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[American Viewpoint-National Survey Highlights], 1992

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National Survey Highlights

American Viewpoint, Inc. - National Survey - Spring, 1992

The Angry Electorate

A majority of Americans, 60%, agree with the statement "*Congress never seems to get anything done, so maybe we ought to replace them all, including my Congressman.*" Only 37% disagree.

These figures represent a complete reversal of public opinion since June, 1988, when we first tested this theme. At that time, only 32% agreed with the statement and 65% disagreed.

There is no difference by partisanship on this question as 61% of all Republicans, 61% of Independents, and 59% of all Democrats agree with the statement.

Further, disillusionment increases with age. Among those age 45 and older, 65% agree while 57% of those under 45 agree with the statement.

Many other measures reported on the following pages also confirm the notion that incumbents are likely to face a cool appraisal from voters this year.

Congressional Job Approval

Disapproval of Congress is at an all-time high. Only 17% approve while 75% disapprove (51% strongly). In June, 1988, approval was at 52% and disapproval at 33%.

Republicans and ticket-splitters both show 79% disapproval while 69% of Democrats disapprove of Congress. Among those who approve of their own representative's job performance, 70% disapprove of Congress as a whole. Disapproval is even higher if you factor out the youngest voters (18-29).

Congressional Job Approval By Age

	Approve	Disapprove
Age 18-29	29	63
Age 30-44	17	76
Age 45-54	16	77
Age 55-64	5	88
Age 65+	9	80

Congressional Job Approval By Partisanship

	Approve	Disapprove
Republican	15	79
Independent	16	75
Democrat	20	72

Mood of the Country

Much of this dissatisfaction is driven by perceptions about the direction of the country, which are at their worst level since June, 1980 (16-77 percent). Wrong track responses have been a majority since the Summer of 1989 and have been nearly universal for months.

Even a majority of Republicans believe the country is off on the wrong track. Further, there are striking differences between Republican women (70% wrong track) and Republican men (55% wrong track). Only men 18-44 are even slightly more optimistic (28-65).

What Bothers Voters About Congress?

Much of the disapproval is based in a sense that Congress is self-interested and doesn't listen to others. Above all, Americans feel that Congress is performing poorly. Only 6% mention check bouncing specifically. The table on the right lists responses to the question: "What is the one thing that bothers you the most about the way Congress is handling its job?"

Congress vs. Our Congressman

Despite the overall disapproval of Congress, however, 57% approve of the way their own Congressman is handling his or her job while 22% disapprove.

What is the one thing that bothers you the most about the way Congress is handling its job?

Poor Performance 48%
● spend too much 15%
● accomplishments 10%
● check bouncing 6%

Character Issues 34%
● self-interested 15%
● doesn't listen 10%
● dishonest 6%

Economy 17%
● national debt 6%
● economy 4%
● taxes 4%
● jobs 3%

Specific Issues 9%
● poor/homeless 4%
● education 2%
● women's rights 2%

In terms of intensity, 17% strongly approve, 40% somewhat approve, 11% somewhat disapprove, and 11% strongly disapprove. Still, individual job approval is on the decline and is particularly weak in the West (51% approve - 22% disapprove).

Congressional Reelect Scores

Clearly, voters are angry and want change. However, their minds are not completely made up about what to do with Congress. Despite the 60% saying they agree with the statement "maybe we should throw them all out -- including my Congressman," only 17% say they are voting to replace their Congressman.

Still, reelect scores have dropped precipitously over the past year or so. We tested two versions of the reelect question and, in both, the incumbent reelect score is below 40%. In the question you have probably used in your own surveys "Do you think your congressman deserves reelection or is it time to give a new person the chance to do a better job," 37% say their Congressman deserves reelection while 44% call for a new person, and 18% are undecided. As you recall, a reelect score of 50% has long been considered a sign of vulnerability.

We also tested a question designed to help examine core coalitions. This one is phrased, "Would you say that you will definitely vote to reelect your Congressman, that you will consider someone else, or that you will vote to replace your Congressman? In response, 30% say they will definitely vote to reelect, 33% will consider someone else, and 17% will vote to replace.

We found significant differences on the reelect by partisanship. Democrats are far

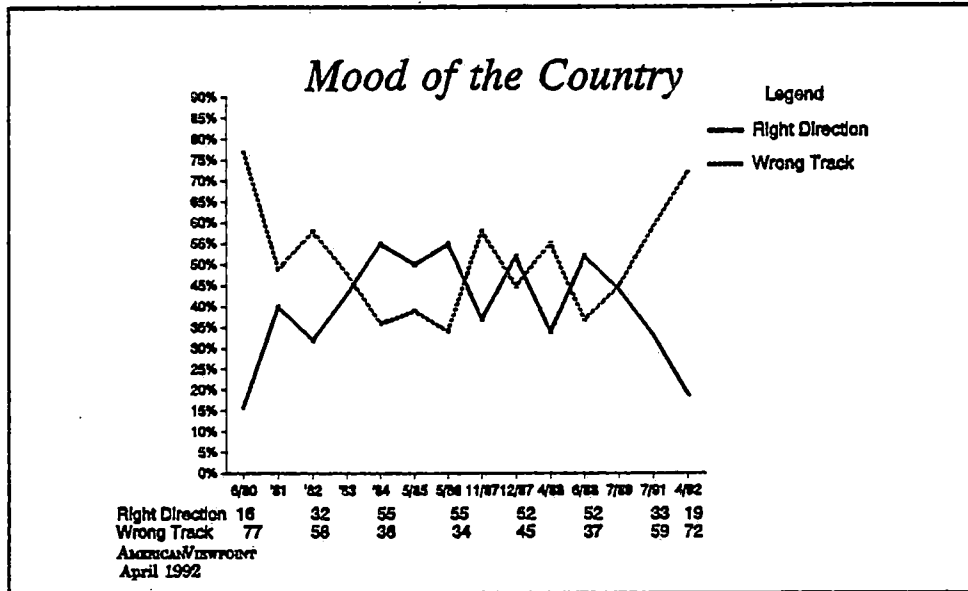
more disenchanted (34% reelect) than Republicans (40%) or ticket-splitters (41%). Further, 50% of all Democrat women call for a new person. Majority "new person" responses were also given by Independent women (51%) and westerners (52%).

The Generic Ballot

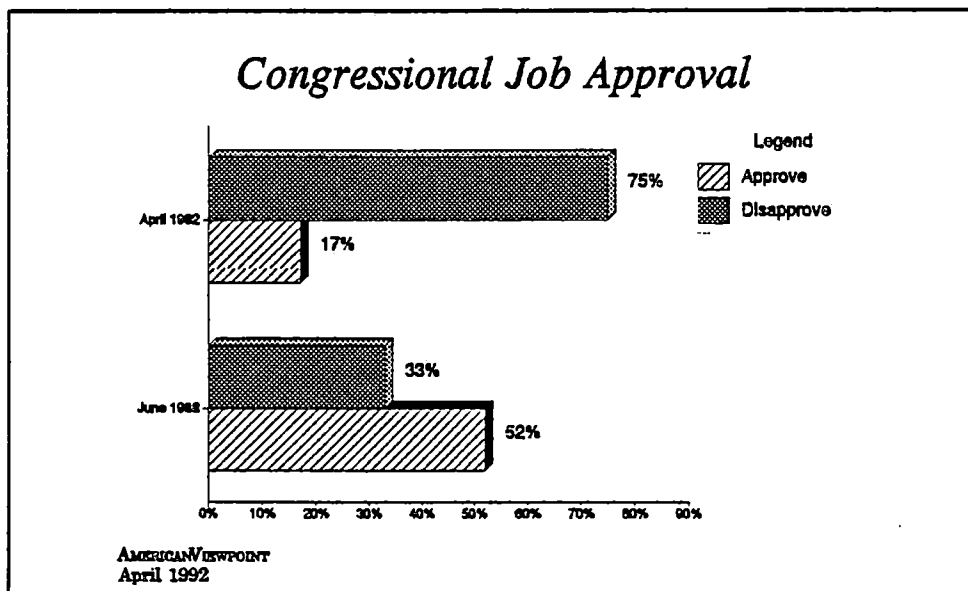
The generic ballot remains virtually unchanged since 1989. In July of that year, 41% said they were voting Republican and 44% Democrat. Currently, 40% say they are voting Republican and 44% Democrat.

There is, however, a huge gender gap on this question. Men vote for the Republican by a 45-39 percent margin while women vote for the Democrat by 49-35 percent. Among those who disapprove of Congress, 40% say they are voting Republican, 42% Democrat. Ticket-splitters are narrowly divided at 38% Republican - 41% Democrat. Republican support drops off sharply among those age 55-64 (31-48 percent) and 65+ (35-46 percent).

Another indication that frustration with Congress is non-partisan is the relative uniformity of responses by partisans on questions regarding Congress. For example, agreement with the statement "...maybe we ought to replace them all, including my Congressman" is almost equal among partisan subgroups. Also, job approval of Congress is low by all partisan categories.

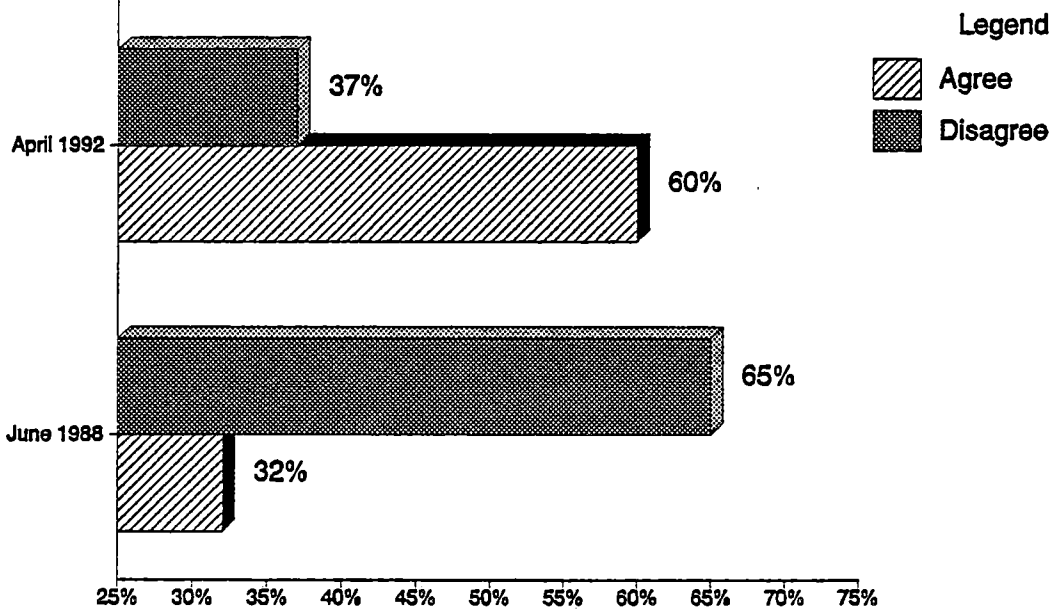


Question: Do you feel that things in this country are generally going in the right direction or do you feel things have pretty seriously gotten off on the wrong track?

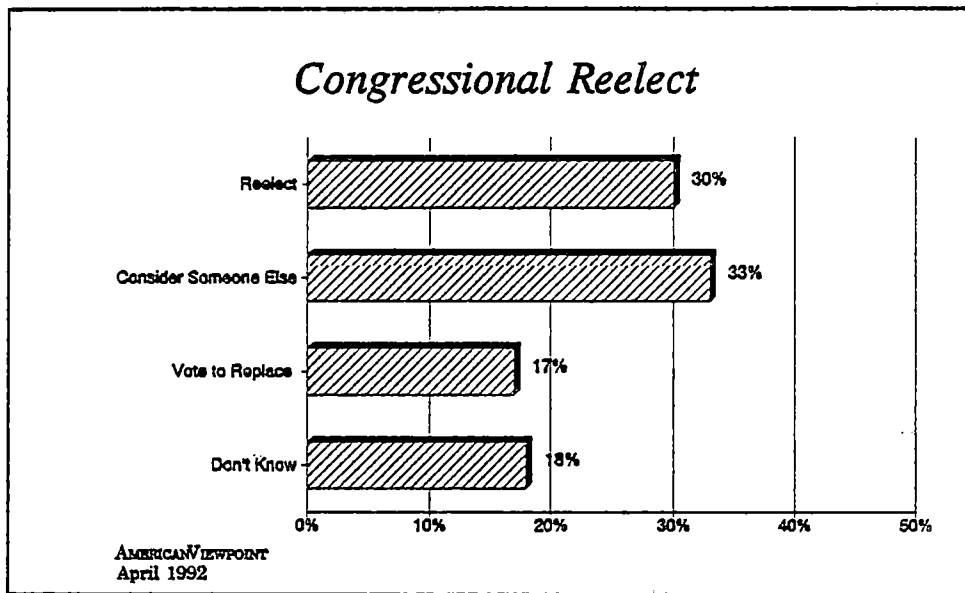


Question: Do you approve or disapprove of the way the U.S. Congress is handling it's job?

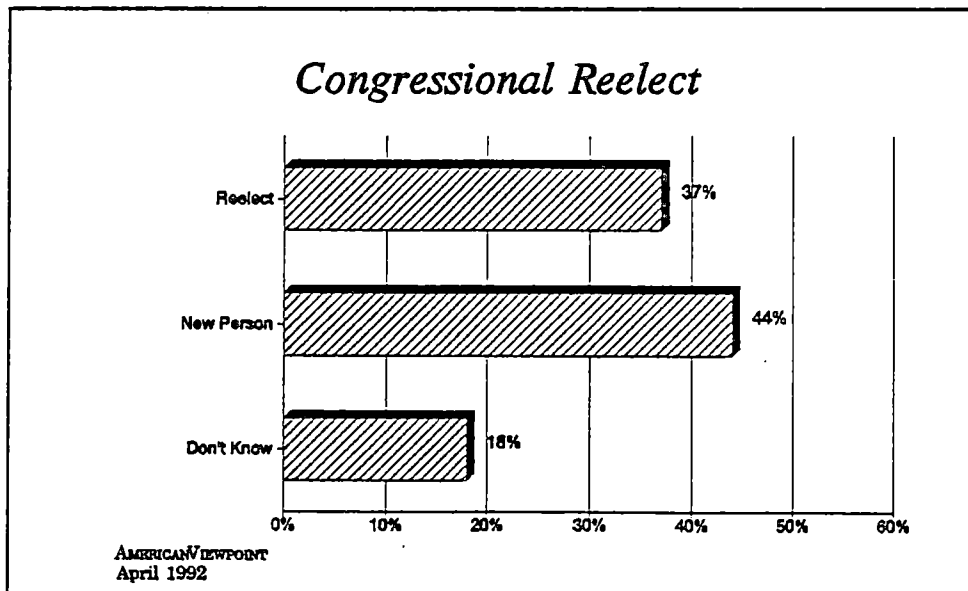
Congress never seems to get anything done, so maybe we ought to replace them all, including my Congressman.



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Question: Would you say that you will definitely vote to reelect your Congressman, you will consider someone else, or that you will vote to replace your Congressman?



Question: Do you think your Congressman has performed his or her job as well enough to deserve reelection or do you think its time to give a new person the chance to do better?

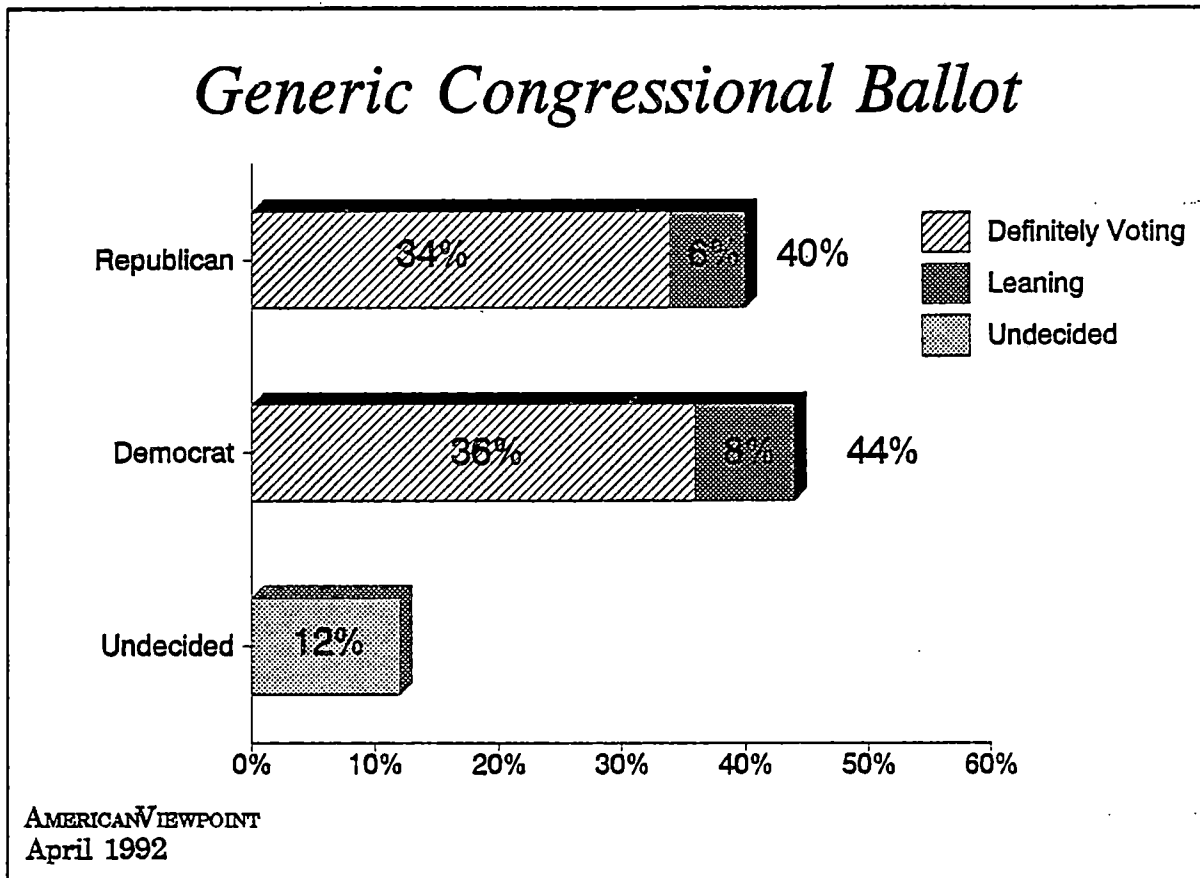
The following chart portrays those who are most likely and least likely to reelect their Congressman.

Congressional Reelect

	<u>Most Likely to Reelect</u>		
	Reelect	Consider Else	Replace
<i>App. Own Congressman</i>	47%	32%	9%
<i>Dis. Cong/ App. Own</i>	47	30	9
<i>App. Congress</i>	46	32	9
<i>GOP 45+</i>	45	19	11
<i>New England</i>	40	28	9
<i>GOP Women</i>	39	24	14
<i>E. No. Cent.</i>	38	26	16
<i>Age 55-64</i>	38	21	17
<i>Behav. GOP</i>	37	29	16
<i>Midwest</i>	36	24	18
<i>Generic GOP</i>	36	34	13

	<u>Most Likely to Replace</u>		
	Reelect	Consider Else	Replace
<i>Disapp. Own Congressman</i>	4%	43%	42%
<i>White Strong Dem.</i>	27	26	33
<i>Age 65+</i>	34	15	31
<i>White Ind. Dem.</i>	13	47	29
<i>Ind. 45+</i>	27	23	29
<i>E. So. Cent.</i>	29	27	26
<i>Dem 45+</i>	35	20	24
<i>Dem Men</i>	24	38	23
<i>Ind. Men</i>	27	33	23
<i>W. No. Cent.</i>	32	22	22

AMERICANVIEWPOINT
April 1992



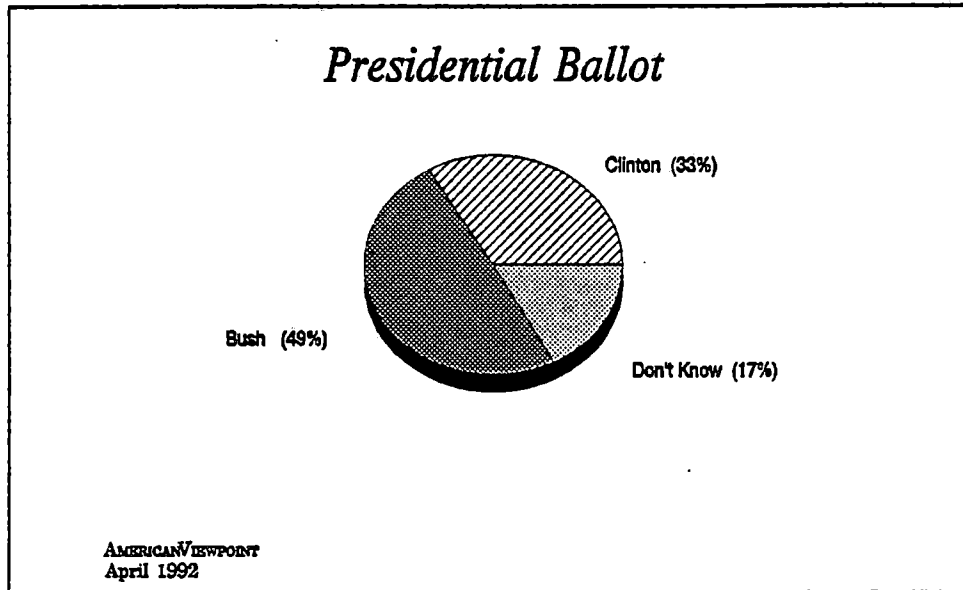
Question: Thinking ahead to the 1992 elections for a moment. . . if the election for Congress were held today, would you be voting for the Republican candidate or the Democratic candidate?

Those who disapprove of Congress but approve of their own Congressman were asked to describe the reasons why they feel this way.

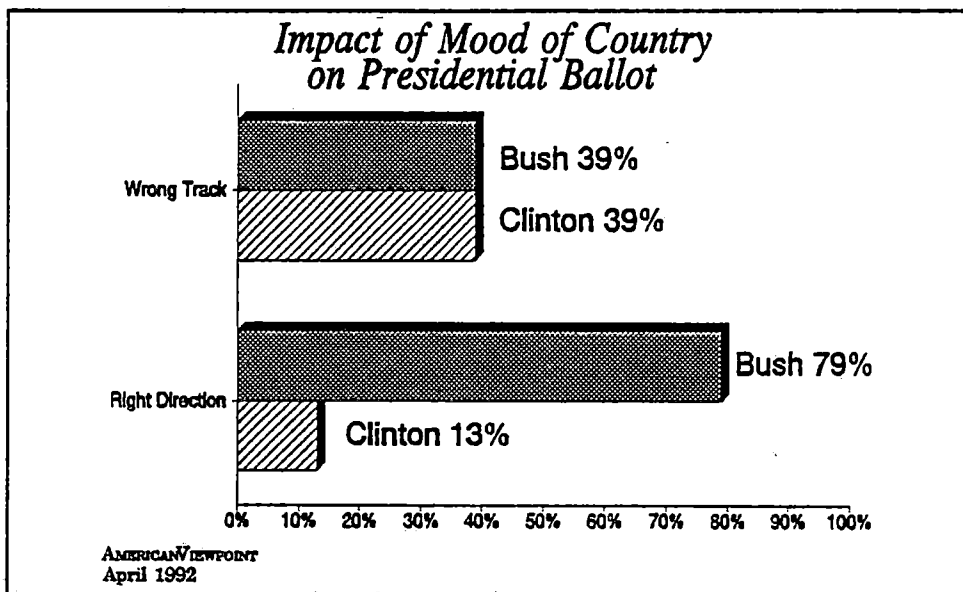
What is it that makes your Congressman different from the rest of the Members of Congress?	
Character <ul style="list-style-type: none">● <i>listens to people</i>● <i>responsible</i>● <i>cares about the people</i>● <i>honest</i>	38% 11% 11% 8% 8%
Performance <ul style="list-style-type: none">● <i>pleased with performance</i>● <i>no bad checks</i>● <i>new to Congress</i>	25% 16% 5% 4%
Position on Issues <ul style="list-style-type: none">● <i>stand on the issues</i>● <i>concerned about domestic/local</i>● <i>has the same views</i>	25% 8% 8% 4%

Bush vs. Clinton

In the 1992 presidential contest, President Bush leads by a 49-33 percent margin. In all, 31% are definitely voting Bush, 15% probably voting Bush, and 2% lean Bush. Clinton's intensity figures are 19% definite, 11% probable, and 2% lean. The undecided vote stands at 16%.



Given the level of pessimism felt by Americans at this time, it is interesting to examine the presidential ballot by the right direction/wrong track subgroups.



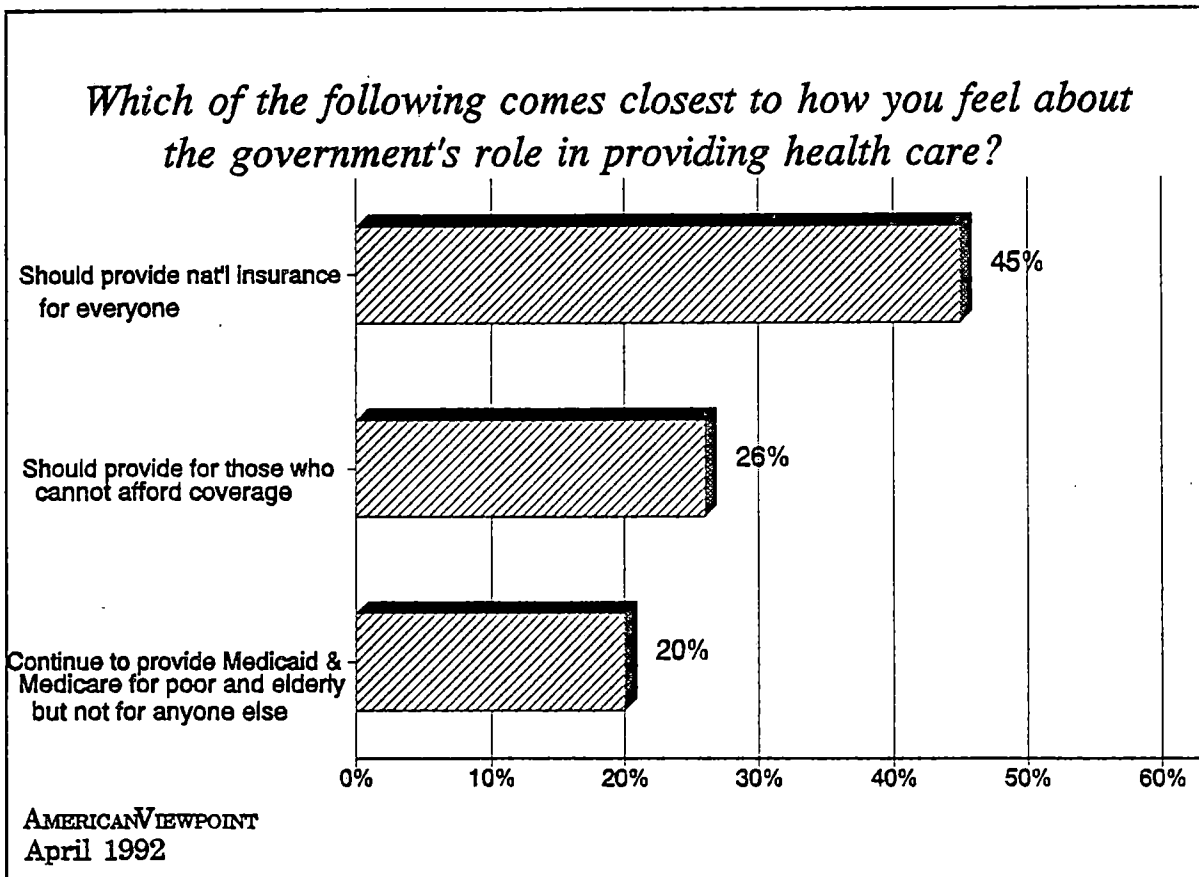
The following table lists Bush and Clinton support by key subgroups.

	<u>Bush</u>	<u>Clinton</u>
Northeast	47%	32%
Midwest	49	33
West	52	27
South	47	36
Men 18-44	58	29
Men 45+	41	37
Women 18-44	49	35
Women 45+	41	32
Aged 18-29	53	36
Aged 30-44	54	29
Aged 45-54	46	33
Aged 55-64	40	36
Aged 65+	38	33
Republicans	85	8
Ticket-Splitters	50	29
Democrats	16	68
Southern White Democrats	18	59
Pro-Life	56	26
Pro-Choice	46	38

ISSUES

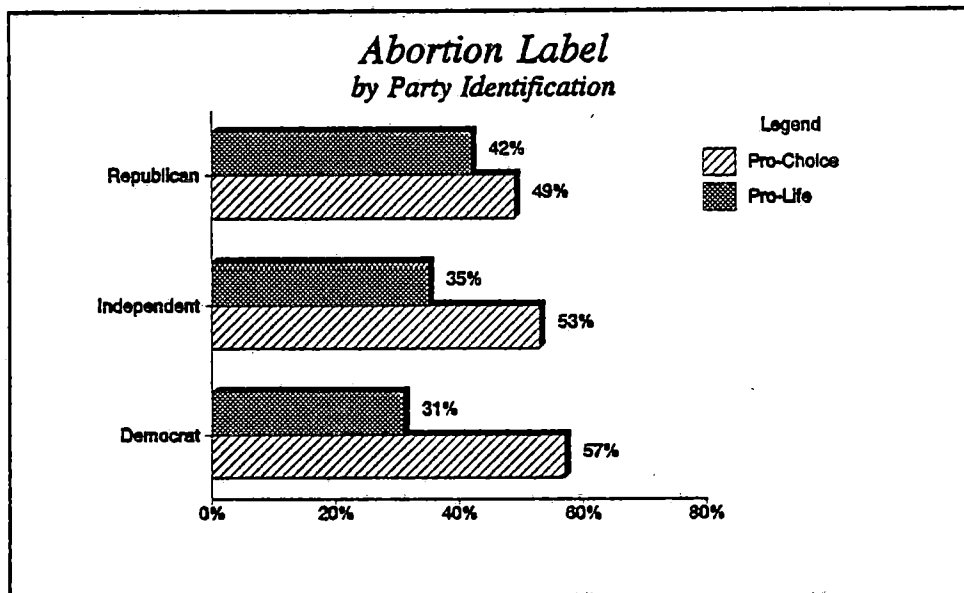
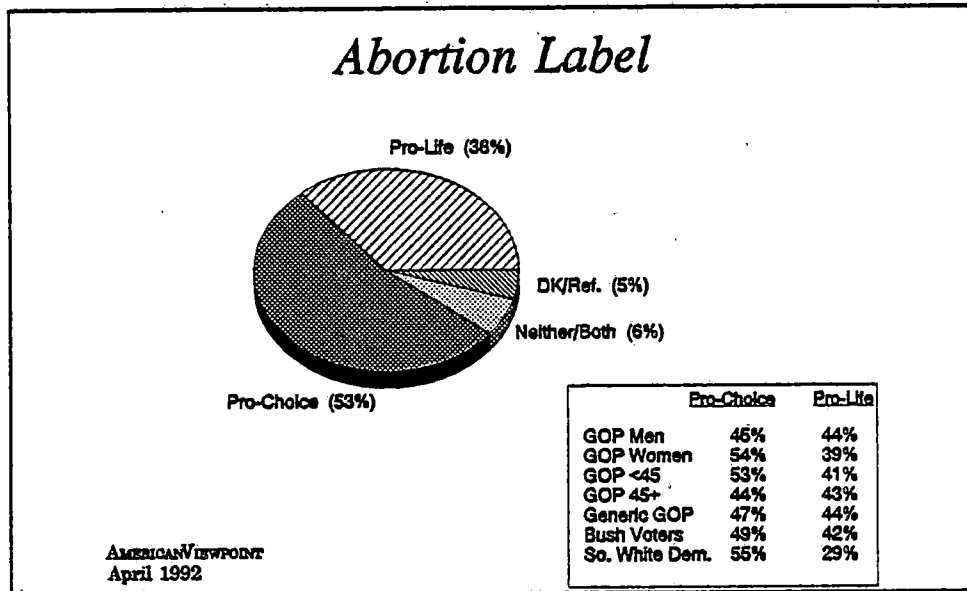
Health Care

These data once again indicate that Republicans cannot afford to ignore the health care debate. A substantial plurality say that the government should provide health insurance for everyone. This plurality includes a majority of Democrats (53%), 43% of all ticket-splitters, and 39% of all Republicans. Further, 39% of all Bush voters think the government should have this level of involvement.



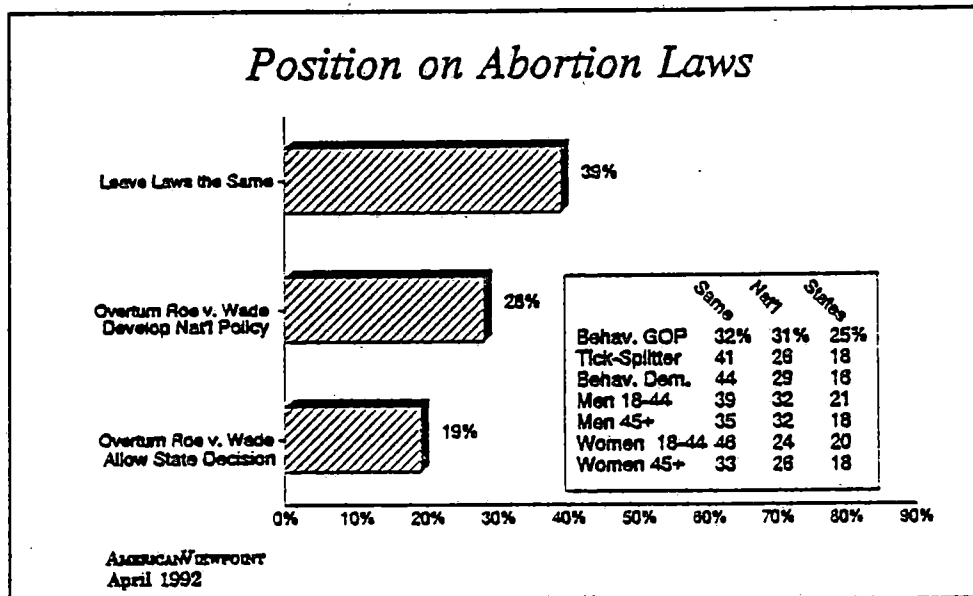
Abortion

At the present time, a majority of Americans consider themselves pro-choice on the abortion issue.



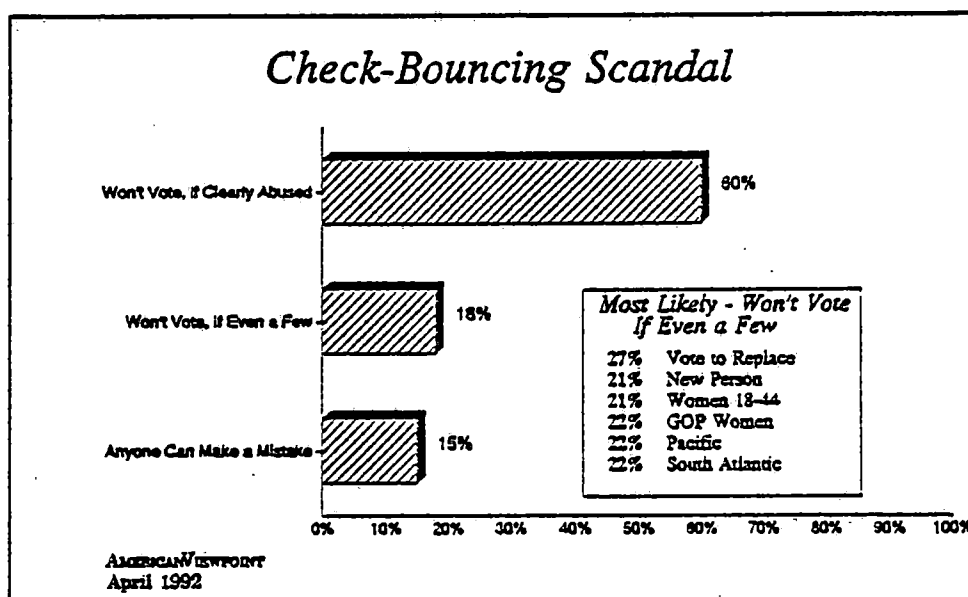
The Supreme Court and Abortion

Although a plurality of Americans say that the Supreme Court should leave abortion laws pretty much the way they are now, substantial percentages call for the Court to overturn *Roe v Wade* and either a) develop a national abortion policy that would apply to all states (28%) or b) overturn the decision and allow individual states to decide whether or not to restrict abortion (19%).



Check Bouncing

Most Americans (60%) say they wouldn't vote to reelect their Congressman if he or she clearly abused the system by bouncing a lot of checks. Another 15% say that a few bounced checks wouldn't affect their vote. A core of 18% say that they wouldn't vote for their Congressmen if even a few checks have been bounced. We don't believe that there is a magic number of checks that constitutes abuse in the minds of voters. One person may have bounced four checks for \$8,000 while another bounced 40 for a grand total of \$2,000. It appears that each individual situation will be unique.



Although most voters say that check bouncing has to be a "clear abuse of the system" before it will be the determining factor in their vote, that is a very subjective term. Challengers will have a much easier time making the link between a few bounced checks and the overall problem with Congress than incumbents will have in educating voters about their particular situation. However, this education process has to take place in order to show that the incumbent's actions were not an abuse of the system.

CAMPAIGN THEMES

This section explores some of the themes that are likely to emerge from challenger campaigns this year. As the following data indicate, all are very effective in the present environment.

Seniority Versus Change

The first question pairs the argument for the value of an incumbent's seniority against the challenger's time for a change argument. The following chart indicates what happens to the "corridors of power" argument.

Which candidate would you be more likely to vote for?

Congressman Smith feels he should be reelected because of his experience and his position on a powerful Congressional committee. His power in Congress has allowed him to bring a great deal of federal money and projects back to the district. He points out that the people in the district will lose his clout in Washington if he is not reelected.

Mr. Jones feels that it is time for a change. He argues that since Congressman Smith went to Congress 12 years ago, taxes have gone up, the deficit has grown, and problems such as education, health care, and the economy have only gotten worse. He feels that the only way to bring about a real change is to elect new people who aren't part of the Washington establishment.

<i>Much More Smith</i>	<i>5%</i>	<i>TOTAL SMITH</i>	<i>15%</i>
<i>Little More Smith</i>	<i>10%</i>	<i>TOTAL JONES</i>	<i>77%</i>
<i>Little More Jones</i>	<i>24%</i>		
<i>Much More Jones</i>	<i>53%</i>		

Blame the Bank Versus Personal Responsibility

Another potential attack on check bouncing goes after the excuse that banks were poorly run, Congressmen weren't notified when checks bounced, and deposits weren't recorded on time. The chart below outlines the arguments fully.

Which candidate would you be more likely to vote for?

Congressman Smith admitted that he bounced about 30 checks at the House bank. He says he is sorry, but you really can't blame him for bouncing a few checks. After all, the bank was poorly run, Congressmen weren't notified when their checks bounced, and their deposits weren't even recorded on time.

Mr. Jones says that blaming the bank is a poor excuse. After all it was the Congress' bank and they made up the rules and hired the people who ran it. Everyone else has to keep track of how much money they have in the bank before writing checks and Congress shouldn't be treated any differently.

<i>Much More Smith</i>	<i>3%</i>	<i>TOTAL SMITH</i>	<i>12%</i>
<i>Little More Smith</i>	<i>9%</i>	<i>TOTAL JONES</i>	<i>79%</i>
<i>Little More Jones</i>	<i>19%</i>		
<i>Much More Jones</i>	<i>60%</i>		

PAC Contributions

Which candidate would you be more likely to vote for?

Congressman Smith receives almost half of his campaign contributions from Political Action Committees. He argues that running for Congress is very expensive, and besides these political action committees represent groups he supports such as business, labor, environmental groups, and teachers' associations.

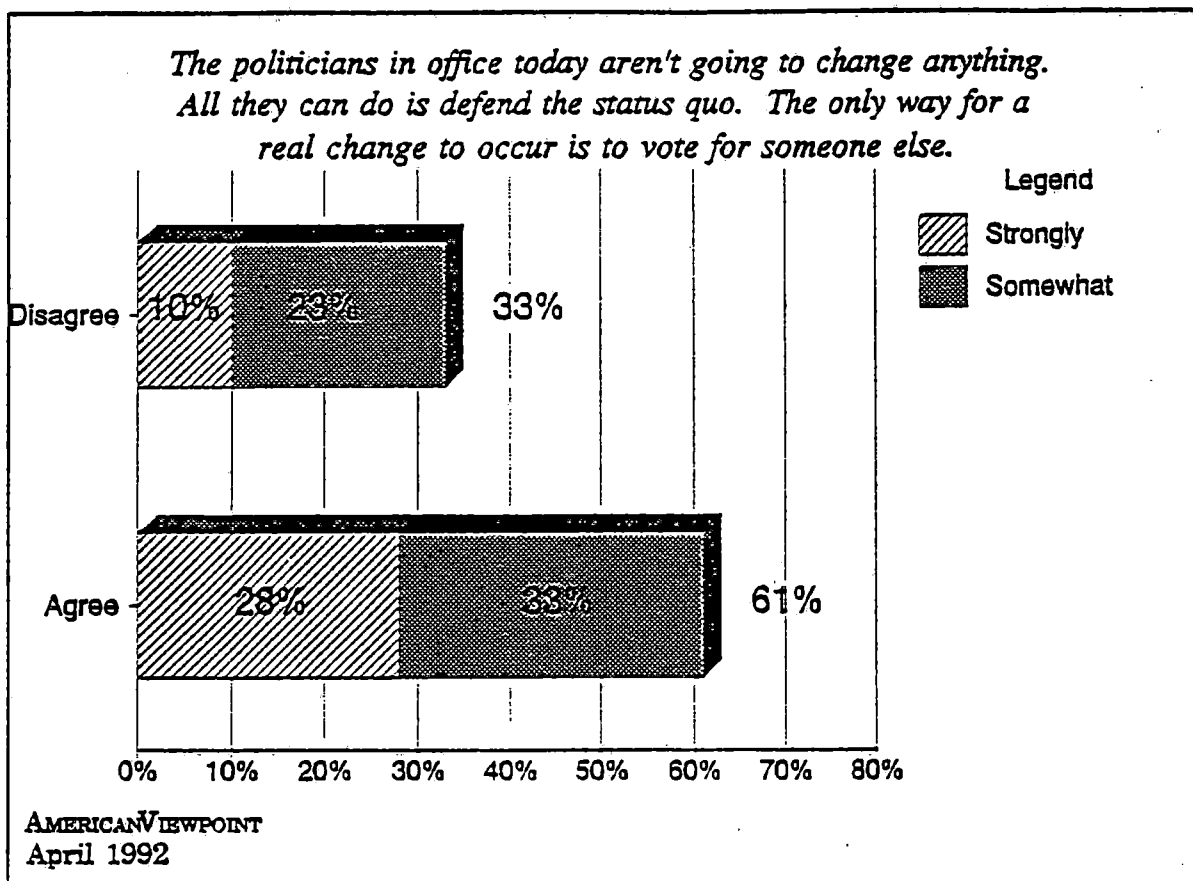
Mr. Jones feels that political action committees have far too much influence on Congress. He feels that you can't take money from political action committees and truly represent the people. For that reason, he refuses to accept any contributions from these PACs.

<i>Much More Smith</i>	<i>6%</i>	<i>TOTAL SMITH</i>	<i>17%</i>
<i>Little More Smith</i>	<i>11%</i>	<i>TOTAL JONES</i>	<i>71%</i>
<i>Little More Jones</i>	<i>24%</i>		
<i>Much More Jones</i>	<i>47%</i>		

The following groups have majorities saying "much more Jones":

Republican Women	53%
Independent Men	54%
Republicans 18-44	53%
Independents 45+	53%
Aged 30-44	51%
Aged 55-64	51%
Men 45+	54%
Disapprove of Congress	52%
Disapprove of Own Congressman	54%

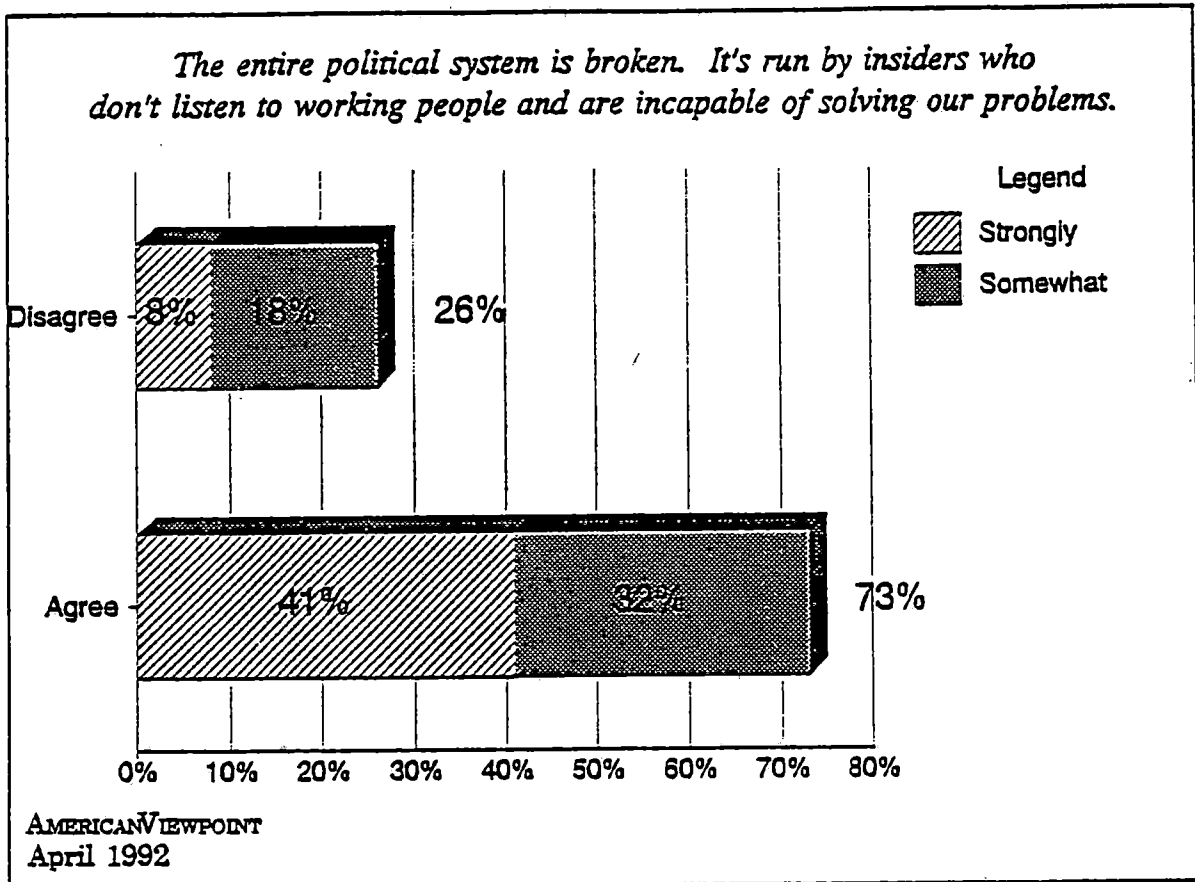
Vote for An Outsider



Strongly agree responses by age:

18-29	18%
30-44	24%
45-54	34%
55-64	40%
65+	41%

Congress Doesn't Listen



Strongly agree responses by age:

18-29	37%
30-44	38%
45-54	41%
55-64	48%
65+	48%

SUMMARY AND RECOMMENDATIONS

1. Check bouncing is the most volatile issue currently faced by incumbents. In this environment, voters tend to be very unforgiving. They will be especially unforgiving if those who have bounced checks blame the bank (without a thorough description of the particulars), act like there is nothing wrong, hedge their comments, or underestimate the total number of checks involved. Get this behind you as soon as you possibly can by going directly to the voters with a reasonable explanation of what happened.
2. To the American people, however, check bouncing at the House bank is only a symptom of what is wrong. The public believes that the government, and Congress in particular, is no longer serving people but it simply perpetuating its own existence. Reform messages and proposals are very effective. The numbers we have listed in this report clearly indicate that incumbent members of Congress should consider themselves in danger because of the volatile mood that exists in the country today.
3. The desire for change and anti-incumbency sentiment currently offers no partisan advantage. The anti-institutional sentiment can easily be personalized by the voters.
4. We believe that the winners in this cycle will be agents of change while losers will tout their past accomplishments and be defenders of the status quo.
5. Winners will run their campaigns differently. Losers will follow the same patterns they have followed in the past.
6. Winners will show themselves listening to their constituencies, defining their agenda for the future, and talking about reforms in the House and in the nation. Losers will be statesmanlike, speak in legislative language that people cannot understand and talk about overturning or sustaining vetoes. They will avoid debates and one-on-one campaigning.
7. Winners will make sure they have a finely tuned mechanism for targeting their coalition's voters and getting them to the polls. Losers will count on the high presidential turnout to include their voters.
8. Winners will try new techniques such as participating in call-in radio shows back home, holding town meetings, participating in local events, or even buying groceries at the market or shooting baskets at the local playground.
9. Voters want to see action on the economy, jobs, and health care. They couldn't care less about partisan infighting. They want Congress to do something. Winners will find a way to reach out and speak to women's audiences. They will dare to talk about things like economic competitiveness, educational choice, and health care solutions.

10. We asked respondents "what would your Congressman have to do differently this year to earn your vote." Their responses emphasize performance, straight talk, and listening to the people.

<p style="text-align: center;">If you had a chance to tell your Congressman one thing that he or she should do differently this year in order to earn your vote, it would be...</p>	
<p>Poor Performance</p> <ul style="list-style-type: none"> ● <i>manage money better</i> ● <i>be more honest</i> ● <i>do something</i> ● <i>concentrate on domestic issues</i> ● <i>listen to the people</i> ● <i>no pay raises</i> 	<p>51%</p> <ul style="list-style-type: none"> 9% 8% 7% 7% 6% 5%
<p>Economy</p> <ul style="list-style-type: none"> ● <i>create more jobs</i> ● <i>reduce national debt</i> ● <i>cut taxes</i> 	<p>29%</p> <ul style="list-style-type: none"> 9% 7% 6%
<p>Social Issues</p> <ul style="list-style-type: none"> ● <i>health care</i> ● <i>education</i> ● <i>help the poor and middle class</i> 	<p>28%</p> <ul style="list-style-type: none"> 7% 5% 5%

Methodology

American Viewpoint conducted telephone interviews with 1,000 randomly selected adult Americans nationwide between March 28 and April 1, 1992. All polls are subject to errors caused by interviewing a sample of persons rather than the entire population. In 95 out of 100 cases, the responses to this survey should be within ± 3.2 percent of those that would have been obtained from interviewing the adult population in the United States. The data contained herein are the property of American Viewpoint, Inc., and are not to be duplicated without permission.

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Standards

To Lamar Alexander
From Diane Ravitch

Whenever we talk about standards, we should bear in mind the twin themes of equity and excellence. Many people are fearful of standards because they think that we intend to raise standards so high that only the best can leap over the new hurdle; they think that failure will multiply and poor kids will be even more disadvantaged.

Their concern occurs within the context of a situation in which most black and Hispanic and disadvantaged kids today never take the courses in math and science that they need for college or for technical careers. Our challenge is to argue that all kids should be encouraged to meet new, high standards, to take the courses that ready them for work or further study. The obligation of the schools is to provide all kids equal opportunity to learn.

Other critics are afraid that standards mean that everything will become uniform or "standardized." Nothing could be farther from the truth. Standards are not rigid rules; they are not a prescription that will lock every teacher into doing the same thing at the same hour. Instead, they are A SET OF GUIDELINES THAT ESTABLISH A VISION OF WHAT CAN BE ACCOMPLISHED WHEN WE CHALLENGE OURSELVES TO IMPROVE TEACHING AND TO STRIVE FOR HIGHER LEVELS OF EFFECTIVENESS.

Historically, we have avoided the hard challenge of asking ourselves how to teach math and science and other subjects so that all children can learn it. We have avoided the challenge by dividing kids into tracks, teaching the good stuff to the college-bound (though often in static, rote memory ways) and simply diluting or dumbing down what we teach everybody else.

The math teachers have faced up to the challenge: The NCTM standards point the way to active learning, inquiry learning, students as investigators, problem-solving, a thinking curriculum that motivates kids to try to figure hard things out. Good teachers in every area of the curriculum are doing the same thing; the same thing has to happen in every subject, on a national level, so that we can begin to fulfill our American ideal of equal educational opportunity.

We can't afford the status quo; we can't afford to continue wasting the minds and talents of so many of our young people. They need to know that we expect all of them to learn, and that our schools are organized to support high levels of achievement.

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To <i>Leslye</i>	From <i>DATTY/Diane</i>
Co.	Co.
Dept.	Phone #
Fax #	Fax #

Curriculum framework

Talking points for Lamar re ASCD:

The Association for Supervision and Curriculum Development consists of many thousands (I think about 180,000) administrators in the public schools. They will play an important role in efforts to set high standards and to establish new curriculum frameworks. They are probably used to the phenomenon of new curricula appearing, being filed away, and never used in the classroom. What Lamar must do is let them know that we see the movement for high standards and new curriculum frameworks as the engine of educational reform.

1. We support the development of high national standards in every important subject taught in the schools: math, science, history, geography, civics, the arts, and other subjects as well. As a department, we have required that each of these standard-setting activities must be a broad consensus project that hears all the many different voices in the field and then works collaboratively to raise our sights about what all children should be expected to know and be able to do.
2. We know that this approach works to improve teacher education, teacher training, and textbooks, because the NCTM has led the way. Math teachers across the nation are learning better ways to teach math to all children and to reach higher levels of achievement, because the math teachers of America--with support from the Dept and NSF--went through the long, hard job of setting high standards and describing ways to reach those standards.
3. The Dept intends to support states that want to establish K-12 curriculum frameworks, so that all children have the opportunity to learn what they need to know to be educated, literate citizens of the world. We know that at present, many children don't take all the math and science that they should take, don't study foreign languages or world history. We hope that every state will take seriously their obligation to raise educational standards for all children.
4. We hope that the states will use their K-12 curriculum frameworks as a basis for reforming teacher education, staff development, textbooks, and assessment. This is called SYSTEMIC reform. It means that we have to start by deciding what we want children to know and be able to do, and that the rest of the education system must change so that teachers are prepared to teach to world class standards, so that staff development is available so that teachers can learn about how to reach higher standards, and so that new assessments are developed that are based on the curriculum and on world class standards.
5. We have a lot to do to improve our education system. Business as usual won't do it. We have to set our sights higher; we have to realize the dream of equal educational opportunity by doing things we have never done before. But none of it is out of our reach.

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To Leslie	From DATTY/Diane	
Co.	Co.	
Dept.	Phone #	
Fax #	Fax #	

Standards

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From Diane Ravitch

Whenever we talk about standards, we should bear in mind the twin themes of equity and excellence. Many people are fearful of standards because they think that we intend to raise standards so high that only the best can leap over the new hurdle; they think that failure will multiply and poor kids will be even more disadvantaged.

Their concern occurs within the context of a situation in which most black and Hispanic and disadvantaged kids today never take the courses in math and science that they need for college or for technical careers. Our challenge is to argue that all kids should be encouraged to meet new, high standards, to take the courses that ready them for work or further study. The obligation of the schools is to provide all kids equal opportunity to learn.

Other critics are afraid that standards mean that everything will become uniform or "standardized." Nothing could be farther from the truth. Standards are not rigid rules; they are not a prescription that will lock every teacher into doing the same thing at the same hour. Instead, they are A SET OF GUIDELINES THAT ESTABLISH A VISION OF WHAT CAN BE ACCOMPLISHED WHEN WE CHALLENGE OURSELVES TO IMPROVE TEACHING AND TO STRIVE FOR HIGHER LEVELS OF EFFECTIVENESS.

Historically, we have avoided the hard challenge of asking ourselves how to teach math and science and other subjects so that all children can learn it. We have avoided the challenge by dividing kids into tracks, teaching the good stuff to the college-bound (though often in static, rote memory ways) and simply diluting or dumbing down what we teach everybody else.

The math teachers have faced up to the challenge: The NCTM standards point the way to active learning, inquiry learning, students as investigators, problem-solving, a thinking curriculum that motivates kids to try to figure hard things out. Good teachers in every area of the curriculum are doing the same thing; the same thing has to happen in every subject, on a national level, so that we can begin to fulfill our American ideal of equal educational opportunity.

We can't afford the status quo; we can't afford to continue wasting the minds and talents of so many of our young people. They need to know that we expect all of them to learn, and that our schools are organized to support high levels of achievement.

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Curriculum framework

Talking points for Lamar re ASCD:

The Association for Supervision and Curriculum Development consists of many thousands (I think about 180,000) administrators in the public schools. They will play an important role in efforts to set high standards and to establish new curriculum frameworks. They are probably used to the phenomenon of new curricula appearing, being filed away, and never used in the classroom. What Lamar must do is let them know that we see the movement for high standards and new curriculum frameworks as the engine of educational reform.

1. We are support the development of high national standards in every important subject taught in the schools: math, science, history, geography, civics, the arts, and other subjects as well. As a department, we have required that each of these standard-setting activities must be a broad consensus project that hears all the many different voices in the field and then works collaboratively to raise our sights about what all children should be expected to know and be able to do.

2. We know that this approach works to improve teacher education, teacher training, and textbooks, because the NCTM has led the way. Math teachers across the nation are learning better ways to teach math to all children and to reach higher levels of achievement, because the math teachers of America--with support from the Dept and NSF--went through the long, hard job of setting high standards and describing ways to reach those standards.

3. The Dept intends to support states that want to establish K-12 curriculum frameworks, so that all children have the opportunity to learn what they need to know to be educated, literate citizens of the world. We know that at present, many children don't take all the math and science that they should take, don't study foreign languages or world history. We hope that every state will take seriously their obligation to raise educational standards for all children.

4. We hope that the states will use their K-12 curriculum frameworks as a basis for reforming teacher education, staff development, textbooks, and assessment. This is called SYSTEMIC reform. It means that we have to start by deciding what we want children to know and be able to do, and that the rest of the education system must change so that teachers are prepared to teach to world class standards, so that staff development is available so that teachers can learn about how to reach higher standards, and so that new assessments are developed that are based on the curriculum and on world class standards.

5. We have a lot to do to improve our education system. Business as usual won't do it. We have to set our sights higher; we have to realize the dream of equal educational opportunity by doing things we have never done before. But none of it is out of our reach.

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