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Folder Title:
Back to School Address - Alice Deal Jr. High 10/1/91 [OA 8329] [2]

Stack:	Row:	Section:	Shelf:	Position:
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McGroarty/Bunton
September 26, 1991
12:30 pm
[SCHOOL.TS]

31 SEP 26 12:22

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.
OCTOBER 1, 1991
12:10 P.M.

Thank you, Mrs. Mosteller, for allowing me to visit your classroom today. [[TO STUDENTS]] And let me thank all of you for letting millions of kids in classrooms all across the country tune in to hear what I'm about to say.

You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

No parent's perfect. Especially, now -- when you've reached your teens, and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. I'm not here to tell you what to do, or what to think. When it comes to education, you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you.

Every day, we hear more bad news about our schools. Maybe you saw today's headline about the release of the new National Report Card. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for instance, the national report shows that of all Eighth Graders tested in 1990, just a fraction -- 18 percent -- could function at even the 7th Grade level.

In spite of statistics like this one, I don't see this new report as bad news -- and I'll tell you why. This report card tells us a lot more about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to work harder, to learn more, to revolutionize American education.

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses.

All over America, schools succeed -- against all odds. Kids from all over the District of Columbia petition to get into Alice Deal -- because parents know this school works. It works because of teachers like Mrs. Mosteller, who decided at the age of 25 she wanted to teach. She went back to school, worked her way through college, spent seven years waiting tables to pay tuition. [[She made it -- and so can you.]] //

This school works because of students like you. Some of you have taken part in the Johns Hopkins Talent Search: You took the college-entrance exams on an experimental basis as 7th Graders. And even in junior high, some of you scored well enough to get into many colleges. [[ACKNOWLEDGE STUDENTS BY NAME]]. //

So let's just put it on the line. You've got the brains. Now you must put them to work.

Fast-forward five years from now. Nationwide, between now and 1996, as many as one in five of today's 8th Graders will not graduate with their class. In some cities, the drop out rate will climb twice that high or higher. Imagine that: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

how much does this # change

I ask every student watching today: look around you. Count five students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?
 // Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. //

Let's go back to the future under half of today's eighth Graders enter the working world. More than 2 million are still in school -- and become the college-bound elite.

8th graders nationwide (2.8 million)

The question for each student is: Will you be five years from now? Will you be working toward a better one or just out of work? Will you be on the streets?

grad w/their class

Think about that tonight -- while you're doing homework; while your parents are waiting to meet your teachers -- like so many of us did last year at Back to School Nights across the country.

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I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distance future. The real world starts right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [[You're thinking: How can the President say that about kids who don't even have their drivers' licenses?]] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. //

Drugs and violence threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to a gunfight in the playground.

You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board of you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on bad teachers. Find the good teachers. Tell them you want an education. Tell them you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, they're cool -- they're Homer Simpson. But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT

and into college. And you certainly can't con your way through the working world. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mosteller -- your principal, Mr. Moss. / Right now in classrooms across this country -- in the communities every kid calls home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

[[TRANSITION: SEGUE TO AUDITORIUM WITH SPECIAL GUEST....]]

If you take school seriously, you won't have to settle for just a job. You'll have a career. If you make it your business to learn, one day, you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. Don't do it because your parents -- or even this

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

#



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

out of 500 / 70 were eligible

1990 Talent Search Statistics

Johns Hopkins University has forwarded the results of the 1990 Talent Search. We are very proud of our students' results.

Out of nearly 85 Deal 7th graders who qualified to take the SATs, 62 participated. Deal's program was coordinated by Mrs. M. Powitz.

To be eligible to take the test as a seventh-grade Talent Search participant is in itself a noteworthy accomplishment. To achieve an average score as compared to a college-bound high school senior is even more exceptional.

SAT scores are only one measure of intellectual and academic potential. To attain a high score on either section of the SAT, a student must reason exceptionally well mathematically or verbally.

The 1990 Talent Search results are based on the total of 36,864 Talent Search participants. The scores of Deal students are compared with other Talent Search participants and college-bound senior high school students.

	Mean SAT Scores						TSWE (Test of Students' Written English)
	SAT-Math		SAT-Verbal		Male	Female	
1990 Talent Search Group	422	394	353	354	37	39	
1983 High School Sample	425	400	378	375	NA	NA	
1989 College-bound Seniors	500	454	434	421	42	43	

The following is a listing of Deal's top scorers including those receiving special recognition: D - Certificate of Distinction

S - Invitation to CTY and State Awards Ceremonies

R - Invitation to CTY, State & Regional Awards Ceremonies

1 Bacon, Nathaniel - D(M)

10 Mulla, Sameena - D (V.M,TSWE)

2 Canterbury, Alan - D (TSWE)

11 Mullen, Meredith - D (M)

3 Chotie, Matthew - D (M,TSWE)

12 Reinhard, Willa - D(TSWE)

4 Correra, Laura - D(TWSW)

13 Rhett, Damali - D(V,M); S(M)

5 Din, Peter - D(M)

14 Sawyer, Kate - D(V.M,TSWE); S(V,M); R(M)

6 Fleischer, Lucas - D(V,M,TSWE); S(M)

15 Smith, Susannah - D(TSWE)

7 Mara, Ian - D (V,M,TSWE)

16 Wagner, Alexander - D(TSWE)

8 Moore, Lindsay - D(V,M,TSWE)

17 Zurer, Seth - D(V,M,TSWE); S(V); R(V)

9 Moore, Lorrie - D(TSWE)

THE HIGHLIGHTED NAMES WERE MATH COUNTS TEAM MEMBERS



FOR RELEASE: May 13, 1990
CONTACT: John Schmidt
(301) 338-7160

ACADEMICALLY TALENTED YOUTH FROM MARYLAND
AND THE DISTRICT OF COLUMBIA HONORED AT AWARDS CEREMONY

More than 400 seventh-graders from Maryland and the District of Columbia were honored for their outstanding verbal and/or mathematical ability discovered in the 1990 Annual Talent Search conducted by The Johns Hopkins University Center for the Advancement of Academically Talented Youth (CTY) in Baltimore.

The students, who scored well above the mean for high school seniors, received certificates of merit at the state and regional level in a ceremony on May 13 at The Johns Hopkins University Homewood Campus.

Last fall public and private schools in Maryland and DC identified over 4,400 students who qualified for the Talent Search and took the Scholastic Aptitude Test (SAT) in January. Ten percent of these students, their families, and their teachers were invited to the ceremony.

The highest scorers at the state level from the District of Columbia were:

Verbal: Alistair M. Moore, Washington, D.C.
James A. Temple, Washington, D.C.

Mathematics: Jean W. Galbraith, Washington, D.C.
Kate A. Sawyer, Washington, D.C.

Combined: Alistair M. Moore, Washington, D.C.
Jean W. Galbraith, Washington, D.C.

The highest scorers from the State of Maryland were:

Verbal: Karthik Balakrishnan, Phoenix
Lawrence H. Sanders, Silver Spring

News & Information Services

*This doesn't
Identify Deal
Students Specifically*

Mathematics: Todd W. Geldon, Rockville
Howard Hung, Ellicott City

Combined: Karthik Balakrishnan, Phoenix
Lawrence H. Sanders, Silver Spring

National awards were presented to Maryland and Washington D.C. students who scored at or above 700 SAT-M or 630 SAT-V before the age of 13:

Abigail Baker
Karthik Balakrishnan
Benjamin Barden
Megan Barrett
Michael Bramer
Daniel Chen
Andrew Church
Samit Dasgupta
Brian Demain
Todd Geldon
Howard Hung
Andrei Israel
Emily Klinker
John Krat
Manickam Krishnamurthy
Webster McBride
Kathryn Markham
Michael Mitchell
Alistain Moore
David Raynor
Lawrence Sanders
Rebecca Schulman
Mark Torelli
Jesse Torgerson
Alexandra Vidas
Peiyun Wu

Over 46,000 students from more than 4,000 schools in 19 states and the District of Columbia participated in the 1990 Talent Search. Approximately 23 percent of all Talent Search participants scored at or above the mean for 1989 college-bound seniors on the mathematics portion of the test--500 Math--and about 16 percent scored at or above the verbal mean--430 Verbal.

This year marks the 11th anniversary of the Center for the Advancement of Academically Talented Youth. During that time, CTY has helped thousands of mathematically or verbally talented seventh-graders develop their academic talents through educational planning and counseling, fast-paced courses, and one-day workshops.

For information about CTY and its programs, contact Angela James or Pat Owen at (301) 338-8427.

#



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

September 23, 1991

Dear Parents,

We are off to another exciting and, hopefully, very successful school year. There were a few staffing wrinkles that left some special programs/sponsorships floundering. However, as always, our staff has pulled together and our parents have been patient and a valuable resource in helping to overcome these obstacles.

Attached please find our Calendar of Events and notice that, although you are welcome to attend all events, those with an asterisk (*) carry a special invitation to parents.

Secondly, grade level assemblies (7th - Wed.; 8th - Thurs.; 9th - Fri.) are being held this week to provide all students with an explanation of course objectives and a large brown envelope with which to collect course outlines/ Letters of Understanding from each of their teachers. Please see to it that these outlines reach you and return the Letter of Understanding receipt to your child's teacher the very next day.

Thirdly, we again solicit your assistance in filling some vacant positions (have applicants call Mrs. Streeter, business manager):

- | | |
|-------------------|----------------------|
| 1)* Security Aide | 3) Composition Aide |
| 2) Clerk Typist | 4) Math/Science Aide |

* We were hoping to hire a retired police officer. One who spent 18 of his 20 years on the force as a school police officer at Deal and Wilson. The position is not an attractive one because the school system can only pay a minimal amount due to the old "double-dipping" regulation. There is, however, D.C. Act 8-N6 which allows retired police officers to be hired as police officers "without annuitant liability for salary earned from the District of Columbia government..." I have contacted some members of the D.C. Council and our Board of Education suggesting such an annuity exemption for school system security aides. Considering the conditions around some schools, we can not think of a better applicant. You may want to join us in seeking such an exemption by contacting a councilman/woman and a board member.

(OVER)

Fourthly, "Back to School Night" is Tuesday, October 1st. We will forward a reminder letter to you by your child on Monday, September 30th. On the back of the letter a blank class schedule should have the following information entered: Course Name, Teacher's Name, and Room Number. You will need this schedule when visiting classes.

Lastly, try to arrive a few minutes before 7:00 p.m. You may wish to bring the outlines with you to aid in discussions with the teachers. I think you will agree that "Back to School Night" helps us all to share in setting an expectancy for the 1991-92 school year.

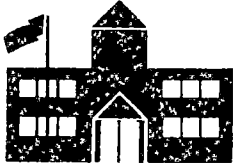
Feel free to call me (282-0100) if you have questions/concerns or just want to chat.

See you on Tuesday, October 1st!

Yours truly,

A handwritten signature in cursive script that reads "Reginald R. Moss".

Reginald R. Moss
Principal



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

CALENDAR OF EVENTS 1991-92

"Working Together to Build Our Capital"

* Parent Participation Requested

SEPTEMBER

- 2 - Holiday (Labor Day) D.C. Public Schools Closed
- 3-4 - First Days of School for Teachers
- 5 - First Day of School for 7th Graders
-
- 5-6 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- Gift Wrap Sale Kickoff Assemblies, 2:30 p.m. (Aud.)
- 6 - First Day of School for 8th & 9th Graders
- 13 - Gift Wrap Collection Day #1 (Day #2, 9/20; Day #3, 9/25)
- 9/15-10/15- Hispanic Heritage Month
- 23-27 - Student Council Sponsored "Spirit Week"
- 23 - * Student Council Pep Rally, 2:15 p.m. (Auditorium)
- Mrs. Landberg's Meeting with Ward III PTA Presidents, 7:30 p.m. (Deal Library)
- 24 - * Student Council Officer Inductions, 9:15 a.m. (Aud.)
- 25 - * 7th Graders to Receive Course Outlines, Assembly, 9:15-9:45 a.m.
NOTE: Outlines for every course taken home at 3:00 dismissal.
- 26 - * 8th Graders to Receive Course Outlines, Assembly, 9:10-9:25 a.m.
- 27 - * 9th Graders to Recieve Course Outlines, Assembly, 9:10-9:25 a.m.

OCTOBER

- 1 - TAP Form A's Due
- * Deal's "Back to School Night" (Classroom Visitation), 7-9:30 p.m.
- 2 - Pizza Party for Sections with Largest Gift Wrap Sales, 2:15 p.m. (Cafeteria)
- 1-4 - Yearbook Pre-Sale Week
- 3 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- "Buddy Day," Bancroft 6th Graders to Spend Day
- 7 - Mid-Advisory, Deficiency Notices Mailed 10/8/91
- 8 - Group Pictures/Candids for Yearbook
- 10 - "Buddy Day," Eaton/Hearst 6th Graders to Spend Day
- 14 - Holiday (Columbus Day), D.C. Public Schools Closed
- 17 - "Buddy Day," Janney 6th Graders to Spend Day
- 18 - * 7th Grade Family Dinner/Social, 7:00 p.m.(Cafe.
- 19 - PSAT to be Administered to 9th Graders

(OVER)

- 23 - Individual Pictures, 8:00 a.m.-3:15 p.m. (Aud.)
- 24 - "Buddy Day," Lafayette 6th Graders to Spend Day
- * Parents' Workshop (1st of 3), 7:30 p.m. (Cafe.)
- 25 - Staff Development (Students Dismissed at 12:15 p.m.)
- Student Council Sponsored "Back to School Dance," 8-11 p.m.
- 31 - "Buddy Day," Murch 6th Graders to Spend Day

NOVEMBER

- 1 - World Peace Day
- 5 - * "Deal/Wilson Night" for ALL Prospective Parents, 7-9 p.m. (Aud.)
- 7 - "Buddy Day," Powell/West/Oyster 6th Graders Spend Day
- * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 8 - Last Day of the First Advisory (46 Days)
- Large Group Student Activities (Bell III)
- 11 - Holiday (Veterans Day), D.C. Public Schools Closed
- 12 - First Day of the Second Advisory
- 13 - Giftwrap Arrives; Parents Must Pickup, 3-8 p.m. (Aud.)
- 14 - * "International Night," 6:30 p.m. (Aud./Cafe.)
- 15 - Teachers Convention (Students not in School)
- 17-23 - American Education Week - "Schools and Communities: Partners for a Strong America"
- 19 - * Inductions, Nat'l Jr. Honor Society, 9:15 a.m. (Aud.)
- * Parent-Teacher Conferences, 6:30-8:30 p.m.
- 20 - * Guidance Dept. Sponsored Career Day (Homeroms - Bell II), 9-9:45 a.m.
- 21-22 - * "Formal" Open House
- 25 - Representatives from the National Council of Social Studies to Visit
- 27 - * Thanksgiving Assembly/Presentation of Food Baskets, 9:15 a.m. (Aud.)
- 28-29 - Holiday (Thanksgiving), D.C. Public Schools Closed

DECEMBER

- 1-7 - Geography Awareness Week
- 5 - * Deal "Geography Bee," 9:15 a.m. (Aud.)
- * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 13 - Student Council Sponsored Winter Dance, 8-11 p.m. (Boys Gym)
- 17 - Mid-Advisory, Deficiency Notices Mailed 12/18/91
- 18 - * Deal Winter Music Festival, 7:30 p.m. (Aud.)
- 20 - * Winter Vacation Assembly, 9:15 a.m. (Aud.)
- 23-31 - Winter Vacation, D.C. Public Schools Closed

JANUARY

- 1 - Holiday (New Year's Day), D.C. Public Schools Closed
- 9 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 16 - * Parent Workshop (2nd of 3), 7:30 p.m. (Cafe.)
- 17 - * Martin Luther King, Jr. Assembly, 9:15 a.m. (Aud.)
- 20 - Holiday (MLK, Jr.'s Birthday), D.C. Public Schools

- 22-31 - Closed
- 22-31 - Midyear TAP Conferences Begin
- 30 - Last Day of the Second Advisory (46 Days)/First Semester
- Large Group Student Activities (Bell III)
- 31 - Staff Development/Recordkeeping (Students not in School)
- PTA Sponsored Luncheon for Teachers

FEBRUARY

- 1-29 - BLACK HISTORY MONTH
- 2-8 - School Counseling Week
- 3 - First Day of the Third Advisory/Second Semester
- 4 - Semester Classes Switch
- Chinese/Vietnamese New Year
- 6 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 9-15 - National Vocational Education Week
- 11 - * Parent-Teacher Conferences, 3:15-5:15 p.m.
- 14 - Student Council Sponsored Valentine's Dance, 8-11 p.m. (Boys Gym)
- 17 - Holiday (George Washington's Birthday), D.C. Public Schools Closed
- 19-21 - * Deal Science Fair (Judging 2/20 a.m.; Viewing 2/20 p.m. and 2/21 a.m.)
- 25 - Jose de San Martin Day
- 28 - * Social Studies Dept. Black History Assembly, 9:15 a.m. (Aud.)

MARCH

- 1-31 - Art/Music in Our Schools Month
- National Women's History Month
- 4 - Mid-Advisory, Deficiency Notices Mailed 3/5/92
- 5 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 13 - * Faculty Talent Show (Bell III)
- 19 - * Parent Workshop (3rd of 3), 7:30 p.m. (Cafe.)
- 20-22 - * Citywide Science Fair (Woodson Senior High School)
- 27 - * Student Council Sponsored Talent Show, 7:00 p.m. (Aud.)
- * Citywide Geography Bee

APRIL

- 2 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 6 - Last Day of the Third Advisory (45 Days)
- 7 - First Day of the Fourth Advisory
- 10 - Student Council Sponsored Spring Dance, 8-11 p.m. (Boys Gym)
- Ninth Grade Parents Notified on Promotion Status
- 14 - * Parent-Teacher Conferences, 6:30-8:30 p.m.
- 17-24 - Spring Vacation, D.C. Public Schools Closed
- 22 - Secretaries Day
- 27 - Students/Teachers Return from Spring Vacation

MAY

- 1 - * Deal Spring Concert, 7:30 p.m. (Aud.)

- 3-9 - Teacher Appreciation Week
- 5 - Teacher Appreciation Day
- 4-8 - CTBS to be Administered
- 7 - * PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 8-10 - Ninth Grade Chorus Trip to Williamsburg, VA (Festivals of Music '92) or to Virginia Beach, VA (North American Festival)
- 10 - Mothers' Day
- 12 - Mid-Advisory, Deficiency Notices Mailed by 5/13/92
- * Awards Assembly - Academic, 9:15 a.m. (Aud.)
- 14 - * Awards Assembly - Extra-curricular, 9:15 a.m. (Aud.)
- 15-17 - * Citywide History Fair (MLK, Jr. Library)
- 17 - Deal Band/Orchestra "Concert on the Lawn," 2:00 p.m.
- 18 - SSPP End of the Year EXAMS to Begin - 9th Graders
- 25 - Holiday (Memorial Day)
- 27 - SSPP End of the Year EXAMS to Begin - 7th/8th Graders

JUNE

- 2 - * Student Council Campaign Speeches (Assembly - Grades 7,8) 9:15 a.m.
- Ninth Grade Picnic
- 4 - Student Council Elections
- Ninth Grade Dance, 8:00 p.m.-12:00 a.m. (Temple Sinai)
- PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- 12 - * Promotional Exercises, 9:30 a.m. (Aud.)
- Student Council Sponsored 7th/8th Grade Trip
- 14-18 - * National History Day (University of Maryland)
- 17 - * "Deal Day/Olympics," 12:00-3:00 p.m.
Raindate: June 18th)
- 19 - Last Day of the Fourth Advisory (47 Days)
- Last Day of School for Students
- 21 - Father's Day
- 22-25 - Staff Development/Recordkeeping for Teachers
- 25 - Last Day of School for Teachers

TESTING DATES

MAY

- 4-8 - Comprehensive Test of Basic Skills - Grades 7,8,9
- 18-27 - Secondary Student Progress Plan End-of-Year Exams (Grade 9)
- 27-6/4 - Secondary Student Progress Plan End-of-Year Exams (Grades 7 & 8)

Jeannie --

important info for Oct 1 speech

from Alice Deal --

1) info on their many "Math Counts" awards -- what is this competition, city-wide, national???

2) some Deal kids participate as 7th graders in a Johns Hopkins Talent Search program in which they take the SATs. Many kids - 46, if I recall what the principal told me -- score a combined 800 or higher. Confirm the figures and info on the program.

Also -- will any of these kids be in the class President speaks to?

3) check with Rae Nelson on high and low points of the Report Card....

7777

Colin Powell tape upstairs NITCA - speaks to young people

1/25/94
sent
info to
Gene
Lyonard
& have
copies
oo

9/17/91

Sharon in Demarest - 7620 - mt @ 1:30 pm aft. msg.

Back to school address -

2:45 pm

education has 3 schools picked out; need to look @ them - still waiting hear from principals

Steve Denzanski - if info will call Dan

CARNEGIE COMMISSION
ON SCIENCE, TECHNOLOGY, AND GOVERNMENT

David Robinson
212-998-2155

Fax

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Message:

**Embargoed Until
September 16, 1991
A.M.**

**IN THE NATIONAL INTEREST:
THE FEDERAL GOVERNMENT
IN THE REFORM OF
K-12 MATH AND SCIENCE EDUCATION**

*9/9 - 2 copies
to DPH
9/12 - 1 copy
to JHA*

September 1991

A Report of the

CARNEGIE COMMISSION
ON SCIENCE, TECHNOLOGY, AND GOVERNMENT



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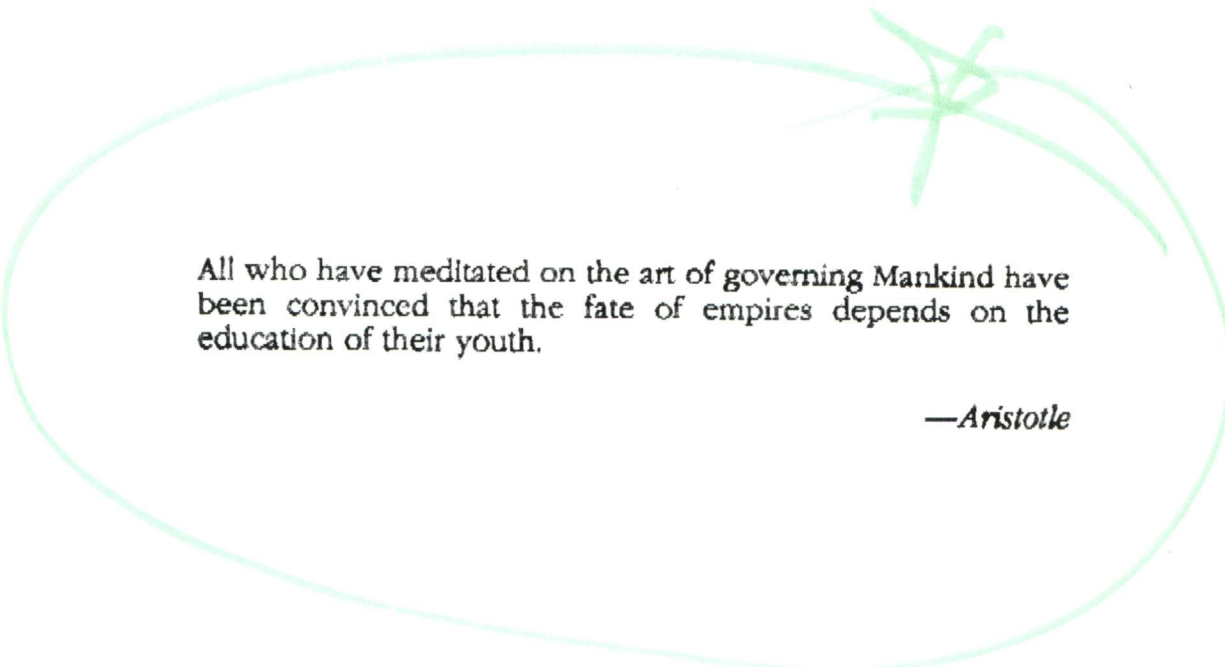
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The Task Force established an Advisory Council whose members were generous with their criticism and advice and contributed many important ideas based on their broad range of expertise; however, the findings of this report are the responsibility of the Carnegie Commission and its Task Force. The members of the Task Force and its Advisory Council and their affiliations are listed at the end of this report. Also listed are the members of the Carnegie Commission on Science, Technology, and Government and its Advisory Council.

The Task Force benefited from discussions with a number of government officials, among them J. Thomas Ratchford, Associate Director, Office of Science and Technology Policy; Walter Massey, Director, National Science Foundation; Ted Sanders, then Deputy Secretary, Department of Education; Christopher Cross, then Assistant Secretary for Educational Research and Improvement, Department of Education; Luther Williams, Assistant Director, Education and Human Resources, National Science Foundation, and Peggy Dufour, Executive Director, Committee on Education and Human Resources, Federal Coordinating Council for Science, Engineering, and Technology.

The Commission is grateful to Dr. Branscomb for his leader-

* David Kearns resigned from the Task Force on May 20, 1991, when he was confirmed as Deputy Secretary of Education.



All who have meditated on the art of governing Mankind have been convinced that the fate of empires depends on the education of their youth.

—*Aristotle*

ship, to the members of the Task Force and its advisors, to Rollin B. Johnson, the project director, and to David Z. Robinson, who served as principal liaison to the Commission and its staff.

Joshua Lederberg, Co-Chair
William T. Golden, Co-Chair

EXECUTIVE SUMMARY

A large number—probably a majority—of American public schools are failing to prepare their students adequately for the jobs of the future, for life in a diverse culture, or for the civic responsibilities so essential to democracy. The President and governors are committed to educational reform aimed at improving overly regimented schools with dispirited teachers and unmotivated students. These efforts are meant to produce fully functional institutions with properly trained, motivated teachers who use modern materials and teaching methods in creative environments and develop strong incentives for student progress.

Unfortunately, that may not be enough for disadvantaged students from poor communities. In the year 2000, when the national goals agreed upon by the President and governors call for American students to be "first in the world" in mathematics and science, one American child in four will be poor; one child in three will be a minority group member; and one child in twelve will lack the English language proficiency required for learning. School reform alone will not suffice to address these sources of disadvantage. Yet the Task Force on K-12 Mathematics and Science Education is convinced that education is the best hope for all children, and that math and science skills are especially critical for good jobs, for further education, and for effective participation in an increasingly technological world. We also believe that rapid progress is possible, despite the aspects of disadvantage that beset many schools, students, and families.

The charge given the Task Force by the Carnegie Commission was to examine how the federal government is organized to make decisions and implement change in the reform of math and science education, and to identify changes in organizational structure and decision-making processes that will help the federal government to be an effective partner in education reform. Why focus on math and science education when the schools are beset with systemic problems not specific to any subject and by teaching problems in every subject area? There are at least two reasons why the federal government should pay special attention to math and science education: the increasing demand for numeracy and problem-solving ability in tomorrow's world, and the federal government's special responsibility for assuring the nation's technical capability to address national goals for the economy, environment, health, and security.

The Task Force shares with most Americans a sense of urgency for bold initiatives that will provide real help to the nation's schools and renew public confidence that dramatic progress can be made. There is no shortage of motivated Americans with good ideas about how to serve our children better. In short supply, however, is the institutional

→ CRITICISM

→ CRITICISM

capacity to aggregate enough resources, to build a national consensus for action, and—most important—to persist with a specific program of reform long enough for it to take effect, at least a decade and maybe two.

The federal government should, therefore, support the most promising initiatives in the country and build a constituency for launching them on a scale that will make a substantial difference in every school in America. The Task Force recommendations are intended to help the federal government identify the best responses to the challenges and support them more swiftly, wholeheartedly, and intelligently.

PURPOSE
OF TASK
FORCE
RECOMMENDATIONS

ELEMENTS OF A FEDERAL STRATEGY

The Task Force devised a strategy for math and science education reform with four elements:

Commit to change both how schools are organized and run and what goes on inside the classroom. This requires the action of two lead agencies, the Department of Education and the National Science Foundation, working together through new mechanisms for collaboration with each other and with other agencies.

Deploy the resources of the technology-based agencies of the federal government to improve math and science education and to expand the supply of professionally trained scientists and mathematicians serving the nation as teachers and technical professionals.

Leverage state and private initiatives and support effective change through greater emphasis on flexible, competitively evaluated funding mechanisms and the best available understanding of the education system and of teaching and learning strategies.

Build an informed, broadly participatory, and productive collaboration among leaders of states and communities, federal agencies and Congress, private institutions, and the technical community, using a variety of new institutional mechanisms to ensure that federal activities are both effective and supportive.

PRIORITY ROLES FOR THE FEDERAL GOVERNMENT

Foremost among the federal responsibilities is the leadership role of the President himself. **The Task Force urges the President to use the full prestige and influence of his office to mobilize all Americans for a sustained, national, bipartisan reform effort.**

The Task Force developed specific recommendations for action by federal agencies in the following areas:

- **Provide fully qualified math and science teachers for every school** by recruiting teachers from under-represented groups; creating a single professional path to either teaching or practice in mathematics and science; and enhancing the knowledge, skills, and motivation of current teachers.
- **Decide what students need to know and know how to do by establishing requirements for the jobs of the future.** Engage the business community, scientists, and citizens in this effort. Develop methods of assessment appropriate to this goal.
- **Strengthen educational systems research and establish broad-based support for basic cognitive and applied learning research and field testing of innovations.** A coordinated reform effort requires systems research and "systems engineering" based on the best analytical understanding of the K-12 education system.
- **Ensure diffusion of successful innovations;** provide access for all schools and all students to tested educational improvements and support their successful adoption. Do not be satisfied with successful demonstrations alone.
- **Empower all federal science agencies to take leadership roles in the reform of K-12 math and science education.** Every science agency of the government should have an explicit education charter defining its responsibilities to address pre-college issues that lie within the agency's special technical expertise and human resource requirements.
- **Encourage private sector development of educational materials, curricula, textbooks, and software for new educational technology.** Educational innovators in the private sector not only make significant educational

investments but are able to diffuse innovations throughout the country.

- **Support science centers and museums, educational television, and other sources of "informal" education.** Nontraditional education is a powerful way to motivate students and interest parents in the serious study of mathematics and science and to explode negative stereotypes of science and scientists.
- **Provide an information and referral service to document innovations and help innovators locate federal support for K-12 math and science activities.** Individuals outside the federal agencies have difficulty in locating the correct agency through which to gain access to program materials, services, and information.

WHO SHOULD DO WHAT?

The Task Force recommends that federal science agencies play more significant roles in the reform effort:

- The *National Science Foundation* should take the lead in mobilizing the nation's universities and college professors to revitalize math and science teacher education, curricula, materials, and technology; support cognitive and applied learning research; and stimulate science education in unconventional settings. NSF should broaden its education experience beyond education research.
- The *DEPARTMENT OF EDUCATION* should take the lead role for systemic change, for educational systems analysis to inform the reform strategy, for assessment of progress, and for the diffusion of successful innovations. The Office of Educational Research and Improvement (OERI) of DoEd should help the nation develop a "cerebral cortex" for education reform, and should acquire the capability to manage the kind of competitive, innovative programs necessary for rapid progress in math and science reform.
- The *Department of Labor* should become a more active participant, particularly with regard to defining goals for

educational content and skills needed for the jobs of the future.

- The *Department of Energy* should continue its leadership of the Committee on Education and Human Resources of the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET), and through that mechanism ensure that all the R&D-intensive agencies coordinate their contributions to math and science educational progress.
- The *Department of Health and Human Services*, especially the National Institutes of Health and the National Institute of Mental Health, should design and carry out an appropriate long range program, coordinated with NSF and DoEd, to ensure the nation's supply of quality health professionals as well as its future health.
- The *Department of Defense* should create model schools to demonstrate its capabilities in educational technology, processes, and programs; transfer them to the private sector; and facilitate the entry of demobilized personnel with math and science training into public school teaching.

Because the math and science reform effort requires urgency, ~~clear, and expeditious~~, all technical agencies should develop a more streamlined and responsive infrastructure.

NEW INSTITUTIONS

Besides strengthening existing offices dealing with math and science education, the DoEd and NSF should create a mechanism for collaboration—a *Joint Office for Math and Science Improvement*. It would report directly and jointly to the Secretary of Education and the Director of NSF. We recommend that outside advice to DoEd and NSF be channeled through an *advisory panel reporting to the Joint Office* to facilitate close collaboration between these agencies.

To support the national reform effort, DoEd should set up, with NSF participation, a *national center for educational systems analysis* that can serve as "systems engineer" for new efforts to accumulate research knowledge to guide reform, evaluate the effectiveness of reform initiatives, and diffuse best educational practice; it should include a clearinghouse for educational information. A Federally

Funded Research and Development Center (FFRDC) might be the appropriate institutional form.

A nongovernmental *national center for educational content and assessment* should be created, perhaps under the National Education Goals Panel, to build consensus on what American students should know and know how to do, and to assess their progress.

The National Education Goals Panel should be supplemented by a *council of education reform leaders* from outside government together with senior officials from the Executive Branch, Congress, and the states, e.g., the directors of the Office of Science and Technology Policy (OSTP) and NSF, chairs or staff directors of key education committees of Congress, governors, and chief state and city school officers. This council would support the work of the Goals Panel and would convene a biennial *national conference on educational improvement* sponsored by either the Goals Panel or by OERI to review the national strategy on math and science reform, and the progress toward national math and science goals.

MONEY MATTERS

Given that state and local governments fund 94 percent of school budgets, the federal government's role in reform should be to leverage state and private investments and produce change in the system, not to sustain it as it is. There is an immediate and substantial need for reorientation of federal education funding toward educational reform.

The Task Force recommends that, as a long-term goal, a designated proportion (perhaps 10 percent) of DoEd's program funding be allocated for discretionary activities aimed at more effective achievement of program goals. These activities would be devoted to change-oriented, competitive, professionally reviewed programs that provide incentives for reform to states and communities. As this flexibility would allow DoEd programs to be more effective in serving the intended groups of students, learning in science and mathematics would be enhanced along with all other parts of the curriculum.

This flexibility is also needed in the only existing DoEd program that targets mathematics and science. To this end, **the Administration and Congress should convert all the funding for the Eisenhower grants program in DoEd to a competitive, peer-reviewed program.** This would almost double the funding directed toward enhancing the performance of K-12 math and science teaching.

There is a strong case for greater priority attention and funding by the federal government specifically for math and science education. Indeed, science and mathematics are the only areas of schooling in which American students are explicitly intended by the President and governors to become "first in the world." But in 1991 the federal government budgeted only \$515 million, or only 4 percent of its total contribution to public school revenues, directly for math and science education.

The Task Force concludes that more of the federal pre-college education investment should be targeted to mathematics and science. The Task Force recommends that all federal agencies concerned with science and technology devote some percentage of their R&D funds to math and science education. Since the federal government is the largest single employer of math and science professionals, it has an interest and an obligation to reinvest in the education pipeline. These funds, too, could be administered through a competitive grants process to encourage the best innovators and the best ideas.

MECHANISMS FOR COORDINATION AND MANAGEMENT

For oversight of the math and science reform effort, two channels of White House oversight (in addition to the Office of Management and Budget) are important. The Domestic Policy Council, with the Secretary of Education as chair of its Education subcommittee, coordinates overall education policy and should give mathematics and science a high priority in the strategy. The President's Assistant for Science and Technology uses the Committee on Education and Human Resources (CEHR) of FCCSET as an extension of the OSTP staff to encourage and coordinate activities of the Department of Education and the fifteen agencies with math and science content in their missions.

As part of the quest for an integrated federal strategy, CEHR should become a standing committee of FCCSET, with a full-time staff devoted to the coordination of agency activities and the review of agency strategies for K-12 math and science improvement. The Director of OSTP should assign to an associate director full-time responsibility for math and science education issues.

MECHANISM FOR CONGRESSIONAL REVIEW

The many congressional committees with jurisdiction over DoEd, NSF, and other engaged agencies should cooperatively review the activities such agencies may undertake to accelerate K-12 math and science education reform, and give priority to math and science issues in the intensified program of federal action. A temporary Select Committee on Math and Science Education might be a useful instrument for this purpose. Where statutory limitations hinder promising agency activity, they should be removed.

■

Is there reason to be optimistic about lifting the capabilities of American students to "first in the world" in the next decade? The current situation holds out great promise of dramatic progress. On the other hand, few areas of social development have more often seen hopes crushed and cynicism prevail.

The one best hope for success is impassioned, persistent, nonpartisan leadership by every American able to make a contribution—but most importantly by the President. His crusade in the cause of education, if taken up by governors, congressional and other leaders, and by presidents who follow, can turn this situation around. We can once again be proud of our schools and confident that future generations of young Americans will be equipped to lead the nation to new levels of greatness.

PART I

THE SOCIAL CONTEXT FOR A FEDERAL REFORM EFFORT

This report is about the serious shortcomings in U.S. math and science education, and what the federal government can and should do in order to play a much more effective role in the national effort to remedy those shortcomings.

Inadequacies in pre-college math and science education are a chronic and serious threat to our nation's future. The national interest is strongly bound up in the ability of Americans to compete technologically. This requires not only an adequate supply of scientific and technical professionals but a work force able to solve problems and use the tools of a knowledge-intensive economy. All young people, including the non-college-bound, the disadvantaged, and young women, must be given the opportunity to become competent in mathematics and science.

A large number—probably a majority—of American public schools are failing to prepare their students adequately for the jobs of the future, for life in a diverse culture, or for the civic responsibilities so essential to democracy. This conclusion is supported by both expert and political assessment,¹ even though some public schools provide an excellent education for college-bound children from middle- and working-class families. Most families, in fact, think their local schools are fine—not realizing how inadequate their children's education may be in light of tomorrow's higher demands for skills and judgment.²

Most efforts at school reform, including those to which the



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

DRAFT

MEMORANDUM FOR THE PRESIDENT

Subject: September 30th Release of the National Education Goals Panel Report: Building a Nation of Learners

The first annual report on America's progress toward the National Education Goals will be issued on September 30, 1991. The report makes two basic points.

First, the Nation is making progress in some areas. More of our young people are acquiring minimum academic skills than ever before. High school completion has reached an all-time high: 83 percent of our 19- and 20-year-olds have finished high school or its equivalent. Incidents of drug use in American schools is down.

But in the most important area of educational performance--student learning--there is little to cheer about. That is the second point, which the report makes by examining student performance over time and in absolute terms.

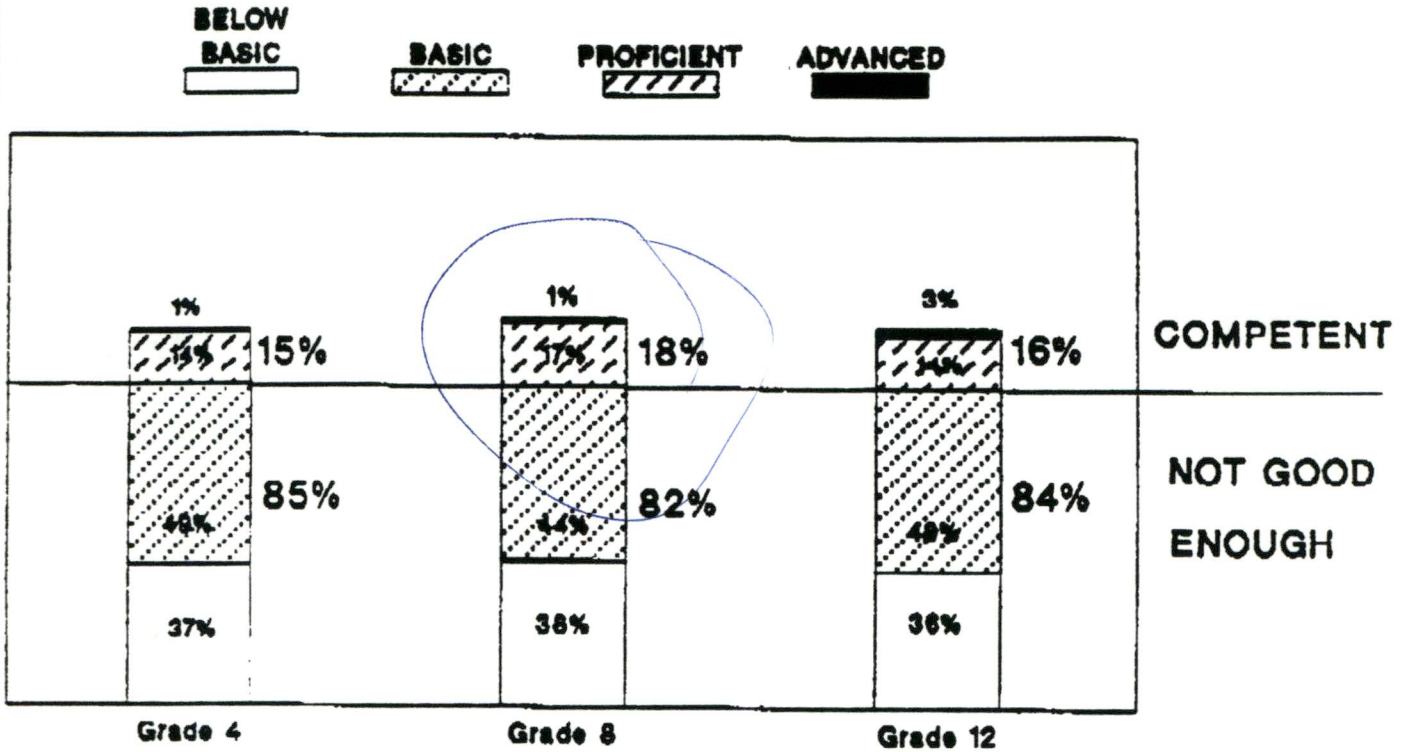
The report tells that, over the last 20 years, American students' performance in the 3Rs and science has remained flat (Chart 1). While the learning gap between minority and majority students has narrowed, that has happened mainly because of gains by Black students, mostly in lower level knowledge and skills. White students' performance has remained essentially unchanged.

The report also looks at student learning in light of an historic development: our first attempt, as a Nation, to establish what all students ought to know and be able to do in an academic subject area--in this case, in mathematics. Created through a national consensus process overseen by the National Assessment Governing Board, this new standard was chosen by the Goals Panel as the measure of "competency" in mathematics for National Education Goal 3. When applied to the 1990 National Assessment of Educational Progress (NAEP), as is done in the report, the new standard shows how far we are from National Education Goal 3. It shows that only 1 in 6 American students is leaving grades 4, 8, and 12 "having demonstrated competency in challenging subject matter" in mathematics (Chart 2).

The rest of our students are not doing good enough. And minority students gains over the last 20 years pale in light of this new standard. Only four percent of Black eighth graders and six percent of Hispanic eighth graders have achieved competence in mathematics, for instance, compared to 39 percent of

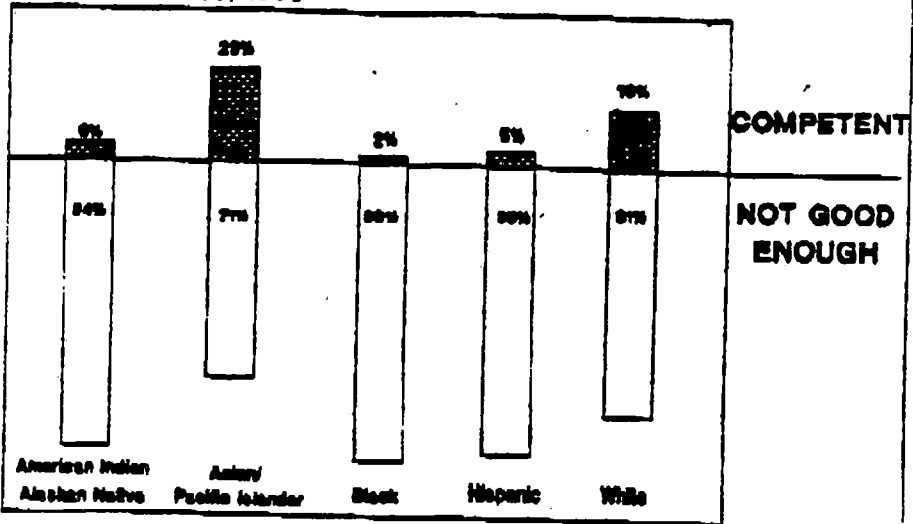
Competency in Mathematics

Percent of 4th, 8th, and 12th graders by Achievement Levels, 1990

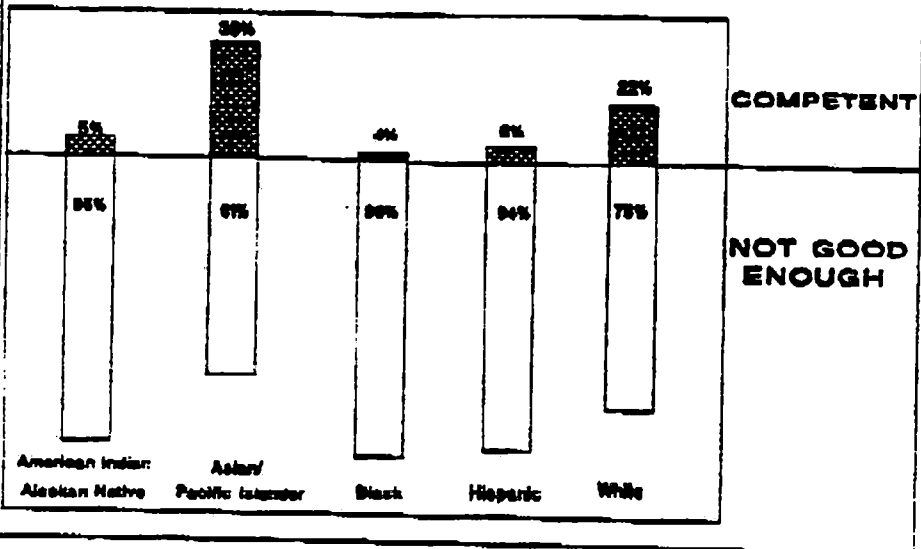


Note: Percentages may total more than 100% due to rounding.

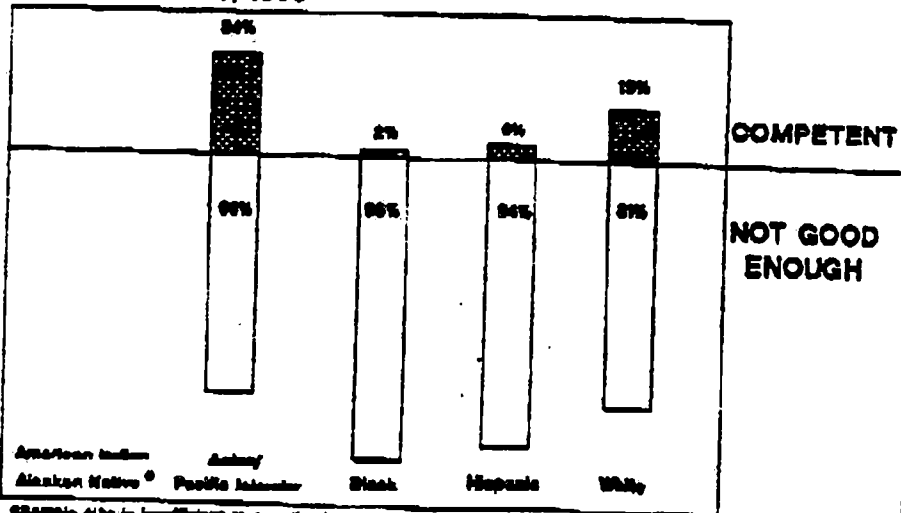
Percent of 4th graders who are competent in mathematics, 1990



Competency in Mathematics
Percent of 8th graders who are competent in mathematics, 1990



Competency in Mathematics
Percent of 12th graders who are competent in mathematics, 1990



Example 427 is insufficient to permit reliable estimates.

Asian/Pacific Islander eighth graders (Chart 3).

This report provides the clearest indication to date of how far we must go to reach the National Education Goals. It also underscores the need for AMERICA 2000 Communities, World Class Standards, American Achievement Tests, New American Schools, parent choice, Governors Academies, and other parts of AMERICA 2000.

AMERICA 2000 is designed to incite a revolution community by community, school by school, and family by family. I hope we can use this report to help do that.

Attachment

Lamar Alexander

Alvin Deal → Pkce to school 9/27/91 12:15 walk through
classroom putting (?)
gym stadium
presentation of Ho Jo / A... program
[CNN, PBS broadcast -]

Don Mairns W4 lead

[Mos - Toller (like Dollar)]

[MOS TOLLAR] (like dollar)

Alvin Deal JHS: School of destiny
All students can learn; all teachers can teach; all
schools can be successful!



11:30 students ass. conv.

(band play Hail to Chief)

11:50 arrive

hist class rm 112

address @ 12:10 in classrooms - after go back to holding get making off
students to present

Principal to greet - Antioch⁶ Mr. Smith^(?)

outside class @ 12:07

que Moststollar - greet intro - Potts barely out door (one step)
Potts sit on stool in front of desk (10 mins talk / remarks)

off-stage announcement (WACA)

special guests ~~mix and mingle~~ introduced together

ea. take turns (3 mins ea - max) stay in school, stay away
from stage

10 mins speak

hold

dept. 12:35 approx

principal, 2 ast. prin., a gross of PTA, 3rd-large
school ed. mbrs. (?)

Mayor, Sec. of ed, Superintendent
PTA, 3 ast. principals

Principal

greet upon arrival

weather van
- mounted by a tree

- One from [unclear]

- 9/27/91 -

Ms. MORTIMER (from Mrs. Decker)

Wanted - with the post summer to pay
product from

cont'd

Q. if - to live: [a starts
out in right now w/ u]

Thru Singer not contemporary songs
had idea of. see guitar / track
has a

Q. 6 - together
Mr. Francis (sp.) (what comm. of paper)

Jan TP for Patrus in question (?)

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE
August 28, 1991

Contact: Melinda Kitchell
(202) 401-1008

1991 BACK-TO-SCHOOL FORECAST

Four months after President Bush announced his AMERICA 2000 education strategy, the U.S. Education Department today released its 1991 back-to-school forecast reporting increased enrollment in preschool programs, more non-traditional students attending college, and record spending on education at all levels.

"Fortunately, we're returning to school this year with a national strategy for improving education and for helping the nation reach its education goals. We have begun the countdown to a new era of achievement under the President's AMERICA 2000 education strategy," Alexander said.

According to the department:

- o More parents are sending their children to preschool; between 1980-81 and 1990-91, school enrollment for 3- and 4-year-olds grew 44 percent; from 2.3 million to 3.3 million;
- o Even though the proportion of 18- to 24-year-olds in the population has decreased in recent years, college enrollments are up as more older and part-time students seek higher education; students over age 24 rose from 4.5 million in 1980 to 6.0 million in 1990, while part-time enrollment rose from 5.0 million to 6.0 million;
- o Total education spending in the U.S. is expected to reach \$414 billion this year, up 5.5 percent over 1990;
- o An estimated 68.4 million Americans, or one in four, will be directly involved in education this year as a student, teacher, administrator, or as support staff.

-MORE-

-(2)-

ENROLLMENT CLIMBING

Elementary and secondary school enrollment in 1991 will total 46.8 million, and is expected to grow through the end of the decade because the number of U.S. births has edged upward continuously since 1977. In 1990, nearly 4.2 million children were born, the most births in a single year since 1961.

The 1991 enrollment in public and private elementary and secondary schools (see table 2 and chart 1) will continue an upward trend that began in 1985. Elementary school enrollment (grades K-8) should climb 500,000 to 34.3 million. Secondary school (grades 9-12) matriculation is predicted to increase only slightly this year, from 12.4 million last year to 12.5 million this year.

Increases in the number of children now attending pre-school programs indicate that more parents want to provide early educational experiences for their children. The first national education goal, adopted by President Bush and the nation's governors, is that every child begin school ready to learn.

Thirteen states now offer some form of state-legislated parental choice, and legislation will be pending this fall in 36 states now considering choice programs.

As part of the AMERICA 2000 strategy, President Bush has urged states to make schools more accountable by allowing parents and their children a voice in selecting the school the child will attend. The Administration has proposed \$200 million in incentives for school districts offering choice programs. An

-MORE-

additional \$30 million has been requested to plan, operate, and evaluate promising approaches to choice.

BIGGEST GAINS IN THE WEST

Regionally, the largest enrollment increases are found in the West, with only slight increases in the Northeast and Midwest. At the state level, enrollment in Nevada, Florida, Arizona, California, Washington, and New Hampshire (in descending order) have climbed the most between 1985 and 1991. (Table 3 provides enrollment trend data and projections for each state.)

NUMBER OF HIGH SCHOOL GRADUATES DECLINES SLIGHTLY

About 2.4 million students are expected to graduate from public and private high schools this school year, down slightly from 2.5 million in 1991 (see table 7). The 17- and 18-year-old population has been declining since 1977, when 3.2 million students graduated. More than three-quarters of U.S. students earn a regular high school diploma by age 19.

The high school completion rate (including those who complete an equivalency degree) for 19- and 20-year-old whites was 87 percent in 1990, up one percentage point since 1973. During the same time period, the gap between white and black students narrowed, as blacks reached a completion rate of almost 78 percent in 1990, an increase of about ten percentage points. Hispanic students trail at 60 percent.

Overall, nearly 83 percent of 19- and 20-year-olds report that they have completed high school or its equivalent. The

national education goals aim to increase the high school graduation rate to 90 percent by the year 2000.

COLLEGE ENROLLMENT DIVERSIFIES

Because of increasing numbers of older students (see page 1), the number of students enrolled in college this fall is expected to edge up slightly, with more than 14 million expected to attend colleges and universities.

Only moderate increases in college enrollment are anticipated by the mid-1990s, since the traditional college-age population will continue to decline for several more years.

In AMERICA 2000, President Bush has urged all Americans to consider learning as a lifelong process and has encouraged all Americans to return to school. AMERICA 2000 calls for a National Conference on Education for Adult Americans, aimed at improving both the quality and accessibility of education and training programs that serve adults.

EARNED DEGREES AT ALL-TIME HIGH

The number of degrees earned at colleges and universities during 1991-92 will reach all-time highs in all categories except first professional degrees. Estimates are: associate degrees, 477,000; bachelor's degrees, 1,081,000; master's degrees, 338,000; doctorates, 39,000. First-professional degrees (medicine, theology, and law) will match the 1975 high of 75,000.

TOTAL EXPENDITURES UP

Spending for public elementary, secondary and higher education is estimated at \$336 billion, with another \$78 billion

spent by private schools and colleges. The \$414 billion total is a 5.5 percent increase over 1990.

**K-12 SPENDING SEES LARGEST INCREASE
PER PUPIL SPENDING UP 34 PERCENT IN TEN YEARS**

Elementary and secondary schools are expected to spend about \$249 billion in 1991-92, up five percent from \$237 billion in 1990-91 (see table 6 and chart 3). After adjusting for inflation, this translates into a 39 percent rise in elementary and secondary school spending since 1981-82.

Per pupil spending in public elementary and secondary schools (including current expenditures, capital outlays, and interest payments on school debt) is expected to increase to a high of \$5,961 in 1991-92, up \$213 from \$5,748 in 1990-91 (table 5). Per pupil spending has grown 34 percent, adjusted for inflation, over the past ten years.

In the last school year, the average public school teacher's salary rose by more than five percent (see table 5), with a similar increase expected this year. If estimates hold, average salaries will be about \$34,814 in 1991-92, versus last year's average of \$33,015. Teachers' purchasing power this year is expected to be greater than ever before.

The AMERICA 2000 strategy asks states and districts to adopt policies that boost pay for the best teachers, those who teach core subjects, and those who teach in dangerous locations or serve as mentor teachers.

HIGHER EDUCATION SPENDING KEEPS PACE

Colleges and universities will spend about \$165 billion in 1991-92 (see table 6 and chart 3), up six percent in the past year. Spending is up 44 percent since 1981-82, adjusted for inflation. The forecast for the average school expenditure per full-time (equivalent) college student for 1991-92 is \$16,054, up 26 percent in ten years, adjusted for inflation. The figure covers all campus outlays, including salaries, construction and maintenance costs, and operation of research facilities. On average, tuition covers approximately 25 percent of the total per-pupil expenditure, according to the department's most recent (1989) estimate.

SCHOOLS EMPLOY MORE WORKERS

This year, about 7.4 million Americans work at all school levels as teachers and support staff, paralleling last year. Some 2.8 million individuals will be elementary and secondary school teachers (chart 2), and 762,000 will serve as instructional faculty in colleges and universities (table 4). Approximately 3.8 million will work in administrative, professional, and support positions. The number of public school teachers and other staff has increased 15 percent over the past ten years.

To improve teaching, AMERICA 2000 calls for federal incentives (\$25 million) to states to support creation of mechanisms for alternative certification of teachers and administrators, and for establishment of academies to train

teachers in five core subjects (math, science, English, history and geography). The Department has requested \$70 million to pay for the initial costs of these academies in fiscal year 1992. Another \$22.5 million is sought to assist governors in establishing academies for principals and other school leaders.

ACHIEVEMENT DATA TO BE ANNOUNCED THIS FALL
MATH ACHIEVEMENT LAGS

Oct. 30, 1988

This fall, the Education Department will release trend data on math, science, reading, and writing achievement under the National Assessment of Educational Progress (NAEP). The National Education Goals Panel will also report on progress toward the national education goals, and the National Assessment Governing Board, which oversees NAEP, will release performance standards for what students should know in math in grades four, eight and 12, as well as the percentage of students performing at each level.

Last June, the Education Department reported the math skills of eighth graders in 40 participating states and territories and of fourth, eighth and 12th graders nationally. Across the board, scores and surveys revealed poor skills and study habits, little math study and homework and low expectations for achievement among the nation's youth. Fewer than half of the 12th graders could do work (fractions, decimals, percentages and simple algebra) typically introduced in the seventh grade. Only five percent of seniors had the skills needed for technology-related careers or college-level work.

AMERICA 2000 proposes to develop world-class standards in each of the five core subjects, to help teachers teach and students learn what young Americans need to know and be able to do if they are to live and work successfully in today's world. To promote better teaching and learning and to track student progress, the strategy also calls for a voluntary nationwide examination system, utilizing future American Achievement Tests.

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NOTE TO EDITORS: Attached are tables prepared by the National Center for Education Statistics.

More detailed education statistics may be obtained from the Digest of Education Statistics, Projections of Education Statistics, and The Condition of Education, which are prepared by the National Center for Education Statistics, U.S. Department of Education. These publications may be ordered from the U.S. Government Printing Office (GPO) using the stock number and prices below.

The Condition of Education provides statistical indicators, charts, and text which describe important trends in American education. Part 1 of The Condition of Education 1991 deals with elementary and secondary education and is available from the GPO (SN 065-000-00454-2; \$12 a copy). Part 2 of The Condition of Education 1991 reports on postsecondary education and is also available from GPO (SN 065-000-00455-1; \$12 a copy).

Also available from the GPO are the Digest of Education Statistics 1990, a detailed compendium of education data, (SN 065-000-00442-9; \$24.00); and Projections of Education Statistics to 2001, a compilation of projections of key education statistics, (SN 065-000-00440-2; \$9.50).

Table 1.--Estimated number of participants in elementary and secondary education and in higher education: Fall 1991
[In millions]

Participants	All levels (elementary, secondary, and higher education)	Elementary and secondary schools			Institutions of higher education
		Total	Public	Private	
Total	68.4	52.0	46.2	5.8	16.4
Enrollment ^{1/}	60.9	46.8	41.6	5.3	14.1
Teachers and faculty	3.6	2.8	2.5	0.4	^{2/} 0.8
Other professional, administrative, and support staff	3.8	2.3	2.2	0.2	1.5

^{1/}Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Elementary and secondary includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade or above. Higher education comprises full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other 4-year colleges, and 2-year colleges.

^{2/}Includes full-time and part-time faculty with the rank of instructor or above.

NOTE.--The enrollment figures include all students in elementary and secondary schools and colleges and universities. However, the data for teachers and other staff in public and private elementary and secondary schools are reported in terms of full-time equivalents. The staff data for institutions of higher education include all full-time and part-time professional, administrative, and support personnel. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates. (This table was prepared August 1991.)

Table 2.--Enrollment in educational institutions, by level of instruction
and by type of control: Fall 1981 to fall 1991
[In thousands]

Level of instruction and type of control	Fall 1981	Fall 1985	Fall 1989	Fall 1990 ^{1/}	Fall 1991 ^{1/}
All levels	57,894	57,226	59,339	60,172	60,946
Public	49,669	48,901	51,041	51,938	52,557
Private	8,225	8,325	8,298	8,234	8,390
Elementary and secondary schools ^{2/}	45,522	44,979	45,881	46,221	46,841
Public	40,022	39,422	40,526	41,026	41,575
Private	5,500	5,557 ^{1/}	5,355	5,195	5,267
Kindergarten through grade 8 ^{3/}	31,370	31,225	33,320	33,808	34,313
Public	27,270	27,030	29,158	29,742	30,186
Private	4,100	4,195 ^{1/}	4,162	4,066	4,127
Grades 9 through 12	14,152	13,754	12,562	12,413	12,529
Public	12,752	12,392	11,369	11,284	11,389
Private	1,400	1,362 ^{1/}	1,193	1,129	1,140
Higher education ^{4/}	12,372	12,247	13,458	13,951	14,105
Public	9,647	9,479	10,515	10,912	10,982
Private	2,725	2,768	2,943	3,039	3,123

^{1/}Estimated.

^{2/}Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools.

^{3/}Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment of 3- to 5-year-olds grew from 4.9 million in October 1981 to 6.7 million in October 1990.

^{4/}Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other 4-year colleges, and 2-year colleges. Excludes students in noncollegiate postsecondary institutions.

NOTE.--Data for fall 1989 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1991 (forthcoming); Projections of Education Statistics to 2002 (forthcoming). (This table was prepared August 1991.)

Table 3 -- Enrollment in public elementary and secondary schools, by region and State: Fall 1981 to fall 1991 [in thousands]

Region and state	Fall 1981	Fall 1985	Fall 1989	Fall 1990 1/	Fall 1991 2/
	United States	40,022	39,422	40,526	41,026
Northeast	7,469	7,316	7,200	7,232	7,339
Connecticut	505	462	462	469	477
Maine	216	206	216	216	218
Massachusetts	947	944	826	829	846
New Hampshire	164	161	172	171	181
New Jersey	1,500	1,316	1,076	1,003	1,101
New York	2,761	2,621	2,566	2,563	2,599
Pennsylvania	1,839	1,683	1,655	1,666	1,690
Rhode Island	143	133	136	138	139
Vermont	93	90	95	96	97
Midwest	10,372	9,861	9,851	9,901	9,973
Illinois	1,924	1,826	1,797	1,803	1,811
Indiana	1,025	966	954	956	962
Iowa	516	485	478	484	477
Kansas	410	410	431	436	442
Michigan	1,725	1,603	1,577	1,577	1,589
Minnesota	734	705	740	752	767
Missouri	819	795	808	810	826
Nebraska	273	266	271	274	274
North Dakota	118	119	118	117	117
Ohio	1,899	1,794	1,767	1,770	1,775
South Dakota	126	124	127	129	131
Wisconsin	804	766	783	791	802
South	13,990	14,117	14,287	14,761	14,889
Alabama	743	730	723	728	726
Arkansas	437	433	435	435	436
Delaware	93	93	96	100	102
District of Columbia	93	87	81	81	81
Florida	1,488	1,562	1,772	1,862	1,994
Georgia	1,056	1,080	1,127	1,152	1,179
Kentucky	639	644	631	630	623
Louisiana	782	788	783	779	767
Maryland	722	672	699	715	729
Mississippi	472	471	502	500	496
North Carolina	1,109	1,086	1,081	1,083	1,099
Ohio	383	392	379	379	374
South Carolina	609	607	616	622	628
Tennessee	638	614	620	622	627
Texas	2,336	2,132	2,329	2,353	2,379
Virginia	990	948	945	996	1,025
West Virginia	378	358	328	323	313
West	7,791	8,136	8,287	9,134	9,574
Alaska	91	107	109	112	111
Arizona	307	348	608	590	640
California	4,046	4,236	4,772	4,963	5,101
Colorado	544	551	563	569	576
Hawaii	163	164	169	171	176
Idaho	205	209	215	221	215
Montana	153	154	151	152	151
Nevada	151	185	187	197	206
New Mexico	268	278	296	300	305
Oregon	457	448	472	485	482
Utah	366	403	437	445	445
Washington	730	750	810	832	852
Wyoming	100	103	97	96	94

1/Estimated by reporting States.

2/Provided by the National Center for Education Statistics.

NOTE.—States not included in this table are Alaska and Hawaii. Figures of rounding usually may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey, Early Education Longitudinal Study and Secondary Education: School Year 1980-91 and Analysis of Education Statistics to 2000 (forthcoming). (This table was prepared August 1991.)

Table 4.—Number of teachers in educational institutions, by level of instruction and by type of control: Fall 1981 to fall 1991
[In thousands]

Level of instruction and type of control	Fall 1981	Fall 1985	Fall 1989	Fall 1990 ^{1/}	Fall 1991 ^{1/}
All levels	3,143	3,265	3,488	3,506	3,587
Public	2,634	2,710	2,890	2,930	3,004
Private	509	555	598	576	583
Elementary and secondary teachers ^{2/}	2,438	2,550	2,734	2,744	2,826
Public	2,125	2,207	2,356	2,391	2,465
Private	313	343 ^{1/}	377	353	360
Elementary teachers	1,380	1,483	1,664	1,632	1,682
Public	1,159	1,237	1,389	1,379	1,429
Private	221	246 ^{1/}	275	253	253
Secondary teachers	1,057	1,067	1,070	1,112	1,143
Public	965	970	968	1,012	1,036
Private	92	97 ^{1/}	102	100	107
Higher education instructional faculty ^{3/}	705	715 ^{1/}	755	762	762
Public	509	503 ^{1/}	534	539	539
Private	196	212 ^{1/}	221	223	223

^{1/}Estimated.

^{2/}Includes teachers in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Also excludes preprimary teachers in schools without a first grade. Teachers are reported in full-time equivalents.

^{3/}Includes full-time and part-time faculty with the rank of instructor or above in universities, other 4-year colleges, and 2-year colleges.

NOTE.—Data for fall 1989 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1991 (forthcoming); and Projections of Education Statistics to 2002 (forthcoming). (This table was prepared August 1991.)

Table 5.—Total expenditure per student in educational institutions, by level of instruction and by type of control, and average salary for public school teachers: 1981–82 to 1991–92
[In current and constant dollars]

Level of instruction and type of control	School year				
	1981–82	1985–86	1989–90 ^{1/}	1990–91 ^{1/}	1991–92 ^{1/}
Current dollars:					
Expenditure per pupil in public elementary and secondary schools ^{2/}	\$2,997 ^{1/}	\$4,069	\$5,421	\$5,748	\$5,961
Higher education expenditure per full-time equivalent student ^{3/}	8,577	12,041	14,848	15,393	16,054
Public	7,493	10,509	12,694	13,148	13,709
Private	11,867	16,530	21,440	22,332	23,287
Constant 1990–91 dollars:					
Expenditure per pupil in public elementary and secondary schools ^{4/}	4,265 ^{1/}	5,007	5,717	5,748	5,702
Higher education expenditure per full-time equivalent student ^{4/}	12,205	14,818	15,660	15,393	15,357
Public	10,663	12,933	13,388	13,148	13,113
Private	16,887	20,343	22,613	22,332	22,275
Average salary for public school teachers:^{5/}					
Current dollars	19,274	25,199	31,331	33,015	34,814
Constant 1990–91 dollars ^{4/}	27,427	31,011	33,044	33,015	33,301

^{1/}Estimated.

^{2/}Data represent total expenditures per pupil in average daily attendance.

^{3/}Data represent current-fund expenditures and additions to plant value per full-time-equivalent student.

^{4/}Data adjusted by the Consumer Price Index, U.S. Department of Labor. The 1990–91 CPI estimate is derived from 1991 and 1992 data in Budget of the United States Government, Fiscal Year 1992, prepared by the Office of Management and Budget.

^{5/}Data for 1981–82, 1985–86, 1989–90, and 1990–91 are from the National Education Association. The 1990–91 data are preliminary.

SOURCES: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates; and National Education Association, Estimates of School Statistics, 1990–91. (This table was prepared August 1991.)

Table 6.—Total expenditures of educational institutions, by level of instruction and by type of control: 1981–82 to 1991–92
[In billions]

Level of instruction and type of control	School year				
	1981–82	1985–86	1989–90 ^{1/}	1990–91 ^{1/}	1991–92 ^{1/}
	Current dollars				
All levels	\$197.8	\$269.5	\$365.1	\$392.2	\$413.8
Public	162.0	218.7	296.5	318.6	336.0
Private	35.8	50.8	68.6	73.6	77.9
Elementary and secondary expenditures	120.5	161.8	220.6	236.7	248.6
Public	111.2	148.6	203.3	218.3	229.4
Private ^{1/}	9.3	13.2	17.3	18.5	19.2
Higher education expenditures ^{2/} ...	77.3	107.7	144.5	155.4	165.1
Public	50.8	70.1	93.1	100.3	106.5
Private ^{1/}	26.5	37.6	51.4	55.1	58.7
	Constant 1990–91 dollars ^{3/}				
All levels	\$281.5	\$331.7	\$385.1	\$392.2	\$395.7
Public	230.5	269.1	312.7	318.6	321.2
Private	50.9	62.6	72.4	73.6	74.5
Elementary and secondary expenditures	171.5	199.2	232.7	236.7	237.7
Public	158.2	182.9	214.5	218.3	219.4
Private ^{1/}	13.2	16.3	18.2	18.5	18.4
Higher education expenditures ^{2/} ...	110.0	132.5	152.4	155.4	157.9
Public	72.3	86.2	98.2	100.3	101.8
Private ^{1/}	37.7	46.3	54.2	55.1	56.1

^{1/}Estimated.

^{2/}Includes current–fund expenditures and additions to plant value.

^{3/}Data adjusted by the Consumer Price Index, U.S. Department of Labor. The 1991–92 CPI estimate is derived from 1991 and 1992 data from *Budget of the United States Government, Fiscal Year 1992* prepared by the Office of Management and Budget.

NOTE.—Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1991* (forthcoming); *Projections of Education Statistics to 2002* (forthcoming); and unpublished projections and estimates. (This table was prepared August 1991.)

Table 7.--Number of graduates of educational institutions, by level of education completed: 1981-82 to 1991-92
[In thousands]

Level of education completed	School year				
	1981-82	1985-86	1989-90 ^{1/}	1990-91 ^{1/}	1991-92 ^{1/}
High school graduates, total	2,995	2,643	2,592	2,508	2,446
Public	2,705	2,383	2,324	2,253	2,193
Private ^{1/}	290	260	268	255	253
College and university graduates:					
Associate degrees	435	446	445	470	477
Bachelor's degrees	953	988	1,043	1,064	1,081
Master's degrees	296	289	319	327	338
First-professional degrees ^{2/} ..	72	74	71	74	75
Doctor's degrees	33	34	38	39	39

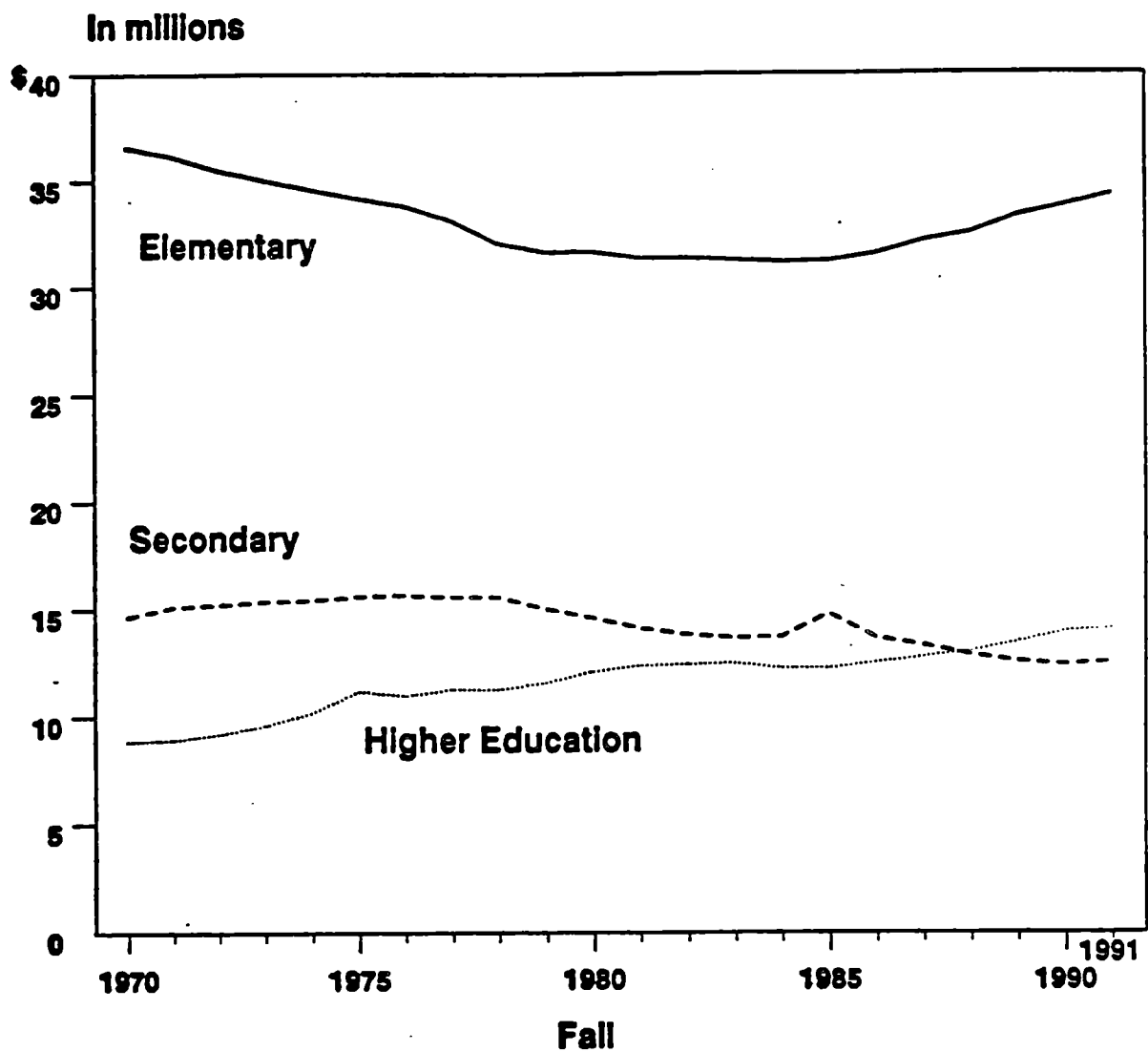
^{1/}Estimated.

^{2/}Includes degrees in medicine, optometry, osteopathic medicine, pharmacy, podiatry, chiropractic, veterinary medicine, dentistry, law, and theological professions.

NOTE.--Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1991 (forthcoming); Projections of Education Statistics to 2002 (forthcoming); and unpublished estimates. (This table was prepared August 1991.)

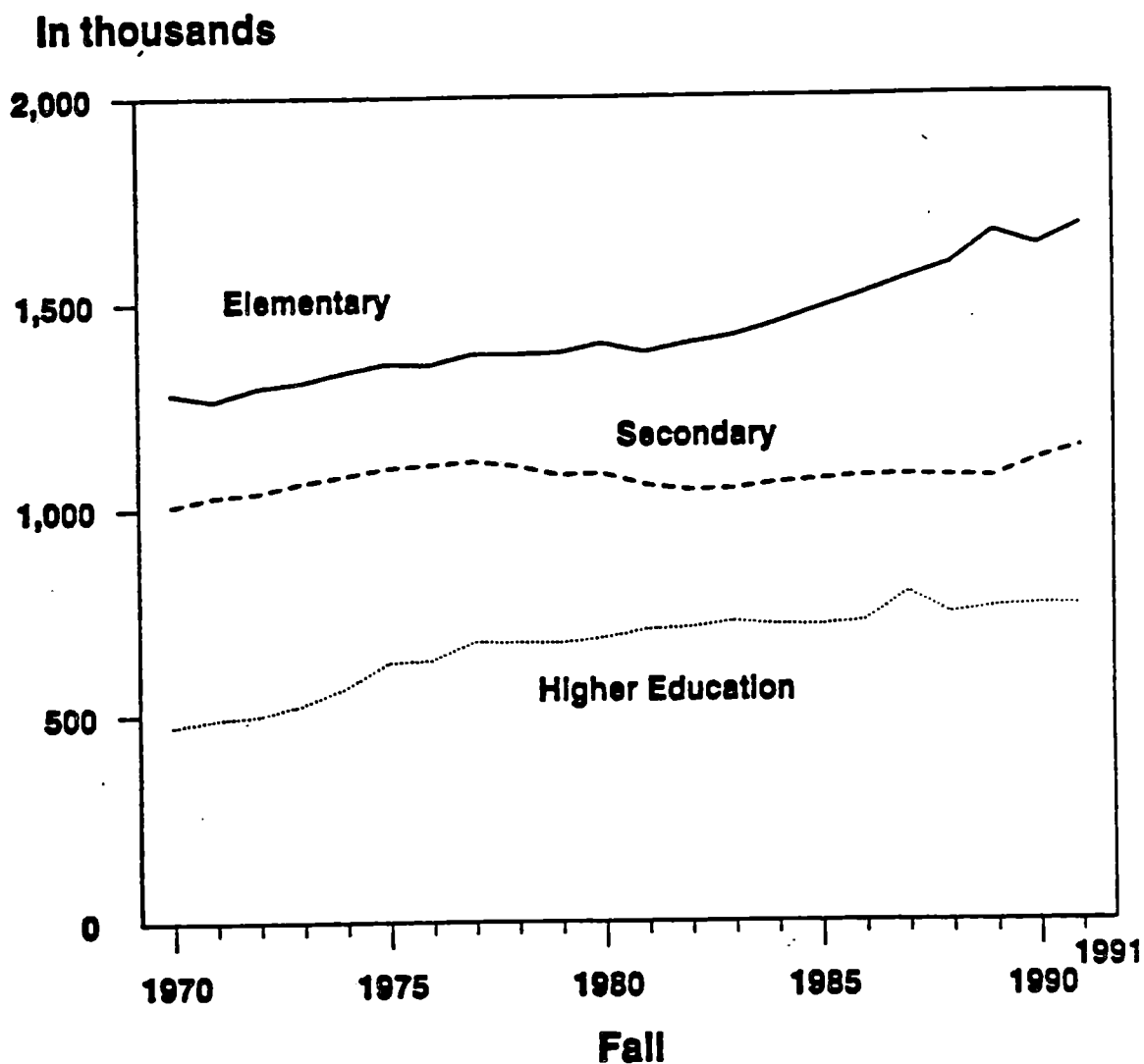
**Chart 1--Enrollment in educational Institutions, by level:
Fall 1970 to fall 1990**



**Source: U.S. Department of Education, National Center for Education Statistics
Digest of Education Statistics, 1991 (forthcoming).**

(17)

**Chart 2--Number of teachers in educational institutions, by level:
Fall 1970 to fall 1990**



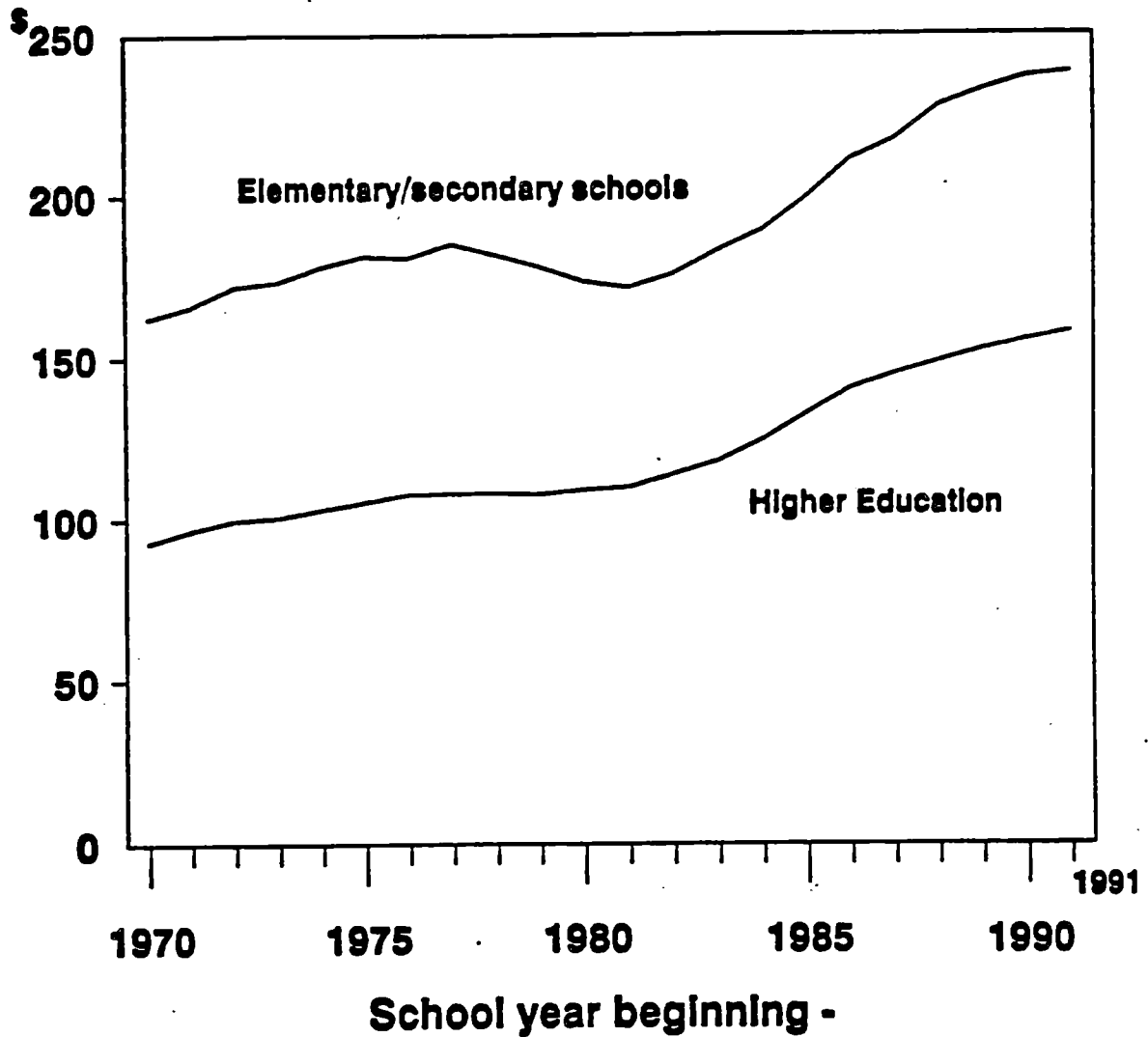
**Source: U.S. Department of Education, National Center for Education Statistics
Digest of Education Statistics, 1991 (forthcoming).**

(18.)

24.

Chart 3--Expenditures of educational institutions in constant 1990-91 dollars, by level: 1970-71 to 1991-92

In billions



Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1991* (forthcoming).

THE WHITE HOUSE
WASHINGTON

9 Sept. 1991

Hi Dan,

I thought that the
attached info. may be
helpful to you & your
researchers for education
speeches in the future.

The Levinson speech
was great! I look
forward to the Education
address! Thanks,

Jane
vt.2428

NEWS



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For release -- **EMBARGOED UNTIL** 10:30 a.m. August 22, 1991

STRONG SUPPORT FOR GOALS AND BUSH STRATEGY

Bloomington, IN -- Both the Bush Administration strategy for achieving the six national goals for education by the year 2000 and the goals themselves receive strong support from the U.S. public in the 23rd Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools, to be published in the September 1991 issue of the *Phi Delta Kappan*. However, Americans remain highly skeptical that the goals, first announced in February 1990, will be achieved by the target date.

The 1991 Gallup/Phi Delta Kappa poll is the most comprehensive survey of American attitudes on educational issues since the series began in 1969. This year, Gallup interviewers asked a scientifically selected sample of 1,500 U.S. adults a total of 80 questions, twice the usual number.

Perhaps the most startling finding to emerge from the 1991 poll is the precipitous drop in the number of Americans who say that drug use by students is the biggest problem confronting the local public schools. While student drug use topped the list of problems for the sixth consecutive year (mentioned by 22% of the public), it was in a virtual tie this year with two other responses: lack of discipline, mentioned by 20%; and lack of school funding, mentioned by 18%. This result reflects both a drop in the percentage of the public mentioning drug use (down from 38% in 1990) and an increase in the percentage mentioning lack of funding (up from 13% in 1990). The number mentioning lack of

discipline remained stable (19% in 1990, 20% this year).

Most of the measures outlined by the Bush Administration last spring in America 2000 receive strong support from the U.S. public. The public favors (by 62% to 33%) allowing students and parents to choose which public schools in their community the students attend, regardless of where they live. However, few parents whose children attend public school say that their children would change schools if given the choice.

The public overwhelmingly favors requiring the local public schools to conform to national goals and national standards of achievement (81% in favor, 12% opposed). Americans also strongly approve of requiring public schools in their communities to use a standardized national curriculum (68% in favor, 24% opposed), and they favor the use of standardized national tests to measure academic achievement (77% in favor, 17% opposed).

In the 1990 Gallup/Phi Delta Kappa education poll, the public strongly endorsed the six national education goals put forth by the President and the nation's governors. In this year's poll, the public gives even higher priority to each goal, but skepticism about reaching the goals by the year 2000 is as high in 1991 as in 1990.

Public support for the goals is consistent throughout every segment of the population: men and women; whites, nonwhites, blacks, and Hispanics; all age groups; Republicans, Democrats, and Independents; all levels of education; all regions of the U.S.; all occupational groups and income levels; and people with or without children in public or private schools. However, pessimism about the chances of reaching the goals is also consistent across demographic groups.

The first of the national goals -- by the year 2000, all children will start school ready to learn -- is the goal the public is least skeptical about achieving (47% say that attainment is likely or very likely). Some 55% of the public say they favor making tax-supported preschools available for all 3- and 4-year-olds whose parents want them, while 40% oppose the idea.

The public is strongly interested in knowing how much progress local public schools are making toward achieving the six national education goals and favors, by a margin of better than 3-1, the publication of "public school report cards." Generally, Americans believe that schools showing progress toward attaining the goals should be financially rewarded with more state and federal funds (64% in favor, 26% opposed), but they oppose withholding funds from schools that are less successful (33% in favor, 57% opposed). However, the public favors not renewing the contracts of teachers and principals in schools that show no progress (57% in favor, 32% opposed).

In previous Gallup/Phi Delta Kappa polls, Americans have opposed lengthening the school day by one hour and the school year by 30 days (to about 210 days). This year, for the first time, a majority of Americans (51%) say they favor a school year of 210 days. The public is divided on the question of lengthening the school day: 48% oppose the longer day, while 46% favor it.

Although the level of public support for school choice among public schools is high, public opinion with regard to school vouchers, one means of enabling parents to choose their children's schools, is mixed. Over the years, vouchers have never been particularly popular in the Gallup/Phi Delta Kappa

polls. This year, though, 50% of the public say that they approve of school vouchers, while 39% oppose them.

However, on a follow-up question, 68% of the respondents say that they oppose "allowing students and parents to choose a private school to attend at public expense," while only 26% favor the idea. Gallup interviewers then asked the 26% in favor of vouchers for private schools whether private schools that "accept government tuition payments" should be "accountable to public authorities." Sixty-three percent of those who favor vouchers for private schools also favor public accountability for those private schools that accept government tuition payments; only 27% oppose the idea.

The trend question asking the public to grade the local public schools has yielded relatively stable results since 1984. This year, 42% of the public give the local public schools grades of A or B. Moreover, the disparity between the grades given to local schools and those given to the nation's schools remains striking: while 42% award local schools grades of A or B, only 21% give the nation's public schools similarly high grades. Once again, parents express enormous satisfaction with the schools their oldest children attend: 73% award those schools grades of A or B.

The margin of error for the 1991 Gallup/Phi Delta Kappa education poll is 3% for responses involving the total sample and somewhat larger for responses involving smaller portions of the sample.

The minimum order for reprints of the version of this poll published in the *Phi Delta Kappan* is 25 copies for \$10, with additional copies available at 25 cents each. Write to Phi Delta Kappa, P. O. Box 789, Bloomington, IN 47402, or phone 812/339-1156. This price includes postage and delivery.

Handwritten signature or initials in blue ink.

Those who wish to order the 649-page document that is the basis for the published report should write to Sarah Van Allen at the Gallup Organization, 47 Hulfish St., Suite 200, Princeton, NJ 08542 or phone 609/924-9600. The price is \$95, postage included. Besides complete demographic breakdowns of responses to all questions asked this year, the document contains answers to several questions bearing on race and ethnicity.