc.)

"I'd like to leave you with one thought. I believe it was Thomas Jefferson who said 'The cheapest defense of nations is a good education.'"

Time Is Running Out For Nation's Schools

Lack of discipline, teenage drug use, lower academic standards have contributed to the decline, believes the country's top educator, who says big changes are needed fast.

Q Mr. Secretary, why is there suddenly so much concern about the quality of education around the country?

A If we don't turn around education and make it one of our top national priorities, we shall continue to see the economic decline that we've had in this country. As the National Commission on Excellence in Education reported, our nation is at risk. We stand not to be competitive in the international marketplace if we don't have more energetic and productive people.

The Japanese and the West Germans—and, to a lesser extent, the British and the French—have all been growing in their productivity while we've been declining. The new raw materials of international commerce are education and the development of skilled intelligence, where we have been falling behind.

Q How did the nation's schools fall into such a state of decline?

A The decline in part reflects changes in the home. We have more families with two working parents and larger numbers of single-parent families. Changes in the teenage culture have also led to a wave of alcohol and marijuana usage.

With these social changes, there also has been a lowering of academic standards, particularly at the high-school level. We've been asking less from students, and, as a consequence, we've been getting less. Thirty-five of the 50 states require only one year of math and one year of science to graduate from high school. That's their minimum requirement, and local school boards should be demanding more.

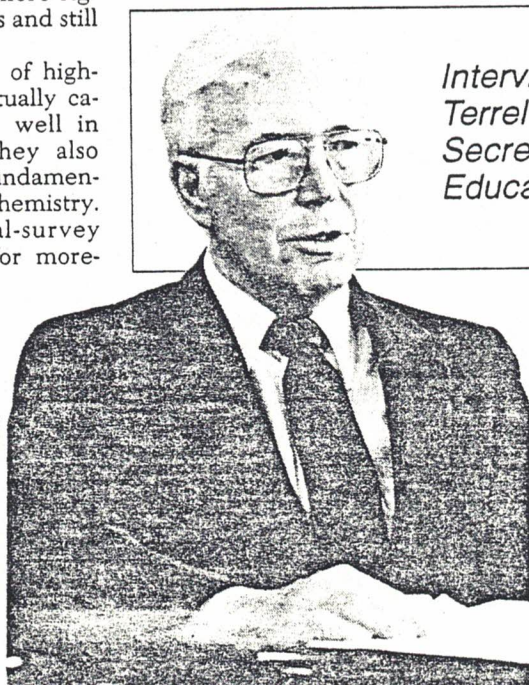
Years ago you couldn't get out of high school without taking algebra and geometry and a fairly strong course in science. Nowadays, you can substitute remedial math and business arithmetic for the more rigorous courses in mathematics and still graduate.

Eighty-five to 90 percent of high-school students are intellectually capable of doing reasonably well in algebra and geometry. They also could profitably study the fundamentals of biology, physics and chemistry. When we permit general-survey courses to be substituted for more-substantive requirements in science and other subjects, we permit a let-down in the academic rigor of the high school.

Q Whose responsibility is it to turn that around?

A Education is the foremost responsibility of state governments. Recent reports show that state governments haven't been

WARREN K. LEFFLER—US&WH



*Interview With
Terrel Bell,
Secretary of
Education*

doing a very good job of handling education over the last couple of decades. But the federal government ought not to be mandating curriculum and standards.

We could ask Congress to make it a violation of a federal statute to graduate a student

without x years of science and x years of mathematics. Or we could say that as a condition to receive federal money, states would have to set certain minimum subject requirements. But I don't think we should do that. The National Commission on Excellence has highlighted the decline. Now it is the responsibility of state and local governments to do something about it.

Q But what if some states don't make the changes?

A Public pressure ought to bring about changes at the state level. We could also persuade the colleges and universities to set their standards in such a way that students graduating from high school with inadequate requirements wouldn't be admitted. The alternative is to have the federal government take over education, creating a ministry of education as is found in other countries. But, really, we ought to continue to emphasize the state responsibility.

Q Where is the money going to come from to make some of the more costly changes, such as raising teacher salaries?

A Whether it comes from the federal government or from the state, it's going to have to come out of the taxpayers' pockets. If the federal government is going to restrain its spending, which we ought to do with a 200-billion-dollar deficit, it can't take on more spending responsibilities. To do so, we'd have to raise taxes, and considering the round-trip cost of a dollar to Washington and back to the local level, it's more efficient for states to levy them.

I'd acknowledge that we need to spend more money on education than we have been, but before we talk about spending another dime, we ought to talk about raising high-school-graduation requirements.

We need to look at a recent study that shows high-school teachers grant more A's than they do C's to their students. If an A is superior and a C is average, what are we telling students when their college-entrance-examination scores are going down each year but increasing numbers of them are being graded as superior? We must persuade teachers to be more rigorous in their grading and require more homework. Those are things that ought to be changed that don't cost more money.

Q Will education be harmed if it becomes a partisan political issue?

A Our leaders need to discuss all the major problems in this country that are nationwide in scope and far-reaching and serious in their consequence. Education is all of that.

We need to keep in the minds of the public that we have a school system that is not performing as it should.

I hope there is vigorous debate about what must be done to improve the schools. As the debate rages at the national level, it's going to wash off into the state capitals. People are going to be asking: "What are you doing, Mr. Governor, for education in our state?"

At the federal level, I hope to put together a ranking of the states according to cer-

tain educational-performance factors. That may stir some trouble, but our responsibility in the federal government is to be the gadfly on the back of American education. We need to be a bit provocative.

Q Is it also the responsibility of the federal government to equalize the disparity between states that can afford to pay for the more costly improvements and those that cannot?

A We don't need a state-equalization program. The ability to pay more is there. The state of Mississippi, which has one of the lowest per capita incomes in the nation, recently enacted some tax increases that dramatically raise the amount of money being put into the schools. If Mississippi can do this, so can other states.

It's more a matter of priority than ability to spend. Families need to become more oriented toward sacrificing for education. In spite of all our economic problems, we're still quite wealthy as a nation. We just have to give up a few luxuries to finance our schools. I think the public is more willing to sacrifice for education than it has been.

Q What can be done to provide incentives to encourage better students to become teachers?

A As we raise teachers' salaries, we must change the dreadful sameness of the single-salary schedule that pays on the basis of years of experience and number of college credits earned but does not recognize outstanding performance.

Each time a state legislature appropriates money for schools, it ought to set aside a certain amount for a master-teacher pay scale. This would establish a career ladder and bring recognition and a feeling of advancement to teaching. Most of the students who are studying to be teachers today score in the bottom 25 percent of the college-entrance examinations. That shows how far we've slipped in making teaching attractive.

Q If you pay more to teachers in critical subject areas—such as math and science—won't that cause resentment among instructors in other areas?

A If colleges did not pay more to professors in highly competitive fields, they'd lose all their engineering faculty to private industry. We need to look at ways to attract people into teaching who might otherwise use their talents in math or science in other careers. To help reduce resentment, a master-teacher program also would allow a teacher not in a market-sensitive area, such as history, to be recognized as a superior teacher and receive a salary above the regular schedule.

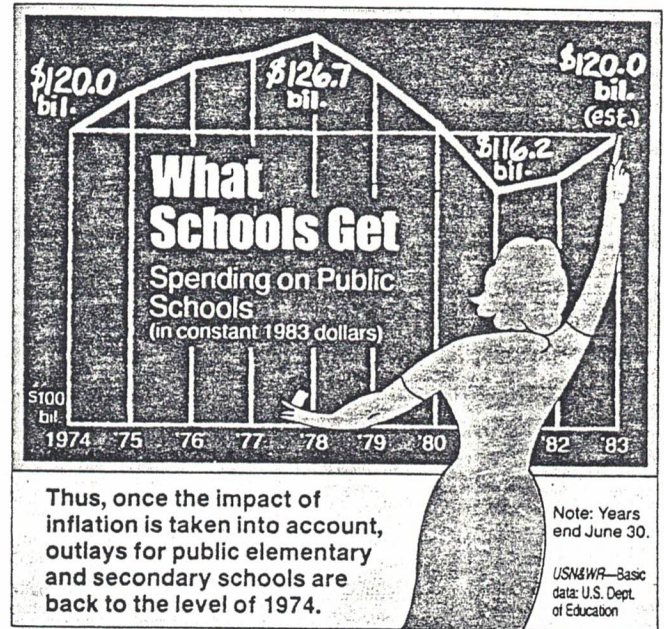
Q Are other changes needed in the teaching profession?

A We must revise the teacher-certification standards that are set by the states. Colleges of teacher education should demand greater competence in the subject area in which a person is going to teach. Student teaching should still be required, as well as a course that helps teachers interpret test data and write their own exams.

Most of the education-methods courses could be postponed as part of a graduate program for teachers, where most of the work done today is in school administration. Why is that? Because that's where the money is, which says something about current career advancement for teachers.

Q What needs to be done to improve classroom discipline and reduce violence?

A The principal has the prime responsibility for setting the tone of a school, but the board of education and the superintendent also must be involved. Every school system needs to have a behavior code and a discipline code that are firmly spelled out and enforced. Many teachers despair about their efforts to enforce discipline because they don't have the backing from the home, very often from the school board and, in a few instances, from the principal. The total school system needs to address this problem.



Q What can parents do to improve their child's education?

A Schools have not been reaching out to the home as much as they should. We need to find ways to bring parents to the school and get them involved and committed to the education of their children.

Parents also need to be notified by the school board, as their elected representatives, precisely what is expected of their children. They need to know that if students don't meet a certain level of performance, they're not going to pass or graduate. They need to know that if their children don't comply with a certain behavior code, they're not going to have the privilege of attending school or may be placed in an alternate situation where a very rigorous discipline is imposed.

Q Can the government support tuition tax credits for private schools at the same time that efforts are under way to upgrade public schools?

A We are the only modern Western nation that doesn't give assistance on a limited basis to private schools. For my own children, I personally prefer the public schools, but we ought to be pressing for better education, public and private, on all levels. Many private schools have the same low high-school-graduation requirements that exist in public schools, and we should improve education for those children as well.

If a student chooses a private college where the tuition is higher, we provide more federal aid. But we don't provide any kind of assistance or incentive for choice at the lower levels. A tuition-tax-credit program would give elementary and secondary-school parents the same type of assistance that we offer in higher education.

Q Has the President decided not to abolish the Department of Education?

A We're not pushing that right now, because we know it isn't politically attainable and we have other priorities. I don't think it will be eliminated within the next few months. But I won't say it's not going to be an issue in 1985.

Q Are you optimistic that education in the U.S. will improve?

A With the great interest and response that we're getting from governors and state legislatures, I believe we shall see some changes.

If children learn they have to hustle in school, they're going to have a fire in their belly after they're out. But if they know they only have to put forth a lazy half effort because the work isn't challenging, that affects their attitude in the workplace and beyond. □



Republican National Committee

Philip Kawior
Director of
Research

September 6, 1983

TO: CHAIRMAN FAHRENKOPF

ATTENTION: BILL PHILLIPS
Chief of Staff

THROUGH: WILLIAM I. GREENER, III *WIG/III*
Director of Communications

THROUGH: PHILIP KAWIOR *PK/sak*
Director of Research

FROM: RICHARD HANSEN *R.H.*
Issues Analyst

SUBJECT: EDUCATION BRIEFING #12

Contents of this briefing:

- I. Executive Summary
- II. News Release of August 25, issued by the AFL-CIO Public Employee Department to accompany release of the joint AFL-CIO PED-American Federation of Teachers report entitled, "The Three R's: Reagan, Rhetoric, and Reality."
- III. News Release of August 26, issued by the U.S. Department of Education containing Secretary Bell's official statement of rebuttal to the "Three R's" report.
- IV. News Release of August 26, issued by the AFL-CIO PED containing PED president Kenneth Blaylock's statement in response to Secretary Bell's rebuttal.
- V. Results of "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools."
- VI. Results of the National School Boards Association poll of teacher attitudes toward merit pay.

I. Executive Summary

- At an August 25 press conference held by AFL-CIO Public Employee Department president Kenneth T. Blaylock, American Federation of Teachers president Albert Shanker and Representative Paul Simon (D-Ill); the AFL-CIO PED and the AFT jointly released a report entitled, "The Three R's: Reagan, Rhetoric, and Reality."

The report purports to track the proposed and actual dollars cut and/or people denied services by the Reagan Administration under "Chapter 1," which provides aid to educationally disadvantaged low-income children and the Vocational and Adult Education program, which provides marketable skills to teenagers and adults; in all 50 states and each of the 435 Congressional Districts. Blaylock said, "...We have taken a long, hard look at President Reagan's education budgets. In the light of his budget cuts, plus Mr. Reagan's attempts to dismantle the U.S. Department of Education, we can only conclude that he is the most anti-education president this country has ever had."

I have obtained a copy of the inch-thick report for my files.

- On August 26, Secretary Bell held a press conference in which he said the report contained "more inaccuracies than anything I've seen in a long time," and said it was the unions and not the President who were "misleading" the public.
- Following Secretary Bell's press conference, AFL-CIO PED president Blaylock issued a statement attacking Bell and saying, "We stand by our report."
- "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" was released and found that 87 percent of those who were familiar with the report of the National Commission on Excellence in Education agreed with its findings. 74 percent of those who were not familiar with the report, nevertheless, agreed that "the quality of education in the U.S. public schools is only fair and not improving." 61 percent were in favor of merit pay for teachers, while only 31 percent favored a standard scale.
- A poll conducted of teachers by the National School Boards Association found that 62.7 percent of all teachers polled favored merit pay. Significantly, 62.1 percent of NEA members polled favored merit pay and 61.5 percent of AFT members were in favor. Fully 76.4 percent of non-union teachers favored merit pay.



Public Employee Department, AFL-CIO

815 SIXTEENTH STREET, N.W., ROOM 308, WASHINGTON, D.C. 20006

Tom Fahey (PED)
(202) 393-2820

Release: Embargoed until noon
August 25, 1983

Contact: OR
Scott Widmeyer/Ruth Whitman
(American Federation of Teachers)
(202) 797-4458/4482

NEWS RELEASE

REPORT ASSAILS REAGAN'S DUPLICITY ON EDUCATION

(WASHINGTON)--The reality of President Reagan's attacks on two of the most important federal education programs--"Chapter 1," which provides aid to educationally disadvantaged low-income children, and Vocational and Adult Education, which provides marketable skills to teenagers and adults--was contrasted with his administration's pro-education rhetoric in a report released today by the AFL-CIO Public Employee Department (PED) and the American Federation of Teachers (AFT).

The report, entitled "The Three R's: Reagan, Rhetoric, and Reality," provides the most comprehensive analysis to date of the extent and severity of Reagan's attacks on U.S. education programs. It tracks the proposed and actual dollars cut and/or numbers of people denied services under Chapter 1 and Vocational and Adult Education in all 50 states, each of the 435 U.S. Congressional Districts, the District of Columbia, Puerto Rico, and the trusts and territories of the United States.

The study was released here today during PED's Sixth Biennial Convention at a news conference held by PED President Kenneth T. Blaylock, AFT President Albert Shanker (who is also Secretary-Treasurer of PED), and Rep. Paul Simon (D-Ill.) of the House Education and Labor Committee.

In releasing the report, Blaylock said, "Back in the spring, Education Secretary T.H. Bell was quoted as saying, 'Anybody that says the president is anti-education and ag learning just hasn't looked at the record.' Since that time, we have taken a long, hard at President Reagan's education budgets. In light of his budget cuts, plus Mr. Reagan's attempts to dismantle the U.S. Department of Education, we can only conclude that he is

most anti-education president this country has ever had."

Commenting on the report's major findings, Shanker said, "For too long, this administration has been indulged in its penchant for misrepresenting the facts about the goals and consequences of its education budget policies. President Reagan, for example, recently told a group of students that 'there haven't been cutbacks in funding for public education.' Our analysis of the federal budget for Chapter 1 programs, however, shows that in FY 82 he sought a 25 percent reduction and was granted an 18 percent cutback by Congress. In FY 83 Reagan sought a 48 percent reduction, and he was granted 19 percent by Congress. For FY 84, Mr. Reagan is seeking to further reduce Chapter 1 by 26 percent.

"Mr. Bell," Shanker continued, "has said the administration is maintaining education benefit levels, even though the budget has been cut. But our study shows that for Chapter 1, Reagan's FY 82 budget sought to deny program services to more than 1 million children. Congressional action that year managed to restore 400,000 kids to the program, but the net damage done was the denial of services to some 800,000 children. In FY 83 the president sought to drop 2.5 million children from Chapter 1. Congress restored 1.7 million of those participants, but still, there was a net result of 750,000 children denied program services. For FY 84, Mr. Reagan wants to drop nearly 1 million children from Chapter 1. My union, the American Federation of Teachers, has proposed an alternative budget to Congress that would restore program services to most of those kids.

"In the face of such severe Chapter 1 budget cuts and service reductions," Shanker concluded, "this administration is misleading the American public by claiming no budget cuts and maintenance of service levels. Clearly, the reality belies the rhetoric."

Congressman Simon, who chairs the House Subcommittee on Postsecondary Education, criticized the Reagan administration's shortsightedness on national education policy.

"Under this administration," Simon said, "the economy has bottomed out and so have the schools. But it may take years longer for the schools to recover.

"These cuts have been directed at bootstrap programs that promote individual achievement in the best sense of the American dream. They help unschooled adults go back to get their diplomas; they help poor teenagers and displaced factory workers learn skills for a changing job market. They also help disadvantaged school children catch up through tutoring. The White House has no vision for these people or for American education. There is no concept there of what this help means to the individuals and families affected."

The study raises serious questions about Reagan's attempt to portray himself as the champion of American education. He claims to be "wholly in support" of the recommendations of the National Commission on Excellence in Education, yet he rejects the strong federal role in education that the Commission recommends. He vows not to rest "until every American who wants a job not only can find one but has the skills to get one," and says, "our vocational classrooms are just as important as any other"; yet he attempts to gut the Vocational and Adult Education programs.

The attached tables show how the states have suffered from Reagan's education budget cuts.

PED represents federal, postal, state, and local workers nationwide.

#

CHAPTER 1

DOLLAR LOSS PER SCHOOL AGE CHILD

(Net, after Congressional action, for
FFYs 1982 & 1983 combined).

(1) District of Columbia	52.20	(26) Michigan	27.14
(2) Idaho	48.40	(27) Montana	27.14
(3) Maryland	44.74	(28) Pennsylvania	26.89
(4) Mississippi	40.81	(29) South Dakota	26.64
(5) New Mexico	40.19	(30) Rhode Island	26.42
(6) New York	38.69	(31) Oklahoma	25.80
(7) Florida	38.21	(32) Kentucky	25.60
(8) Delaware	34.47	(33) Washington	25.06
(9) Arkansas	34.44	(34) Iowa	23.59
(10) Louisiana	34.01	(35) Virginia	23.48
(11) Texas	33.58	(36) Colorado	23.37
(12) California	32.27	(37) Connecticut	23.01
(13) Georgia	30.70	(38) Vermont	22.56
(14) Tennessee	30.44	(39) Kansas	22.39
(15) Alabama	29.18	(40) Nebraska	22.22
(16) North Carolina	28.63	(41) Missouri	22.04
(17) Massachusetts	28.44	(42) Minnesota	21.52
(18) West Virginia	28.11	(43) Wisconsin	20.95
(19) South Carolina	27.86	(44) North Dakota	20.47
(20) Arizona	27.75	(45) Ohio	20.15
(21) Alaska	27.69	(46) Hawaii	19.61
(22) Oregon	27.47	(47) Wyoming	17.87
(23) Maine	27.46	(48) Indiana	16.13
(24) Illinois	27.44	(49) Nevada	15.46
(25) New Jersey	27.32	(50) New Hampshire	13.54
		(51) Utah	12.13

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

STATEMENT BY THE SECRETARY OF EDUCATION
T.H. Bell

August 26, 1983

Lou Mathis -- (202) 245-8564

As you know, the AFL-CIO yesterday issued a press release assailing President Reagan's education policy. I am taking this opportunity to counter some of the misleading statements which were made, and to point out a few simple facts which demonstrate the President's commitment to American education.

- o Never before in history has any nation made so large an investment in education as the United States. The real issue is not how much we spend, but how we spend it.
- o Total U.S. spending for education from all sources has increased at all levels -- elementary, secondary, and postsecondary -- from \$170 billion in 1980 to \$215 billion in 1983. This has occurred despite a decline of almost 2 million in the number of students during that same period. In fact, the average per-pupil expenditure has gone up from \$2,500 in 1980 to over \$3,000 today.
- o Total nationwide education spending has increased 600 percent in the last 20 years (\$24.7 billion in 1960 versus \$169.6 billion in 1980); and Federal education funding has increased 2000 percent since 1960 (\$750 million in 1960 versus \$15.4 billion in 1983). This has not been accompanied by a comparable increase in the quality of education -- contrary to the belief by some that money by itself is the cure-all for our educational ailments.
- o The Department of Education budget in just the last three years has continued to increase -- from \$14.1 billion in 1980, to \$14.8 billion in 1981, to \$15.4 billion in 1983. And, of course, the President and his staff are as much involved in working on the final budget as Congress, and each year the President has signed the final budget.
- o The AFL-CIO news release greatly exaggerates the impact of any reductions in the Federal education budget, since Federal funding represents only 8 percent of total funding from all sources for elementary and secondary education.

- o The President's Economic Recovery Program has decreased the inflation rate by 8 percentage points since 1980. Because we spend over \$200 billion annually for education, every one percent reduction in inflation buys \$2 billion more in services. Thus, today's education dollars are buying \$16 billion more than if the 1980 rate of 12.6 had continued. This savings to the American taxpayers would not have been possible without the President's tough stand on the budget during his first two years. Yet he is being criticized by some today for this major accomplishment.
- o Contrary to many press reports, 85 percent of the President's Budget for the Department of Education is devoted to education for low income, disadvantaged and handicapped children and adults, and needy college students. A significant amount goes to historically black colleges and students attending these schools.
- o The President has proposed a number of educational initiatives such as science and mathematics state block grants, tuition tax credits to help low- and middle-income parents who choose to send their children to nonpublic schools, optional vouchers to enable parents of educationally deprived children to choose schools that best meet their needs, and tax incentives to encourage families to accumulate savings towards college costs -- not to mention several major legislative proposals to improve the quality and delivery of such Federal programs as bilingual education, student aid, vocational and adult education, impact aid, and debt collection.
- o Reductions in education spending at the state level have occurred in many instances; yet I have not seen attacks on any Governor as vociferous or as blatant as those being levelled against President Reagan.
- o When President Reagan was governor of California, he did what governors and state legislators need to do now--promote expansion of support for education at all levels. His administration:
 - Increased aid to the state university systems 105 percent while enrollment increased 44 percent.
 - Increased support for the state college systems 164 percent while enrollment increased 78 percent.
 - Increased spending for community colleges 323 percent while enrollment increased 84 percent.
 - Increased aid to the primary and secondary systems 105 percent while enrollment increased 5 percent.

- o The AFL-CIO news release refers to proposed cuts in services under the vocational and adult education programs. It fails to recognize other Administration initiatives directed towards youth and adults -- such as major proposed increases in College Work/Study, Pell Grants and Guaranteed Student Loans. These Federal Student Aid programs provide a major source of assistance to students seeking training in community colleges, technical institutes, and proprietary institutions which offer vocational education. Moreover, the release does not point out that Federal funding is but a fraction -- just eight percent -- of all spending for vocational education.
- o There are also erroneous references in the release to proposed reductions in the number of children served in the Chapter I program for educationally disadvantaged children -- "more than 1 million" in Fiscal Year 1982 and "2.5 million" in Fiscal Year 1983. The fact is that the President did not propose any cuts in the numbers of children to be helped by this program. He proposed that the same number of children could be served with the same or higher level of services on a more cost efficient basis.
- o Finally, and most importantly, the very fact that the President has supported the National Commission on Excellence in Education, and its widely acclaimed report, speaks for itself. He has raised education to a national issue and is putting the question of educational quality foremost in the minds of every American parent, student, teacher, administrator, and policymaker. This is absolutely necessary if we are to achieve a commitment to excellence at the grassroots level which supports over 90 percent of total funding for education.

In conclusion, it's time that we stop trying to place the blame and begin a positive, substantive, and creative dialogue so that we can together, on a bipartisan basis, meet the challenges we face in improving American education.

#

Summary of Key Budget Figures

	<u>1981</u>	<u>1982</u>	<u>1983</u>
Total Education Department (in billions)	\$14.8	\$14.8	\$15.4
Chapter 1 Grants to Local Education Agencies for Disadvantaged Children (in billions)	\$2.5	\$2.6	\$2.7
Vocational and Adult Education (in millions)	\$782	\$742	\$824



Public Employee Department, AFL-CIO

815 SIXTEENTH STREET, N.W., ROOM 308, WASHINGTON, D.C. 20006

Release: IMMEDIATE
August 26, 1983

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NEWS RELEASE

Labor Responds to Administration's Denial of Education Cuts

(WASHINGTON)--AFL-CIO Public Employee Department President Kenneth T. Blaylock released the following statement today in response to Education Secretary T.H. Bell's news conference denials of President Reagan's anti-education budget policies.

Secretary Bell today made a non-denial of the points we made yesterday in a report entitled "The Three R's: Reagan, Rhetoric, and Reality." We are hardly surprised that the best Mr. Bell could do was generate more rhetoric.

Mr. Bell said our study "greatly exaggerates the impact of any reductions in the federal education budget, since federal funding represents only eight percent of total funding from all sources for elementary and secondary education."

As usual, the administration tries to cloud the issue. We did not focus on all federal education spending, but for one of the programs we did address--Chapter 1--the impact of federal budget cuts is much greater because the federal contribution was much higher initially. The Congressional Research Service has said that Chapter 1 allocations represent "71 percent of total federal and state funds supporting local programs of compensatory education for disadvantaged children."

-MORE-

Mr. Bell invokes the mirage of "the President's economic recovery program," which he says "has decreased the inflation rate by eight percentage points since 1980." In fact, however, our study already accounts for the reduction in inflation that has occurred during Mr. Reagan's term in office.

Secretary Bell attempts to shift the focus of the debate back to the state level by castigating us for not attacking "any governor" for reductions in education spending at the state level. But we must point out that Mr. Reagan's tax cuts for the wealthy helped produce the deficits, the recession, and cuts in federal aid that have wreaked havoc on state and local governments.

In short, we stand by our report. The data and assumptions supporting our study are open to public review. We know they can stand up to scrutiny. We hope the public will take a close look at what we have to say.

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Poll Finds Public Endorsement of School Reforms

Favors More Homework, Classwork, and Testing

By Eileen White

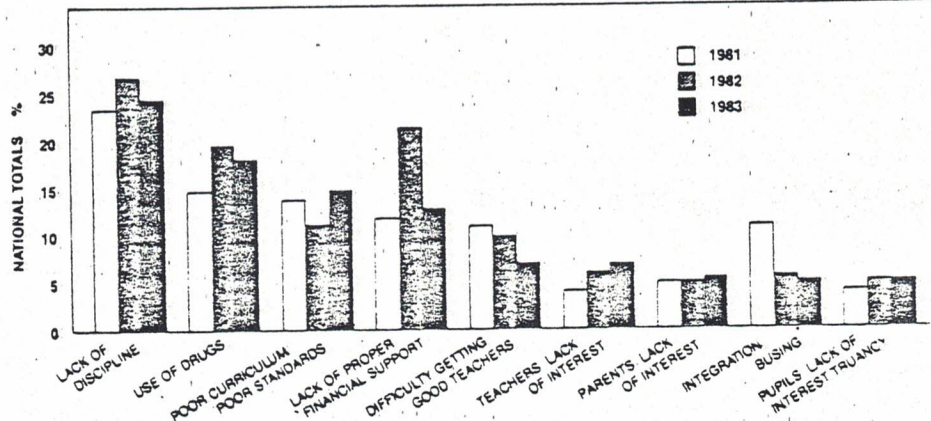
WASHINGTON—The latest edition of a national opinion poll has found that the American public largely agrees with the major findings of several recent blue-ribbon panels on education: The quality of the nation's public schools has declined, and broad reforms—including merit pay for teachers and a tougher curriculum—are needed.

The survey, conducted by the Gallup Organization early in May, reported that 87 percent of those who were familiar with the report of the National Commission on Excellence in Education agreed with its findings.

More significantly, according to the survey report, even those who had not yet heard of the commission's recommendations, which were released on April 26, were critical of the schools. Although four-fifths of those surveyed were "uninformed" about the report, 74 percent of that group agreed that "the quality of education in the U. S. public schools is only fair and not improving."

The survey, "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," also found support for some of the commission's specific recommendations. Those polled were in favor, by a two-to-one margin, of paying individual teachers based on the "quality of [their] work." Seventy-two percent said schools should make computers available to students. And

Major Problems Confronting the Public Schools. 1981, 1982, and 1983



15th Annual Gallup Poll, Phi Delta Kappan

a majority of those polled agreed that neither elementary nor high-school students are now required to work hard enough "in school and on homework."

The results indicate that "the commission report had not substantially changed the views of the public about public education," wrote the authors of the survey, which was sponsored by the Phi Delta Kappa education fraternity. "One reason, perhaps, is that the public already agreed with many of the commission's main conclusions," they wrote.

Secretary of Education Terrel H. Bell, who appointed the excellence commission and has been promoting its findings in appearances around the country, said he was "encouraged" and "gratified" by the poll's evidence of support for reform.

"I believe the reason the commission report has received such an overwhelming response is that it did strike a harmonious chord with the general public. We have more momentum right now for improving the schools than we've had in many, many years," the Secretary said in an interview last week.

Two of the commission's recommendations—that both the school day and the school year should be lengthened—did not receive overwhelming support from those polled, however. Forty percent favored adding 30 days of instruction to the school year, while 49 percent were opposed. And 41 percent supported lengthening the school day by one hour, while 48 percent were opposed.

In addition, the pollsters found evidence

of growing support for school vouchers, a controversial mechanism for promoting parental choice among types of schools. The concept of vouchers was not mentioned in the commission report.

Fifty-one percent of respondents favored a system whereby "the government allots a certain amount of money for each child," with which parents "can send the child to any public, parochial, or private school they choose."

The voucher system was supported by 48 percent of public-school parents and 64 percent of private-school parents.

EDUCATION USA AUGUST 29, 1983

- A court settlement between the San Francisco board of education and the NAACP over a new desegregation plan has collapsed because of lack of funding and objections by black parents to part of the busing plan.

Poll Finds Public Endorsement of School Reforms

Continued...

When the question on vouchers was asked in 1971, it received a 38-percent favorable response; in 1981, it was favored by 43 percent of those queried.

Annette Y. Kirk, who represented parents on the 18-member excellence commission, said she interpreted the interest in vouchers as "parents questioning the way schools are funded."

"I think parents who are most interested in the schools are probably most interested in choice among schools as well, and I'd like to see a school district get interested enough

in vouchers to try a pilot project," she said.

The survey, which asks the public to "grade" the quality of local schools each year, found a resumption of the rating decline that began in 1974 and leveled off slightly in 1980. This year, 31 percent of those polled gave their local schools an A or B grade, compared with 37 percent last year. A plurality of respondents, 32 percent, gave the schools a grade of C, while 13 percent gave them a grade of D, and 7 percent gave them a failing grade.

Quality of Public Schools

The quality of the public schools nationally was judged more harshly. Nineteen percent of the general public gave the schools a grade of A or B, and 22 percent gave them a D or failing grade. And of those who had heard of the excellence commission's report, 12 percent gave the nation's schools a grade of A or B.

Regarding the latter finding, the report cautions that "those individuals who are already strongly critical of the schools would be more likely than others to pay attention to media reports that say that 'the educational foundations of our society are presently being eroded by a rising tide of mediocrity.'"

The survey also found greater interest in increasing taxes for improving the quality of schools nationally than for improving the local schools. In response to one question on taxes, only 39 percent of those polled favored raising taxes to aid their local schools. Responding to a second question on taxes, asked later in the survey, 58 percent were in favor of increasing taxes to "raise the standard of education in the United States."

As the authors interpreted the two answers, "The public would obviously like to have the federal government contribute more to help finance the public schools. And ... respondents see the need for raising the educational standard throughout the nation."

Discipline is Major Problem

Since the poll was first conducted in 1969, discipline has been identified as the schools' major problem each year, with the exception of 1971, when finance was named the biggest problem. This year, 25 percent of those polled again cited "lack of discipline" as the schools' biggest problem, followed by use of drugs (18 percent), poor curriculum and standards (14 percent), and lack of proper financial support (13 percent).

The pollsters have continually attempted to "shed further light" on the discipline problem, finding last year that 39 percent of respondents considered it a "very serious" problem. In the current survey, they asked for the causes of schools' discipline problems.

The finding: "Those identified with the public schools can take comfort from the fact that the chief blame is laid on the home (72 percent), with disrespect for law and order throughout society ranking second (54 percent)."

Other findings of the Gallup poll:
• **Teachers' salaries.** Thirty-five percent of respondents agreed that teachers' salaries are too low, and only 8 percent said they were too high. Thirty-one percent said salaries were "about right," while 26 percent said they had no opinion. Half of the respondents said they fa-

vored higher pay for teachers in shortage areas, such as mathematics and science. And 61 percent agreed that "each teacher [should] be paid on the basis of the quality of his or her work," although 31 percent favored paying teachers on a "standard-scale basis."

• **Teaching as a career.** Only 45 percent of the respondents said they would like their children to choose teaching as a career, compared with 75 percent in 1969. The reasons, in descending order, included: low pay; discipline problems; unrewarding, "thankless" work; and the low prestige of teachers. The qualities most often desired in teachers, in descending order, included: the ability to communicate, understand, and "relate"; patience; the ability to discipline; high moral character; and friendliness, personality, and sense of humor. Intelligence was ranked eighth in the list of desired qualities.

• **Public knowledge about schools.** More than a third of those polled said they knew "very little" or "nothing" about their local schools. And the proportion of respondents who said they knew "quite a lot" about the schools showed an increase of only 4 percentage points over the 1969 level, from 18 percent to 22 percent. "These percentages indicate that the public-relations efforts of schools have not been very successful in reaching members of the public who do not have children attending the schools but who, nevertheless, can and do vote in school-bond elections," wrote the authors of the report.

• **Required courses.** Support was expressed for requiring all high-school students to take courses in mathematics, English, history and government, science, and business. For the college-bound, 50 percent of respondents said a foreign language should be required, with Spanish mentioned most often (56 percent), followed by French (34 percent) and German (16 percent).

• **Instruction in "special areas."** More than seven in 10 of those polled agreed that the school curriculum should include driver education, computer training, and educa-

MORE

tion about drug and alcohol abuse. In addition, respondents favored instruction in "parenting" (58 percent), the dangers of nuclear waste (56 percent), race relations (56 percent), communism and socialism (51 percent), and the dangers of nuclear war (46 percent).

• **Computers in the schools.** Only 45 percent of those polled said their children's schools had made computers available for students' use, although 23 percent said they were uncertain. Of the 32 percent of parents who said computers were not available to their children, 81 percent said they would like their schools to install computers.

• **The importance of higher education.** Fifty-eight percent of the respondents said a college education is "very important," an increase of 12 percentage points since 1978. Among minority parents, 68 percent said college was very important.

• **Testing.** Seventy-five percent of the respondents agreed that students should be promoted from grade to grade "only if they can pass examinations." A similar percentage agreed that "students in the local schools [should] be given national tests, so that their educational achievement could be compared with students in other communities."

• **Satisfaction with the curriculum.** Seventy-four percent of public-school parents said they were satisfied that their children were learning what they should be learning, although 20 percent answered that they were dissatisfied. Among private-school parents, 82 percent expressed satisfaction, and 9 percent said they were not satisfied.

• **Education in the year 2000.** In answer to a question about what schools are likely to be teaching 17 years from now, responses included: Students will have access to computers (76 percent); more importance will be given to vocational training (76 percent); students will be taught how to think (70 percent); and the high-school curriculum will be more difficult, encompassing areas now taught in college (65 percent).

The results of the survey are included in the September issue of the magazine *Phi Delta Kappan*.

Information about ordering copies of the survey can be obtained from: Phi Delta Kappa, P.O. Box 789, Bloomington, Ind. 47402; (812) 339-1156.

Education USA Report: 1983 Gallup Poll

PUBLIC LIKES COMMISSION RECOMMENDATIONS

The National Commission on Excellence in Education report apparently found some friends with the public. Respondents to the 15th annual Gallup Poll on public education once again were critical of the schools and in favor of many of the commission's recommendations.

This year only 31% of the public rated their local schools an A or B, down from 37% in 1982 and 48% in 1974. Other ratings were worse. Nationally, only 19% gave public schools high marks. Among parents, 42% gave their children's schools an A or B, down from 64% in 1974.

Two-thirds of those surveyed said both elementary and secondary school students have too little schoolwork, up considerably from 1975 when 49% said elementary students and 54% said secondary students don't work hard enough.

More Time in School

The public is not yet sure about the virtues of a longer school day or year, both advocated by the excellence commission, although support was up from last year. Forty percent now favor a 10-month school year, and 41% would like to lengthen the school day by one hour.

There was a great demand for schools both to continue offering non-academic courses and to strengthen the curriculum. A majority said students should be required to take instruction in drug and alcohol abuse, driver education, parenting, dangers of nuclear waste, race relations and communism.

The public is not jumping to pay more taxes to help the schools, however. Only 39% said they were willing, although the figure rose to 58% if higher taxes were used to help raise the nation's standard of education.

Such decisions about the public schools apparently are being made without a great deal of knowledge. Only 22% said they know "quite a lot" about their local schools; 36% know nothing or "very little." In addition, the percentage of "don't know" or "no opinion" answers was

quite high on several of the questions. More than one in four, for example, had no opinion on teachers' salaries.

Reprints of the poll may be ordered from Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. Price is \$7.50 for 25 copies with additional copies 20 cents each.

Biggest Problems

	Natl. Totals %	No Children In Schl. %	Public School Parents %	Nonpublic School Parents %
Lack of discipline	25	23	29	31
Use of drugs	18	17	20	16
Poor curriculum/poor standards	14	14	14	19
Lack of proper financial support	13	12	17	8
Difficulty getting good teachers	8	8	9	7

Ratings of Local Schools

	1983 %	1982 %	1981 %	1980 %	1979 %
Natl. Totals					
A rating	6	8	9	10	8
B rating	25	29	27	25	26
C rating	32	33	34	29	30
D rating	13	14	13	12	11
FAIL	7	5	7	6	7
Don't know	17	11	10	18	18

Longer Year, Day

How do you feel about extending the public school year to 210 days or 10 months?

	Natl. Totals %	No Children In Schl. %	Public School Parents %	Nonpublic School Parents %
Favor	40	39	43	50
Oppose	49	47	52	44
Don't know	11	14	5	6

What about extending the school day one hour?

	Natl. Totals %	No Children In Schl. %	Public School Parents %	Nonpublic School Parents %
Favor	41	42	40	46
Oppose	48	46	54	40
Don't know	11	12	6	14

More...

Public Likes Commission Recommendations, continued...

Voucher System

Would you like to see a voucher plan adopted?

	Favor	Oppose	No Opinion
	%	%	%
Natl. Totals			
1970 Survey	43	46	11
1971 survey	38	44	18
1981 survey	43	41	16
1983 survey	51	38	11

Student Workload

Do elementary school children in the public schools work too hard or not enough?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Too hard	4	3	6	4
Not hard enough	61	62	60	70
About right amount	19	15	27	16
Don't know	16	20	7	10

What about high school students?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Too hard	3	3	4	-
Not hard enough	65	66	63	69
About right amount	12	11	14	9
Don't know	20	20	19	22

Knowledge of Schools

How much do you know about the local schools?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Quite a lot	22	19	31	21
Some	42	38	55	47
Very little	29	34	13	24
Nothing	7	9	1	8

Higher Taxes

Would you be willing to pay more taxes to help raise the nation's standard of education?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Yes	58	54	70	57
No	33	35	24	38
Don't know	9	11	6	5

Parental Satisfaction

Is your child learning the things he or she should be?

	Public School Parents	Nonpublic School Parents
	%	%
Yes	74	82
No	20	9
Don't know	6	9

Non-Academic Instruction

Should this instruction be required for all high school students?

	Should Be Required	Should Not Be Required	No Opinion
	%	%	%
Drug abuse	81	14	5
Alcohol abuse	76	18	6
Driver education	72	23	5
Computer training	72	21	7
Parenting/parent training	58	32	10
Dangers of nuclear waste	56	33	11
Race relations	56	33	11
Communism/socialism	51	38	11
Dangers of nuclear war	46	42	12

Higher Salaries for All vs. Merit Pay for Some

Do you think salaries for teachers are too high, too low, or just about right?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Too high	8	8	9	5
Too low	35	33	37	42
About right	31	30	35	32
No opinion	26	29	19	21

Should teachers be paid on the basis of the quality of their work, or on a standard scale?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Quality of work	61	61	61	64
Standard scale	31	30	34	30
Don't know	8	9	5	6

Survey Indicates Teacher Support For Merit Pay

*N.S.B.A. Says Nearly
Two-Thirds in Favor*

By Thomas Toch

Nearly two of three of the teachers responding to a national survey on the issue of merit pay said they support the idea of paying better teachers more money.

Sixty-three percent of the 1,261 elementary- and secondary-school teachers in a "statistically representative" survey conducted by the National School Boards Association (N.S.B.A.) in May said they agree that "teachers who are more effective in the classroom should receive larger salary increases than teachers who are less effective."

The survey is the first attempt to address "a glaring lack of information" concerning teachers' attitudes towards merit pay since its emergence as a national issue, according to the association.

Only 17.6 percent of the teachers in the survey said they support the current system of linking salary increases strictly to

seniority and academic credentials.

However, 68.4 percent of the respondents said that paying teachers in certain subjects more than those in others, as some school systems and states have begun to do in an effort to attract mathematics and science teachers, is unacceptable.

The survey's results, which appear in the September issue of *The American School Board Journal*,

were tabulated and verified by Jim C. Fortune, professor of education at Virginia Polytechnic Institute and State University. Full computer printouts of the survey's findings are available from the N.S.B.A. at \$95 per copy.

'Greatest' Say in Rating

Thirty-nine percent of the teachers responding to the survey said principals should have the "greatest" say in rating the effectiveness of

their teachers. Others said those with the greatest say should be peers (25.4 percent); a teacher's department head (15 percent); or a combination of administrators and other teachers (12.1 percent).

About two in five teachers—41 percent—said they would want "classroom effectiveness" to be given weight to that of the currently utilized combination of seniority and academic credentials in determining salary increases. But only 3.1

percent of the respondents said they would want "classroom effectiveness" to be the sole standard for salary increases.

Just over 26 percent said both classroom performance and seniority and credentials should be considered, with performance being given greater weight; 11.5 percent said both should be considered, with seniority and academic credentials receiving more weight.

Demographic Characteristics

The survey also distinguished the teachers' responses according to various demographic and professional characteristics. For example:

• While 61.5 percent of the respondents who are members of the American Federation of Teachers (A.F.T.) and 62.1 percent of those who belong to the National Education Association (N.E.A.) said they approve of the idea of linking pay to performance, the figure for non-affiliated teachers is 76.4 percent.

• Younger teachers are more agreeable to the pay-for-performance idea than their more senior peers. Of those with 15 or more years of service, 59.1 percent support the concept, compared to 85.3 percent of those with fewer than three years of experience.

• Nontenured teachers (70.2 percent) were more likely to support merit pay than tenured teachers (61.2 percent). More males (66.3 percent) support it than females (59.9 percent). More high-school teachers (69.2 percent) support it than elementary-school teacher (55.3 percent). And more teachers working in rural areas (64 percent) endorse it than those teaching in urban school systems (59.9 percent).

• On the question of who should evaluate teachers, 25.4 percent of those who were N.E.A. members and 27.5 percent of those who said they belonged to the A.F.T. said the school principal should have the greatest say in who gets merit raises, compared to 52.2 percent of those who said they were unaffiliated with a union.

The N.E.A. has not published a survey of teachers on merit pay issues recently, but plans to do so in the near future, according to a spokesman. The A.F.T. has not conducted a survey of teachers on the subject recently.

THE WALL STREET JOURNAL
Tuesday, August 30, 1983

MERIT PAY: A U.S. Chamber of Commerce-Gallup poll of 1,538 people finds that 66% think teachers' pay should be based on how well they teach rather than on seniority. The survey found that 61% of union members also favor merit pay, only slightly below the 67% approval registered by non-union members.

Poll shows nearly two-thirds of teachers favor merit pay

By Nina McCain
Globe Staff

Nearly two-thirds of a national sample of both union and non-union teachers favor merit pay, according to a poll released yesterday by the American School Board Journal.

Merit pay, which traditionally has been opposed by both the National Education Assn. (NEA) and the American Federation of Teachers (AFT), has been endorsed by President Ronald Reagan and has become an issue in the presidential campaign.

The School Board Journal, a publication of the National School Boards Assn., based the article in its September issue on 1,261 responses to a questionnaire sent in May to 7,300 randomly selected teachers throughout the country. The poll asked if teachers who are more effective in the classroom should be paid more, who should do the evaluation and how salary increases should be determined.

The sample was representative of teachers nationally by age, sex, union membership and other categories, according to the article.

Of those sampled, 62.7 percent agreed that teachers who are more effective in the classroom should be paid more. That was almost the same for members of both the NEA and AFT and went up to 76.4 percent for nonunion members.

On the issue of who should evaluate classroom performance, 39 percent wanted the principal to do it, 25 percent favored other teachers, 15 percent preferred department heads and the rest split among other possibilities.

Asked whether pay should be determined by classroom effectiveness alone, seniority and academic credits alone or a combination of the two, 41 percent chose the combination with equal weight given to the two factors. Another 27 percent wanted both factors considered with greater weight given to effectiveness and 18 percent wanted se-

niority and academic credit to be the only criteria.

Addressing the school board members to whom the magazine is sent, the article noted that only 3 percent of the respondents favored basing salary on performance alone.

"In short, trying to impose such a single-issue pay system could pit your teachers against you right from the outset," the article said.

The AFT, the smaller union, has recently softened its stance on the issue of merit pay and is now willing to consider arrangements in which "master teachers" are paid more for additional duties such as helping younger teachers.

The NEA also has slightly modified its opposition but still maintains that salaries for all teachers should be raised before merit pay is discussed.

Both unions claim a merit pay system in which administrators alone do the evaluation is subject to personal and political favoritism.



Republican National Committee

Philip Kawior
Director of
Research

September 6, 1983

TO: CHAIRMAN FAHRENKOPF

ATTENTION: BILL PHILLIPS
Chief of Staff

THROUGH: WILLIAM I. GREENER, III *WIG III gr*
Director of Communications

THROUGH: PHILIP KAWIOR *PK/sak*
Director of Research

FROM: RICHARD HANSEN *R.H.*
Issues Analyst

SUBJECT: EDUCATION BRIEFING #12

Contents of this briefing:

- I. Executive Summary
- II. News Release of August 25, issued by the AFL-CIO Public Employee Department to accompany release of the joint AFL-CIO PED-American Federation of Teachers report entitled, "The Three R's: Reagan, Rhetoric, and Reality."
- III. News Release of August 26, issued by the U.S. Department of Education containing Secretary Bell's official statement of rebuttal to the "Three R's" report.
- IV. News Release of August 26, issued by the AFL-CIO PED containing PED president Kenneth Blaylock's statement in response to Secretary Bell's rebuttal.
- V. Results of "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools."
- VI. Results of the National School Boards Association poll of teacher attitudes toward merit pay.

I. Executive Summary

- At an August 25 press conference held by AFL-CIO Public Employee Department president Kenneth T. Blaylock, American Federation of Teachers president Albert Shanker and Representative Paul Simon (D-Ill); the AFL-CIO PED and the AFT jointly released a report entitled, "The Three R's: Reagan, Rhetoric, and Reality."

The report purports to track the proposed and actual dollars cut and/or people denied services by the Reagan Administration under "Chapter 1," which provides aid to educationally disadvantaged low-income children and the Vocational and Adult Education program, which provides marketable skills to teenagers and adults; in all 50 states and each of the 435 Congressional Districts. Blaylock said, "...We have taken a long, hard look at President Reagan's education budgets. In the light of his budget cuts, plus Mr. Reagan's attempts to dismantle the U.S. Department of Education, we can only conclude that he is the most anti-education president this country has ever had."

I have obtained a copy of the inch-thick report for my files.

- On August 26, Secretary Bell held a press conference in which he said the report contained "more inaccuracies than anything I've seen in a long time," and said it was the unions and not the President who were "misleading" the public.
- Following Secretary Bell's press conference, AFL-CIO PED president Blaylock issued a statement attacking Bell and saying, "We stand by our report."
- "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" was released and found that 87 percent of those who were familiar with the report of the National Commission on Excellence in Education agreed with its findings. 74 percent of those who were not familiar with the report, nevertheless, agreed that "the quality of education in the U.S. public schools is only fair and not improving." 61 percent were in favor of merit pay for teachers, while only 31 percent favored a standard scale.
- A poll conducted of teachers by the National School Boards Association found that 62.7 percent of all teachers polled favored merit pay. Significantly, 62.1 percent of NEA members polled favored merit pay and 61.5 percent of AFT members were in favor. Fully 76.4 percent of non-union teachers favored merit pay.



Public Employee Department, AFL-CIO

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August 25, 1983

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NEWSRELEASE

REPORT ASSAILS REAGAN'S DUPLICITY ON EDUCATION

(WASHINGTON)--The reality of President Reagan's attacks on two of the most important federal education programs--"Chapter 1," which provides aid to educationally disadvantaged low-income children, and Vocational and Adult Education, which provides marketable skills to teenagers and adults--was contrasted with his administration's pro-education rhetoric in a report released today by the AFL-CIO Public Employee Department (PED) and the American Federation of Teachers (AFT).

The report, entitled "The Three R's: Reagan, Rhetoric, and Reality," provides the most comprehensive analysis to date of the extent and severity of Reagan's attacks on U.S. education programs. It tracks the proposed and actual dollars cut and/or numbers of people denied services under Chapter 1 and Vocational and Adult Education in all 50 states, each of the 435 U.S. Congressional Districts, the District of Columbia, Puerto Rico, and the trusts and territories of the United States.

The study was released here today during PED's Sixth Biennial Convention at a news conference held by PED President Kenneth T. Blaylock, AFT President Albert Shanker (who is also Secretary-Treasurer of PED), and Rep. Paul Simon (D-Ill.) of the House Education and Labor Committee.

In releasing the report, Blaylock said, "Back in the spring, Education Secretary T.H. Bell was quoted as saying, 'Anybody that says the president is anti-education and against learning just hasn't looked at the record.' Since that time, we have taken a long, hard look at President Reagan's education budgets. In light of his budget cuts, plus Mr. Reagan's attempts to dismantle the U.S. Department of Education, we can only conclude that he is the.

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most anti-education president this country has ever had."

Commenting on the report's major findings, Shanker said, "For too long, this administration has been indulged in its penchant for misrepresenting the facts about the goals and consequences of its education budget policies. President Reagan, for example, recently told a group of students that 'there haven't been cutbacks in funding for public education.' Our analysis of the federal budget for Chapter 1 programs, however, shows that in FY 82 he sought a 25 percent reduction and was granted an 18 percent cutback by Congress. In FY 83 Reagan sought a 48 percent reduction, and he was granted 19 percent by Congress. For FY 84, Mr. Reagan is seeking to further reduce Chapter 1 by 26 percent.

"Mr. Bell," Shanker continued, "has said the administration is maintaining education benefit levels, even though the budget has been cut. But our study shows that for Chapter 1, Reagan's FY 82 budget sought to deny program services to more than 1 million children. Congressional action that year managed to restore 400,000 kids to the program, but the net damage done was the denial of services to some 800,000 children. In FY 83 the president sought to drop 2.5 million children from Chapter 1. Congress restored 1.7 million of those participants, but still, there was a net result of 750,000 children denied program services. For FY 84, Mr. Reagan wants to drop nearly 1 million children from Chapter 1. My union, the American Federation of Teachers, has proposed an alternative budget to Congress that would restore program services to most of those kids.

"In the face of such severe Chapter 1 budget cuts and service reductions," Shanker concluded, "this administration is misleading the American public by claiming no budget cuts and maintenance of service levels. Clearly, the reality belies the rhetoric."

Congressman Simon, who chairs the House Subcommittee on Postsecondary Education, criticized the Reagan administration's shortsightedness on national education policy.

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"Under this administration," Simon said, "the economy has bottomed out and so have the schools. But it may take years longer for the schools to recover.

"These cuts have been directed at bootstrap programs that promote individual achievement in the best sense of the American dream. They help unschooled adults go back to get their diplomas; they help poor teenagers and displaced factory workers learn skills for a changing job market. They also help disadvantaged school children catch up through tutoring. The White House has no vision for these people or for American education. There is no concept there of what this help means to the individuals and families affected."

The study raises serious questions about Reagan's attempt to portray himself as the champion of American education. He claims to be "wholly in support" of the recommendations of the National Commission on Excellence in Education, yet he rejects the strong federal role in education that the Commission recommends. He vows not to rest "until every American who wants a job not only can find one but has the skills to get one," and says, "our vocational classrooms are just as important as any other"; yet he attempts to gut the Vocational and Adult Education programs.

The attached tables show how the states have suffered from Reagan's education budget cuts.

PED represents federal, postal, state, and local workers nationwide.

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CHAPTER 1

DOLLAR LOSS PER SCHOOL AGE CHILD

(Net, after Congressional action, for
FFYs 1982 & 1983 combined).

(1) District of Columbia	52.20	(26) Michigan	27.14
(2) Idaho	48.40	(27) Montana	27.14
(3) Maryland	44.74	(28) Pennsylvania	26.89
(4) Mississippi	40.81	(29) South Dakota	26.64
(5) New Mexico	40.19	(30) Rhode Island	26.42
(6) New York	38.69	(31) Oklahoma	25.80
(7) Florida	38.21	(32) Kentucky	25.60
(8) Delaware	34.47	(33) Washington	25.06
(9) Arkansas	34.44	(34) Iowa	23.59
(10) Louisiana	34.01	(35) Virginia	23.48
(11) Texas	33.58	(36) Colorado	23.37
(12) California	32.27	(37) Connecticut	23.01
(13) Georgia	30.70	(38) Vermont	22.56
(14) Tennessee	30.44	(39) Kansas	22.39
(15) Alabama	29.18	(40) Nebraska	22.22
(16) North Carolina	28.63	(41) Missouri	22.04
(17) Massachusetts	28.44	(42) Minnesota	21.52
(18) West Virginia	28.11	(43) Wisconsin	20.95
(19) South Carolina	27.86	(44) North Dakota	20.47
(20) Arizona	27.75	(45) Ohio	20.15
(21) Alaska	27.69	(46) Hawaii	19.61
(22) Oregon	27.47	(47) Wyoming	17.87
(23) Maine	27.46	(48) Indiana	16.13
(24) Illinois	27.44	(49) Nevada	15.46
(25) New Jersey	27.32	(50) New Hampshire	13.54
		(51) Utah	12.13



STATEMENT BY THE SECRETARY OF EDUCATION
T.H. Bell

August 26, 1983

Lou Mathis -- (202) 245-8564

As you know, the AFL-CIO yesterday issued a press release assailing President Reagan's education policy. I am taking this opportunity to counter some of the misleading statements which were made, and to point out a few simple facts which demonstrate the President's commitment to American education.

- o Never before in history has any nation made so large an investment in education as the United States. The real issue is not how much we spend, but how we spend it.
- o Total U.S. spending for education from all sources has increased at all levels -- elementary, secondary, and postsecondary -- from \$170 billion in 1980 to \$215 billion in 1983. This has occurred despite a decline of almost 2 million in the number of students during that same period. In fact, the average per-pupil expenditure has gone up from \$2,500 in 1980 to over \$3,000 today.
- o Total nationwide education spending has increased 600 percent in the last 20 years (\$24.7 billion in 1960 versus \$169.6 billion in 1980); and Federal education funding has increased 2000 percent since 1960 (\$750 million in 1960 versus \$15.4 billion in 1983). This has not been accompanied by a comparable increase in the quality of education -- contrary to the belief by some that money by itself is the cure-all for our educational ailments.
- o The Department of Education budget in just the last three years has continued to increase -- from \$14.1 billion in 1980, to \$14.8 billion in 1981, to \$15.4 billion in 1983. And, of course, the President and his staff are as much involved in working on the final budget as Congress, and each year the President has signed the final budget.
- o The AFL-CIO news release greatly exaggerates the impact of any reductions in the Federal education budget, since Federal funding represents only 8 percent of total funding from all sources for elementary and secondary education.

- o The President's Economic Recovery Program has decreased the inflation rate by 8 percentage points since 1980. Because we spend over \$200 billion annually for education, every one percent reduction in inflation buys \$2 billion more in services. Thus, today's education dollars are buying \$16 billion more than if the 1980 rate of 12.6 had continued. This savings to the American taxpayers would not have been possible without the President's tough stand on the budget during his first two years. Yet he is being criticized by some today for this major accomplishment.
- o Contrary to many press reports, 85 percent of the President's Budget for the Department of Education is devoted to education for low income, disadvantaged and handicapped children and adults, and needy college students. A significant amount goes to historically black colleges and students attending these schools.
- o The President has proposed a number of educational initiatives such as science and mathematics state block grants, tuition tax credits to help low- and middle-income parents who choose to send their children to nonpublic schools, optional vouchers to enable parents of educationally deprived children to choose schools that best meet their needs, and tax incentives to encourage families to accumulate savings towards college costs -- not to mention several major legislative proposals to improve the quality and delivery of such Federal programs as bilingual education, student aid, vocational and adult education, impact aid, and debt collection.
- o Reductions in education spending at the state level have occurred in many instances; yet I have not seen attacks on any Governor as vociferous or as blatant as those being levelled against President Reagan.
- o When President Reagan was governor of California, he did what governors and state legislators need to do now--promote expansion of support for education at all levels. His administration:
 - Increased aid to the state university systems 105 percent while enrollment increased 44 percent.
 - Increased support for the state college systems 164 percent while enrollment increased 78 percent.
 - Increased spending for community colleges 323 percent while enrollment increased 84 percent.
 - Increased aid to the primary and secondary systems 105 percent while enrollment increased 5 percent.

- o The AFL-CIO news release refers to proposed cuts in services under the vocational and adult education programs. It fails to recognize other Administration initiatives directed towards youth and adults -- such as major proposed increases in College Work/Study, Pell Grants and Guaranteed Student Loans. These Federal Student Aid programs provide a major source of assistance to students seeking training in community colleges, technical institutes, and proprietary institutions which offer vocational education. Moreover, the release does not point out that Federal funding is but a fraction -- just eight percent -- of all spending for vocational education.

- o There are also erroneous references in the release to proposed reductions in the number of children served in the Chapter I program for educationally disadvantaged children -- "more than 1 million" in Fiscal Year 1982 and "2.5 million" in Fiscal Year 1983. The fact is that the President did not propose any cuts in the numbers of children to be helped by this program. He proposed that the same number of children could be served with the same or higher level of services on a more cost efficient basis.

- o Finally, and most importantly, the very fact that the President has supported the National Commission on Excellence in Education, and its widely acclaimed report, speaks for itself. He has raised education to a national issue and is putting the question of educational quality foremost in the minds of every American parent, student, teacher, administrator, and policymaker. This is absolutely necessary if we are to achieve a commitment to excellence at the grassroots level which supports over 90 percent of total funding for education.

In conclusion, it's time that we stop trying to place the blame and begin a positive, substantive, and creative dialogue so that we can together, on a bipartisan basis, meet the challenges we face in improving American education.

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Summary of Key Budget Figures

	<u>1981</u>	<u>1982</u>	<u>1983</u>
Total Education Department (in billions)	\$14.8	\$14.8	\$15.4
Chapter 1 Grants to Local Education Agencies for Disadvantaged Children (in billions)	\$2.5	\$2.6	\$2.7
Vocational and Adult Education (in millions)	\$782	\$742	\$824



Public Employee Department, AFL-CIO

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August 26, 1983

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NEWS RELEASE

Labor Responds to Administration's Denial of Education Cuts

(WASHINGTON)--AFL-CIO Public Employee Department President Kenneth T. Blaylock released the following statement today in response to Education Secretary T.H. Bell's news conference denials of President Reagan's anti-education budget policies.

Secretary Bell today made a non-denial of the points we made yesterday in a report entitled "The Three R's: Reagan, Rhetoric, and Reality." We are hardly surprised that the best Mr. Bell could do was generate more rhetoric.

Mr. Bell said our study "greatly exaggerates the impact of any reductions in the federal education budget, since federal funding represents only eight percent of total funding from all sources for elementary and secondary education."

As usual, the administration tries to cloud the issue. We did not focus on all federal education spending, but for one of the programs we did address--Chapter 1--the impact of federal budget cuts is much greater because the federal contribution was much higher initially. The Congressional Research Service has said that Chapter 1 allocations represent "71 percent of total federal and state funds supporting local programs of compensatory education for disadvantaged children."

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Mr. Bell invokes the mirage of "the President's economic recovery program," which he says "has decreased the inflation rate by eight percentage points since 1980." In fact, however, our study already accounts for the reduction in inflation that has occurred during Mr. Reagan's term in office.

Secretary Bell attempts to shift the focus of the debate back to the state level by castigating us for not attacking "any governor" for reductions in education spending at the state level. But we must point out that Mr. Reagan's tax cuts for the wealthy helped produce the deficits, the recession, and cuts in federal aid that have wreaked havoc on state and local governments.

In short, we stand by our report. The data and assumptions supporting our study are open to public review. We know they can stand up to scrutiny. We hope the public will take a close look at what we have to say.

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Poll Finds Public Endorsement of School Reforms

Favors More Homework, Classwork, and Testing

By Eileen White

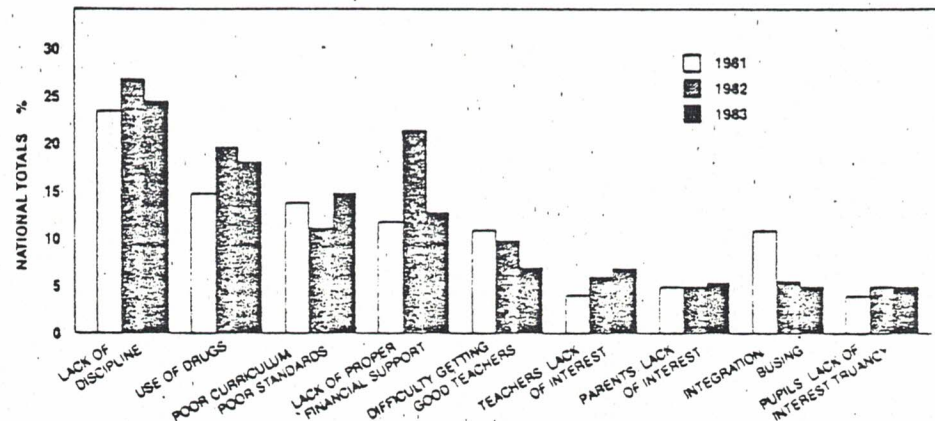
WASHINGTON—The latest edition of a national opinion poll has found that the American public largely agrees with the major findings of several recent blue-ribbon panels on education: The quality of the nation's public schools has declined, and broad reforms—including merit pay for teachers and a tougher curriculum—are needed.

The survey, conducted by the Gallup Organization early in May, reported that 87 percent of those who were familiar with the report of the National Commission on Excellence in Education agreed with its findings.

More significantly, according to the survey report, even those who had not yet heard of the commission's recommendations, which were released on April 26, were critical of the schools. Although four-fifths of those surveyed were "uninformed" about the report, 74 percent of that group agreed that "the quality of education in the U. S. public schools is only fair and not improving."

The survey, "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," also found support for some of the commission's specific recommendations. Those polled were in favor, by a two-to-one margin, of paying individual teachers based on the "quality of [their] work." Seventy-two percent said schools should make computers available to students. And

Major Problems Confronting the Public Schools. 1981, 1982, and 1983



15th Annual Gallup Poll, Phi Delta Kappa

a majority of those polled agreed that neither elementary nor high-school students are now required to work hard enough "in school and on homework."

The results indicate that "the commission report had not substantially changed the views of the public about public education," wrote the authors of the survey, which was sponsored by the Phi Delta Kappa education fraternity. "One reason, perhaps, is that the public already agreed with many of the commission's main conclusions," they wrote.

Secretary of Education Terrel H. Bell, who appointed the excellence commission and has been promoting its findings in appearances around the country, said he was "encouraged" and "gratified" by the poll's evidence of support for reform.

"I believe the reason the commission report has received such an overwhelming response is that it did strike a harmonious chord with the general public. We have more momentum right now for improving the schools than we've had in many, many years," the Secretary said in an interview last week.

Two of the commission's recommendations—that both the school day and the school year should be lengthened—did not receive overwhelming support from those polled, however. Forty percent favored adding 30 days of instruction to the school year, while 49 percent were opposed. And 41 percent supported lengthening the school day by one hour, while 48 percent were opposed.

In addition, the pollsters found evidence of growing support for school vouchers, a controversial mechanism for promoting parental choice among types of schools. The concept of vouchers was not mentioned in the commission report.

Fifty-one percent of respondents favored a system whereby "the government allots a certain amount of money for each child," with which parents "can send the child to any public, parochial, or private school they choose."

The voucher system was supported by 48 percent of public-school parents and 64 percent of private-school parents.

EDUCATION USA AUGUST 29, 1983

- A court settlement between the San Francisco board of education and the NAACP over a new desegregation plan has collapsed because of lack of funding and objections by black parents to part of the busing plan.

Poll Finds Public Endorsement of School Reforms

Continued...

When the question on vouchers was asked in 1971, it received a 38-percent favorable response; in 1981, it was favored by 43 percent of those queried.

Annette Y. Kirk, who represented parents on the 18-member excellence commission, said she interpreted the interest in vouchers as "parents questioning the way schools are funded."

"I think parents who are most interested in the schools are probably most interested in choice among schools as well, and I'd like to see a school district get interested enough

in vouchers to try a pilot project," she said.

The survey, which asks the public to "grade" the quality of local schools each year, found a resumption of the rating decline that began in 1974 and leveled off slightly in 1980. This year, 31 percent of those polled gave their local schools an A or B grade, compared with 37 percent last year. A plurality of respondents, 32 percent, gave the schools a grade of C, while 13 percent gave them a grade of D, and 7 percent gave them a failing grade.

Quality of Public Schools

The quality of the public schools nationally was judged more harshly. Nineteen percent of the general public gave the schools a grade of A or B, and 22 percent gave them a D or failing grade. And of those who had heard of the excellence commission's report, 12 percent gave the nation's schools a grade of A or B.

Regarding the latter finding, the report cautions that "those individuals who are already strongly critical of the schools would be more likely than others to pay attention to media reports that say that 'the educational foundations of our society are presently being eroded by a rising tide of mediocrity.'"

The survey also found greater interest in increasing taxes for improving the quality of schools nationally than for improving the local schools. In response to one question on taxes, only 39 percent of those polled favored raising taxes to aid their local schools. Responding to a second question on taxes, asked later in the survey, 58 percent were in favor of increasing taxes to "raise the standard of education in the United States."

As the authors interpreted the two answers, "The public would obviously like to have the federal government contribute more to help finance the public schools. And... respondents see the need for raising the educational standard throughout the nation."

Discipline is Major Problem

Since the poll was first conducted in 1969, discipline has been identified as the schools' major problem each year, with the exception of 1971, when finance was named the biggest problem. This year, 25 percent of those polled again cited "lack of discipline" as the schools' biggest problem, followed by use of drugs (18 percent), poor curriculum and standards (14 percent), and lack of proper financial support (13 percent).

The pollsters have continually attempted to "shed further light" on the discipline problem, finding last year that 39 percent of respondents considered it a "very serious" problem. In the current survey, they asked for the causes of schools' discipline problems.

The finding: "Those identified with the public schools can take comfort from the fact that the chief blame is laid on the home (72 percent), with disrespect for law and order throughout society ranking second (54 percent)."

Other findings of the Gallup poll:
• **Teachers' salaries.** Thirty-five percent of respondents agreed that teachers' salaries are too low, and only 8 percent said they were too high. Thirty-one percent said salaries were "about right," while 26 percent said they had no opinion. Half of the respondents said they fa-

vored higher pay for teachers in shortage areas, such as mathematics and science. And 61 percent agreed that "each teacher [should] be paid on the basis of the quality of his or her work," although 31 percent favored paying teachers on a "standard-scale basis."

• **Teaching as a career.** Only 45 percent of the respondents said they would like their children to choose teaching as a career, compared with 75 percent in 1969. The reasons, in descending order, included: low pay; discipline problems; unrewarding, "thankless" work; and the low prestige of teachers. The qualities most often desired in teachers, in descending order, included: the ability to communicate, understand, and "relate"; patience; the ability to discipline; high moral character, and friendliness, personality, and sense of humor. Intelligence was ranked eighth in the list of desired qualities.

• **Public knowledge about schools.** More than a third of those polled said they knew "very little" or "nothing" about their local schools. And the proportion of respondents who said they knew "quite a lot" about the schools showed an increase of only 4 percentage points over the 1969 level, from 18 percent to 22 percent. "These percentages indicate that the public-relations efforts of schools have not been very successful in reaching members of the public who do not have children attending the schools but who, nevertheless, can and do vote in school-bond elections," wrote the authors of the report.

• **Required courses.** Support was expressed for requiring all high-school students to take courses in mathematics, English, history and government, science, and business. For the college-bound, 50 percent of respondents said a foreign language should be required, with Spanish mentioned most often (56 percent), followed by French (34 percent) and German (16 percent).

• **Instruction in "special areas."** More than seven in 10 of those polled agreed that the school curriculum should include driver education, computer training, and educa-

MORE

tion about drug and alcohol abuse. In addition, respondents favored instruction in "parenting" (58 percent), the dangers of nuclear waste (56 percent), race relations (56 percent), communism and socialism (51 percent), and the dangers of nuclear war (46 percent).

• **Computers in the schools.** Only 45 percent of those polled said their children's schools had made computers available for students' use, although 23 percent said they were uncertain. Of the 32 percent of parents who said computers were not available to their children, 81 percent said they would like their schools to install computers.

• **The importance of higher education.** Fifty-eight percent of the respondents said a college education is "very important," an increase of 12 percentage points since 1978. Among minority parents, 63 percent said college was very important.

• **Testing.** Seventy-five percent of the respondents agreed that students should be promoted from grade to grade "only if they can pass examinations." A similar percentage agreed that "students in the local schools [should] be given national tests, so that their educational achievement could be compared with students in other communities."

• **Satisfaction with the curriculum.** Seventy-four percent of public-school parents said they were satisfied that their children were learning what they should be learning, although 20 percent answered that they were dissatisfied. Among private-school parents, 82 percent expressed satisfaction, and 9 percent said they were not satisfied.

• **Education in the year 2000.** In answer to a question about what schools are likely to be teaching 17 years from now, responses included: Students will have access to computers (76 percent); more importance will be given to vocational training (76 percent); students will be taught how to think (70 percent); and the high-school curriculum will be more difficult, encompassing areas now taught in college (65 percent).

The results of the survey are included in the September issue of the magazine *Phi Delta Kappan*.

Information about ordering copies of the survey can be obtained from: Phi Delta Kappa, P.O. Box 789, Bloomington, Ind. 47402; (812) 339-1156.

Education USA Report: 1983 Gallup Poll

PUBLIC LIKES COMMISSION RECOMMENDATIONS

The National Commission on Excellence in Education report apparently found some friends with the public. Respondents to the 15th annual Gallup Poll on public education once again were critical of the schools and in favor of many of the commission's recommendations.

This year only 31% of the public rated their local schools an A or B, down from 37% in 1982 and 48% in 1974. Other ratings were worse. Nationally, only 19% gave public schools high marks. Among parents, 42% gave their children's schools an A or B, down from 64% in 1974.

Two-thirds of those surveyed said both elementary and secondary school students have too little schoolwork, up considerably from 1975 when 49% said elementary students and 54% said secondary students don't work hard enough.

More Time in School

The public is not yet sure about the virtues of a longer school day or year, both advocated by the excellence commission, although support was up from last year. Forty percent now favor a 10-month school year, and 41% would like to lengthen the school day by one hour.

There was a great demand for schools both to continue offering non-academic courses and to strengthen the curriculum. A majority said students should be required to take instruction in drug and alcohol abuse, driver education, parenting, dangers of nuclear waste, race relations and communism.

The public is not jumping to pay more taxes to help the schools, however. Only 39% said they were willing, although the figure rose to 58% if higher taxes were used to help raise the nation's standard of education.

Such decisions about the public schools apparently are being made without a great deal of knowledge. Only 22% said they know "quite a lot" about their local schools; 36% know nothing or "very little." In addition, the percentage of "don't know" or "no opinion" answers was

quite high on several of the questions. More than one in four, for example, had no opinion on teachers' salaries.

Reprints of the poll may be ordered from Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. Price is \$7.50 for 25 copies with additional copies 20 cents each.

Biggest Problems

	Natl. Totals %	No Children In Schl. %	Public School Parents %	Nonpublic School Parents %
Lack of discipline	25	23	29	31
Use of drugs	18	17	20	16
Poor curriculum/poor standards	14	14	14	19
Lack of proper financial support	13	12	17	8
Difficulty getting good teachers	8	8	9	7

Ratings of Local Schools

	1983 %	1982 %	1981 %	1980 %	1979 %
Natl. Totals					
A rating	6	8	9	10	8
B rating	25	29	27	25	26
C rating	32	33	34	29	30
D rating	13	14	13	12	11
FAIL	7	5	7	6	7
Don't know	17	11	10	18	18

Longer Year, Day

How do you feel about extending the public school year to 210 days or 10 months?

	Natl. Totals %	No Children In Schl. %	Public School Parents %	Nonpublic School Parents %
Favor	40	39	43	50
Oppose	49	47	52	44
Don't know	11	14	5	6

What about extending the school day one hour?

	Natl. Totals %	No Children In Schl. %	Public School Parents %	Nonpublic School Parents %
Favor	41	42	40	46
Oppose	48	46	54	40
Don't know	11	12	6	14

More...

Public Likes Commission Recommendations, continued...

Voucher System

Would you like to see a voucher plan adopted?

	Favor	Oppose	No Opinion
Natl. Totals	%	%	%
1970 Survey	43	46	11
1971 survey	38	44	18
1981 survey	43	41	16
1983 survey	51	38	11

Student Workload

Do elementary school children in the public schools work too hard or not enough?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Too hard	4	3	6	4
Not hard enough	61	62	60	70
About right amount	19	15	27	16
Don't know	16	20	7	10

What about high school students?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Too hard	3	3	4	-
Not hard enough	65	66	63	69
About right amount	12	11	14	9
Don't know	20	20	19	22

Knowledge of Schools

How much do you know about the local schools?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Quite a lot	22	19	31	21
Some	42	38	55	47
Very little	29	34	13	24
Nothing	7	9	1	8

Higher Taxes

Would you be willing to pay more taxes to help raise the nation's standard of education?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Yes	58	54	70	57
No	33	35	24	38
Don't know	9	11	6	5

Parental Satisfaction

Is your child learning the things he or she should be?

	Natl. Totals	Public School Parents	Nonpublic School Parents
	%	%	%
Yes	74	82	
No	20	9	
Don't know	6	9	

Non-Academic Instruction

Should this instruction be required for all high school students?

	Should Be Required	Should Not Be Required	No Opinion
	%	%	%
Drug abuse	81	14	5
Alcohol abuse	76	18	6
Driver education	72	23	5
Computer training	72	21	7
Parenting/parent training	58	32	10
Dangers of nuclear waste	56	33	11
Race relations	56	33	11
Communism/socialism	51	38	11
Dangers of nuclear war	46	42	12

Higher Salaries for All vs. Merit Pay for Some

Do you think salaries for teachers are too high, too low, or just about right?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Too high	8	8	9	5
Too low	35	33	37	42
About right	31	30	35	32
No opinion	26	29	19	21

Should teachers be paid on the basis of the quality of their work, or on a standard scale?

	Natl. Totals	No Children In Schl.	Public School Parents	Nonpublic School Parents
	%	%	%	%
Quality of work	61	61	61	64
Standard scale	31	30	34	30
Don't know	8	9	5	6

Survey Indicates Teacher Support For Merit Pay

*N.S.B.A. Says Nearly
Two-Thirds in Favor*

By Thomas Toch

Nearly two of three of the teachers responding to a national survey on the issue of merit pay said they support the idea of paying better teachers more money.

Sixty-three percent of the 1,261 elementary- and secondary-school teachers in a "statistically representative" survey conducted by the National School Boards Association (N.S.B.A.) in May said they agree that "teachers who are more effective in the classroom should receive larger salary increases than teachers who are less effective."

The survey is the first attempt to address "a glaring lack of information" concerning teachers' attitudes towards merit pay since its emergence as a national issue, according to the association.

Only 17.6 percent of the teachers in the survey said they support the current system of linking salary increases strictly to

seniority and academic credentials.

However, 63.4 percent of the respondents said that paying teachers in certain subjects more than those in others, as some school systems and states have begun to do in an effort to attract mathematics and science teachers, is unacceptable.

The survey's results, which appear in the September issue of *The American School Board Journal*,

were tabulated and verified by Jim C. Fortune, professor of education at Virginia Polytechnic Institute and State University. Full computer printouts of the survey's findings are available from the N.S.B.A. at \$95 per copy.

'Greatest' Say in Rating

Thirty-nine percent of the teachers responding to the survey said principals should have the "greatest" say in rating the effectiveness of

their teachers. Others said those with the greatest say should be peers (25.4 percent); a teacher's department head (15 percent); or a combination of administrators and other teachers (12.1 percent).

About two in five teachers—41 percent—said they would want "classroom effectiveness" to be given weight to that of the currently utilized combination of seniority and academic credentials in determining salary increases. But only 3.1

percent of the respondents said they would want "classroom effectiveness" to be the sole standard for salary increases.

Just over 26 percent said both classroom performance and seniority and credentials should be considered, with performance being given greater weight; 11.5 percent said both should be considered, with seniority and academic credentials receiving more weight.

Demographic Characteristics

The survey also distinguished the teachers' responses according to various demographic and professional characteristics. For example:

- While 61.5 percent of the respondents who are members of the American Federation of Teachers (A.F.T.) and 62.1 percent of those who belong to the National Education Association (N.E.A.) said they approve of the idea of linking pay to performance, the figure for non-affiliated teachers is 76.4 percent.

- Younger teachers are more agreeable to the pay-for-performance idea than their more senior peers. Of those with 15 or more years of service, 59.1 percent support the concept, compared to 85.3 percent of those with fewer than three years of experience.

- Nontenured teachers (70.2 percent) were more likely to support merit pay than tenured teachers (61.2 percent). More males (66.3 percent) support it than females (59.9 percent). More high-school teachers (69.2 percent) support it than elementary-school teacher (55.3 percent). And more teachers working in rural areas (64 percent) endorse it than those teaching in urban school systems (59.9 percent).

- On the question of who should evaluate teachers, 25.4 percent of those who were N.E.A. members and 27.5 percent of those who said they belonged to the A.F.T. said the school principal should have the greatest say in who gets merit raises, compared to 52.2 percent of those who said they were unaffiliated with a union.

The N.E.A. has not published a survey of teachers on merit pay issues recently, but plans to do so in the near future, according to a spokesman. The A.F.T. has not conducted a survey of teachers on the subject recently.

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MERIT PAY: A U.S. Chamber of Commerce-Gallup poll of 1,558 people finds that 66% think teachers' pay should be based on how well they teach rather than on seniority. The survey found that 61% of union members also favor merit pay, only slightly below the 67% approval registered by non-union members.

Poll shows nearly two-thirds of teachers favor merit pay

By Nina McCain
Globe Staff

Nearly two-thirds of a national sample of both union and non-union teachers favor merit pay, according to a poll released yesterday by the American School Board Journal.

Merit pay, which traditionally has been opposed by both the National Education Assn. (NEA) and the American Federation of Teachers (AFT), has been endorsed by President Ronald Reagan and has become an issue in the presidential campaign.

The School Board Journal, a publication of the National School Boards Assn., based the article in its September issue on 1261 responses to a questionnaire sent in May to 7300 randomly selected teachers throughout the country. The poll asked if teachers who are more effective in the classroom should be paid more, who should do the evaluation and how salary increases should be determined.

The sample was representative of teachers nationally by age, sex, union membership and other categories, according to the article.

Of those sampled, 62.7 percent agreed that teachers who are more effective in the classroom should be paid more. That was almost the same for members of both the NEA and AFT and went up to 76.4 percent for nonunion members.

On the issue of who should evaluate classroom performance, 39 percent wanted the principal to do it, 25 percent favored other teachers, 15 percent preferred department heads and the rest split among other possibilities.

Asked whether pay should be determined by classroom effectiveness alone, seniority and academic credits alone or a combination of the two, 41 percent chose the combination with equal weight given to the two factors. Another 27 percent wanted both factors considered with greater weight given to effectiveness and 18 percent wanted se-

niority and academic credit to be the only criteria.

Addressing the school board members to whom the magazine is sent, the article noted that only 3 percent of the respondents favored basing salary on performance alone.

"In short, trying to impose such a single-issue pay system could pit your teachers against you right from the outset," the article said.

The AFT, the smaller union, has recently softened its stance on the issue of merit pay and is now willing to consider arrangements in which "master teachers" are paid more for additional duties such as helping younger teachers.

The NEA also has slightly modified its opposition but still maintains that salaries for all teachers should be raised before merit pay is discussed.

Both unions claim a merit pay system in which administrators alone do the evaluation is subject to personal and political favoritism.