

Public Schools and Citizenship

By the Center on Education Policy

Excellent

During the last two years, the Center on Education Policy, the National PTA, and Phi Delta Kappa sponsored forums to discuss public schools in more than 60 local communities. At these meetings, participants often cited two essential purposes of public education. First, people want public schools to prepare students adequately for jobs or for postsecondary education. Second, people want schools to teach children to be good citizens.

Little attention has been given to that second purpose in the national debate about the effectiveness of public schools. Participants in our local forums have reminded us to look at both purposes of schooling--preparation for further education and employment and preparation for citizenship.

In the national debate, assertions have often been made that private schools can do a better job of educating children than public schools. Private schools can indeed offer a good education to some children, but public schools by their nature are better able both to educate many children and help them become good citizens. In fact, American democracy depends on public education achieving both purposes.

Historically, schools have prepared students to be good citizens in four ways: (1) teaching students about the role of government in the United States; (2) upholding civic values by teaching students to be good citizens and good neighbors; (3) equipping students with the civic skills they need to be effective participants in a representative democracy; and (4) promoting tolerance and respect for diverse peoples and different points of view.

Civic Education

The first facet of preparing good citizens is to teach students how American government functions. Through the courses they take, students learn the history of the United States, the concepts and operation of our political system, and the fundamental principles and values upon which our system of government is based. Students also learn how our government and political system compares with those of other nations. Through their course-work, and by the examples of teachers, principals, and other school officials, students learn what it takes to be good citizens.

Civic Character

Historically, one of the missions of American public schools has been to instill moral virtues in students that would help to make them good neighbors and good citizens. The early public schools (or "common schools" as they were known in the mid-1800's) used great literature--including religious writings, hero tales, and fables to instruct youth in moral behavior. While private religious schools have maintained their commitment to moral instruction, character education became less prominent in public schools during the 1960's and 1970's. But today, public schools are returning to promoting civic values among students by using stories that illustrate good character and encouraging teachers, principals, and other adults to interact with each other and with students in ways that reflect good civic character. Many public schools are also establishing rules for student conduct that promote such virtues as civility, individual responsibility, respect for the rights of others, respect for the law, open-mindedness, and tolerance--behavior that all citizens should possess in a democratic society.

Skills for Democracy

The survival of a representative democracy like the United States ultimately depends on having a large group of well-educated citizens who will participate responsibly in political and public life. Thus, a third facet of creating good citizens is to prepare students for their role in a democracy. Educated citizens have many important responsibilities in a representative democracy. They select able leaders, understand the issues upon which they will vote, act as a check on the potential excesses of the government, recognize corruption in leaders and take appropriate action, and are not swayed by those who would undermine our democracy. Representative government also demands well-educated citizens who are willing to serve as

instilling character education programs

civic and political leaders of their community, city, state, or nation.

In this process, public schools have a particularly vital role which is not equaled by private education. Public schools are mandated in all state constitutions and are required to educate all children--rich, poor, middle income, immigrant, native-born, those with disabilities. Furthermore, all children are required to attend school. Nearly 90% of all children in America are educated in public schools (U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 1997). Moreover, because public schools must educate "all who come," they offer all young people the opportunity to build their citizenship skills and thereby they help to ensure that our voters and leaders will come from all walks of life.

Students also learn about the functioning of a representative democracy through the schools themselves. Students can hone their participatory skills by serving on student councils or by running for class and student-body offices. Teachers often teach students about participatory democracy by allowing students to vote on issues that affect the classroom, work in teams, or lead class discussions. The nature of public schools gives students a unique opportunity to observe and participate in the democratic process first hand by following school board elections, or attending public meetings. Parents and other adults who volunteer in the schools or serve on school committees are other common examples of how the community is involved in making decisions about public schools.

Harmony and a More Perfect Union

A fourth, and often overlooked, facet of the citizenship role of public schools is to create harmony among a nation of diverse peoples. Attending public schools is one of the few experiences that people of different backgrounds share. In public schools, students are taught tolerance and respect for other races, ethnic groups, and religions, as well as for children with disabilities who usually receive their education in the regular classroom. In public schools with diverse student populations, students have the opportunity to learn and respect different points of view, to disagree amicably, and to reach livable compromises. In other words, public schools are the places where we all learn to get along with one another. Admittedly, not all public schools are meeting this ideal. Some schools are racially segregated. In other more integrated schools, students may self-segregate into like peer groups. But, in general, students in public schools have more exposure to different kinds of students than do students in private schools. For example, in school year 1993-94, nearly a third of children enrolled in public schools were racial or ethnic minorities, but only about a fifth of private school students were minorities. (U.S. Department of Education, National Center for Education Statistics, Schools and Staffing in the United States: A Statistical Profile 1993-94)

This role of public schools in creating social harmony is becoming more essential as the nation becomes more heterogeneous, particularly due to recent immigration. In 1997, 73% of the U.S. population was White, 11% Hispanic, 12% Black, and 4% Asian. By 2050, the population is projected to be 53% White, 25% Hispanic, 14% Black, and 8% Asian. (The Washington Post, "One Nation Indivisible: Is It History," William Booth, February 22, 1998.) The United States was faced with similar major social challenges in the past, most notably the massive waves of immigration during the early decades of the 20th century. These immigrants had to be assimilated into American society, and public schools were a critical means of creating a common culture and teaching democratic virtues. We ignore this history at our peril.

Without public schools, children would most likely today attend schools that reflected their own racial, ethnic, religious, or economic background, much as in churches, social organizations, and other groups people join voluntarily. Without a common institution like the public schools that bring people together and promote tolerance and understanding, the nation would become more divided and people more fearful of those different from themselves. For example, some of the charter schools* now being created are geared toward educating a particular ethnic group. In Michigan, one African-centered charter school starts the day with a pledge to "my African nation," while another charter school that was formerly an Armenian church school continues to enroll mostly children of Armenian descent. (U.S. News and World Report, April 27, 1998). While such schools can make positive contributions by focusing on cultures that may be overlooked in mainstream America, where do we draw the line? How many groups will seek their own schools, promoting their own cultures, and isolating their children from those with different backgrounds?

Conclusion

It is natural for parents, policymakers, business leaders, and other adults to care whether public schools are doing a good job of preparing students for work or college. But in the process, all of us must also remember that public schools play a key role in maintaining our democracy. Public schools are uniquely positioned to provide an education to all children, to equip students with the skills they need to participate in a democracy, and to be an instrument of harmony in our society.

Public schools have been and continue to be one of the most important institutions for maintaining our freedoms and democracy. The vast majority of Americans--both leaders and ordinary citizens-- are products of the public schools. The country's economic success, the nation's military prowess, and our influence throughout the world have been forged mainly by graduates of public schools. Without public schools, our nation would become more divided and less devoted to the democratic process, and the nation's leaders would be less representative of all segments of the U.S. population.

It would be the ultimate irony of modern history if America should dissolve the unifying glue of public education and splinter along ethnic and religious lines just at the time that many of the world's emerging democracies are looking to the United States and its institutions as role models for building their nations.

*Charter schools are public schools that are not bound by the same rules and regulations as other public schools, and frequently are not under the control of the local school board. People wanting to establish such schools are granted a "charter" from the state, school district, or other entity, depending on a state's law.

The Center on Education Policy is the independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we try to help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools. The Center receives its funding from charitable foundations such as The Pew Charitable Trusts, The George Gund Foundation, the Joyce Foundation, and Phi Delta Kappa International.

Center on Education Policy
1001 Connecticut Avenue, NW, Suite 619
Washington, D.C. 20036
Phone: 202/822-8065
Fax: 202-822-6008
e-mail: ctredpol@ctredpol.org



[Go to top](#)

[CEP Front Page](#) | [Publications](#) | [Short Papers](#)

How can we fulfill
that promise -
when _____ when _____

POTUS: now, there are more children from more diverse backgrounds in our public schools than at any time in our history; their education must provide the knowledge and nurture the creativity that will allow our entire nation to thrive in the new economy.

if america is the land of opportunity, then for generations education has been the cornerstone of that ideal. The foundation of our modern democracy and free enterprise economy has been our belief in the great capacity of all citizens to lift up america while lifting up themselves. Education -- dewey -- is the great equalizer." But we know we have not always lived up to that egalitarian ideal. Eliminating disparities is among the nation's greatest challenges. Education not only strengthens economic growth; it strengthens american community, by bringing them together across racial and ethnic lines; and breaking down stereotypes and that walls that keep us apart. Our diversity is a great asset in education -- Supreme Court Justice thurgood Marshall -- who led the fight for school integration so many years ago, put it best when he said, "Unless our children begin to learn together, there is little hope our people will ever learn to live together."

Providing a sound educational opportunity to our nation's youth is also a more imperative. If we fail our children, we fail ourselves.

Diversity: since 1976-- percentage of minority students in public schools has increased from 24 to 35%; hispanic students have more than doubled; asian pacific americans has tripled; some schools of fairfax county virginia have students from more than 180 countries who speak more than 100 different languages;

there is no majority race in new york city;
our growing diversity is an enormous asset -- imagine what our country would be like/could become if we were able to fully harness the gifts and talents of all of our young people. Where children of different backgrounds, cultures and faiths come together to forge friendships, learn lessons, serve their communities;

but we are currently not making the most of our growing student diversity; face achievement gap; made important progress - but it's slow and uneven. But wide disparities in sat and other measures illustrate challenges remain.

Consider: average reading proficiency scores for 17 year old hispanic students lower than, and 17-year olds blacks are not significantly different from the average score for 13 year old white students;

consider: 93% of whites and 87% of blacks from 25-29 have high school degrees; 62 percent of hispanics; 66% of native americans;

importance of college is growing -- so is gap between whites and people of color; 33 percent of whites from 25-29 have four year college degree; compared with just 14% of blacks; and 11 percent of hispanics.

Minorities still less like than white children to have access to vital educational resources; including high quality teachers; modern school buildings; current technology; challenging coursework.

and communities are become more -- rather than less -- segregated than they were 15 years ago.

must ensure our diversity is the great promise of the 21st century -- not the great tragedy. More important now -- because as we grow more diverse -- our ability to deal with the new challenges this presents will determine whether we really bind ourselves together -- or tear ourselves apart. Consider the great untapped potential of our expanding diversity.

in the world we deserve.... in the world we imagine



John Dewey
1859-1952
American. Philosopher, Educator

In the traditional method the child must say something that he has merely learned. There is all the difference in the world between having something to say, and having to say something.

-- Dewey On Education

Born: October 20, 1859 in Burlington, VT. Died: June 1, 1952 in New York, NY.

Career Highlights: Founded progressive education movement in US; wrote Democracy and Education, 1916; leading adherent of pragmatism.

John Dewey
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Education is not preparation for life; education is life
itself.

Born: October 20, 1859 in Burlington, VT. Died: June 1, 1952 in New York, NY.

Career Highlights: Founded progressive education movement in US; wrote
Democracy and Education, 1916; leading adherent of pragmatism.

Horace Mann

1796-1859

American. Educator, Politician

But let a man know that there are things to be known, of which he is ignorant, and it is so much carved out of his domain of universal knowledge.

-- Lectures on Education. No. 6

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder, pres., Antioch College, 1852-59.

Horace Mann
1796-1859
American. Educator, Politician

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Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, -the balance-wheel of the social machinery.

-- Twelfth Annual Report to the Massachusetts State Board of Education, 1848

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder, pres., Antioch College, 1852-59.

Horace Mann
1796-1859
American. Educator, Politician

Every addition to true knowledge is an addition to human power.

-- Lectures on Education. No. 1

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder,
pres., Antioch College, 1852-59.

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Horace Mann
1796-1859
American. Educator, Politician

Finally, education alone can conduct us to that enjoyment
which is, at once, best in quality and infinite in quantity.

-- Lectures and Reports on Education. Lecture 1

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder,
pres., Antioch College, 1852-59.

Horace Mann
1796-1859
American. Educator, Politician

In our country and in our times no man is worthy the honored
name of statesman who does not include the highest practicable
education of the people in all his plans of administration.

-- Lectures on Education. Lect. 3

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder,
pres., Antioch College, 1852-59.

Horace Mann
1796-1859
American. Educator, Politician

The Common School is the greatest discovery ever made by man.)

-- Inscribed beneath his bust in Hall of Fame

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder, pres., Antioch College, 1852-59.

Horace Mann

1796-1859

American. Educator, Politician

Resolve to edge in a little reading every day, if it is but a single sentence. If you gain fifteen minutes a day, it will make itself felt at the end of the year.

Born: May 4, 1796 in Franklin, MA. Died: August 2, 1859 in Yellow Springs, OH.

Career Highlights: Considered father of American public education; founder, pres., Antioch College, 1852-59.



**Remarks as Prepared for Delivery by
U.S. Secretary of Education Richard W. Riley**

***Education First:
Building Americas Future***
**The Fifth Annual
State of American Education Speech**

**Seattle, Washington
February 17, 1998**

Good morning. It is my great pleasure to come to Seattle, here in the glorious Pacific Northwest to give my fifth State of American Education Address. It is also a pleasure to listen to the inspiring words of Barbara Morgan, whose love of education clearly defines who she is and what she is about.

Barbara Morgan's exploration of space continues the great American adventure and quest for knowledge that led Lewis and Clark to cross the Rockies and row down the salmon filled Columbia River in 1804 to reach the Pacific Ocean at what is now the southern tip of Washington State. CHECKBOX Barbara Morgan will take our hopes and dreams into space with her. But as she reminded us so eloquently, the American adventure in space begins by placing value on teaching and learning.

Governor Locke, Senator Murray, the many members of Congress who are with us today -Norm Dicks, Jim McDermott, Linda Smith, and Adam Smith; Terry Bergeson, Washington's determined Superintendent of Public Instruction; Seattle's dynamic superintendent John Stanford; Mayor Schell and Ron Sims; my good friend retired General John Shalikavili, ladies and gentlemen.

We are joined here today by educators from Alaska to California including Norma Paulus, Oregon's chief educator, and thousands of Americans at over 150 down link sites across America, including my home town of Greenville, South Carolina. This speech is being webcast on the Internet as well.

In the fall of 1870, on the corner of 3rd Avenue and Madison Street, which is now the center of downtown Seattle, Ms. L.M. Ordway opened the first public school in Seattle. When Ms. Ordway asked her children to pick up their slates and McGuffey readers way back in 1870 I do not think that she could have imagined Slate journal -an on line Internet magazine published here in Washington. We live, my friends, in a world where knowledge is exploding all around us -- where trillions of bits of knowledge move in nanoseconds across the World Wide Web.

Consider, in 1969 there were just four primitive web sites in this world. By 1990, there were 333,000. Today, there are almost 20 million. How many will there be in the year 2000? It's all quite extraordinary. Scientists can land the Sojourner space vehicle on Mars with pinpoint accuracy. At the same time, a cloned sheep named Dolly is chewing her cud in Scotland while world leaders ponder the implications for humankind.

Expanding the horizons of knowledge and giving our children the power to use that knowledge wisely are at the very center of this new Education Era. We can

not sit still rooted to the chalk board and pencil at a time when a 12-year old can literally touch his or her mouse pad and travel from web site to web site around the world.

This is why I am so encouraged by the vibrancy and growing spirit of innovation that comes with charter schools, new technology in the classroom and the demand for higher achievement. At the same time, American education has a deep responsibility to pass on to the next generation the essential elements of good citizenship and mastery of the basics as a stepping stone to more advanced skills.

And this I know for sure -- we are in a new time with new challenges -- and none is more important than this: never has this nation been confronted with the task of teaching so much to so many while reaching for new high standards -- that is the state of American education and America's first challenge.

This is an extraordinary and demanding time for our nation's schools and I ask all Americans to pitch in. Our nation is prosperous and working hard for peace. Surely this is the right time to be optimistic, to roll up our sleeves and get serious about winning America's war on ignorance.

At the same time, we have to contend with a narrow strain in American thinking that casually seeks to dismiss public education as a value from another time. Instead of seeking solutions, these people see only problems. Instead of seeing opportunity, they see only failure.

My friends, if ever there was a time to rally around our nation's schools, it is now. We have so much to do. We have more children in our nation's classrooms than ever before and each year they become more crowded. Our children speak more than 100 languages, eager as they are to learn English. They start kindergarten with high hopes but too many come unprepared.

Reading scores are not where we want them to be. And while we do a very good job at teaching math and science in the early years, we begin to drift in the middle years and fall behind the international standard of excellence.

Drug use is down slightly among teenagers but our vigilance must never end. And we cannot rest when every day another 3,000 young people start smoking. Think about the consequences 1,000 of these young people will die as a result of tobacco related illnesses. Middle schools are ground zero in the battle to protect children's health.

Other trends bear watching. The Hispanic dropout rate remains stubbornly high. Schools are beginning to crack down on violence and disruption. The "street" is not an option, so alternative schools are on the increase. This development is very close to me. Classes for one alternative school are held by my senior staff twice a week. We try to keep in touch with the real problems that face many of our schools.

Eighteen states, from Vermont to Texas, now require schools to issue their own report cards detailing student achievement. This makes good sense to me and I encourage it. Why not every state? Parents ought to know about reading and math scores, safety, and the school's candid assessment of their own "state of education."

As I visit schools around the country I see a renewed interest in arts education and a growing concern about the negative impact of cutting art and music out of

the curriculum. The creativity of the arts and the joy of music should be central to the education of every American child.

As we seek to address these many challenges, let's recognize that when we Americans get serious about something and focus on it we usually succeed. That is why today over 60 percent of all graduating high school seniors now go directly to college and 25 percent of all college freshmen have taken Advanced Placement courses.

The "gender gap" is closing in large part because of a federal civil rights law called Title IX. As a result, the United States now leads the world in giving women access to higher education and American women continue to excel in athletics. Now that the American women's ice hockey team has won the gold in Nagano, you can give some credit to Title IX.

Another accomplishment -- new, high standards are here to stay. Five years ago the debate about raising achievement levels was very much up in the air. Today, this debate should be settled.

Every state in the union is in the process of adopting rigorous academic standards and challenging assessments. Washington State is a national leader in this effort. All 50 states are receiving Goals 2000 funds to raise standards in their own way. This commitment to high standards should not be underestimated. This is a fundamental change in the very structure of American education. I applaud it -- our children are smarter than we think.

Milestones in higher education also deserve our attention. Last year, President Clinton took the bold step of asking the American people to consider two very big ideas: one -- that every American has the financial support needed to attend at least two years of college; two -- that we find a way to give every citizen the incentive and opportunity to learn for a lifetime. Congress responded in strong bipartisan fashion. The result: the \$1,500 Hope Scholarship and a 20% Lifelong Learning tax credit worth up to \$1,000 this year and \$2,000 in a few short years. These two ideas are as significant to today's students as the G.I. Bill was to returning veterans.

Every American should be thinking about taking full advantage of these new opportunities. Go back to school. Learn a new skill. Take a course at your community college. Finish that degree.

The Congress also supported the President's call to increase Pell grants for low income students to \$3,000, the largest increase in two decades. Pell Grants are the heart of student financial aid. We propose to increase Pell Grants again this year along with TRIO and work-study.

Now what else must we do to build America's future and get American education moving forward?

President Clinton in his State of the Union message noted that we have the finest system of higher education in the world. Yet too many of our young people show up at college unprepared. This is why the President went on to say that now is the time to "make our public elementary and secondary schools just as good by raising standards, raising expectations and raising accountability." This makes so much sense.

When we think about going to college all of us conjure up the image of high school seniors taking their SAT's and filling out college applications. The truth of

the matter is really this -- preparing our children for college and the 21st century begins when a child is born if not earlier. That is an extraordinary statement.

Early Childhood Development: Food for the Brain

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New research on the development of the brain tells us that children develop much of their learning capacity during their first three years of life. These remarkable new findings help us understand how brain development in infants actually occurs and what parents can do to help it along.

Every mother and father, every grandparent and caring adult needs to know that they can have an enormous influence in shaping a young child's future. When we sing softly to an infant -- and read slowly to them -- and coo with them -- we are in fact developing their brain power.

Other research tells us of the consequences if parents do not provide a nurturing environment. We now know that as early as first grade there is already a year's difference in achievement levels among children who enter our schools.

In response to this important research on brain development and parental involvement, President Clinton has proposed the single largest national commitment to child care in the history of this nation, including a \$3 billion Early Learning Fund.

In Georgia, Governor Zell Miller is offering free pre-school to every 4-year old child and he is proposing to give every new mother and father a "Beethoven for Babies" C.D. He is making the point that good music is food for the brain.

In North Carolina, Governor Jim Hunt has created "Smart Start," which is a model of excellence for parents who want some pre-school learning activities for their children. In Illinois, Governor Jim Edgar is doubling his state's funding for early childhood education. Thirty-seven states now support some form of pre-school for children. Why not fifty? Let's give parents the help they need.

Becoming a Nation of Readers

Helping children develop is the first step to starting our young people on the path to college. What are the others? In my opinion, mastering the basics is the absolute precondition for a quality education. You can't do much of anything if you lack the ability to read.

This is why I am so encouraged that 36 states are committed to making sure that every child in this nation can read well and independently by the end of the third grade if not earlier. Governor Gary Locke has made reading a priority and I thank him for his effort.

I am pleased to tell you that 915 colleges and universities are supporting the America Reads Challenge by encouraging their work-study students to become reading tutors and mentors. Twenty-eight colleges and universities here in Washington are now part of this growing effort. But there is so much more to do.

Two years ago, when I began this national effort to improve literacy, I asked the nation's literacy organizations, from the American Library Association to the Girl Scouts to develop a reading guide for parents.

Today, I am releasing this guide entitled "Checkpoints for Progress." The guide offers parents examples of the reading skills that their children should have

developed by each grade and tips for how parents can help their children become better readers.

Reducing Class Size

Helping children to be good readers goes to the very heart of President's Clinton's new \$12 billion class size reduction initiative that will add 100,000 well trained teachers to our nation's teaching corps. Common sense tells you that when children are in big classes they don't get the individual attention they need.

This is why we want to lower the average class size to 18 in grades one through three. Reducing class size improves discipline and raises student achievement. More individual attention by teachers early on can help all children and especially those with learning disabilities and other special needs.

One of the great drawbacks to a quality education in America is our tendency to categorize, label and even stigmatize children. America's schools should not be a place where we "sort" our young people into those we assume will achieve and those we assume cannot cut it.

Adopting high standards for all of our young people, including the disabled and those who struggle with poverty, is a statement that no child should be forgotten or left behind. This is a very fundamental change.

In the past, two federal programs that were targeted to help the disabled and the disadvantaged -- IDEA and Title I -- used a watered down curriculum. They assumed that many of these children could not achieve. Not any more. Today, I am proud to say that Title I and IDEA are turning around; in the future these children will be challenged to reach for high standards.

The success of any effort to reduce class size ultimately depends on the quality of the teachers and giving teachers the support, time and tools to succeed. If passed by Congress, this class size initiative will be a wonderful opportunity for current teacher aides to become trained and fully certified as teachers.

States have to do their part as well and make a much more vigorous effort to raise their teacher standards. This is a demanding and exhausting profession and we cannot expect to get good teachers "on the cheap." At the same time, we must expect teachers to stay current in their field and teach to the highest standards.

Modernizing Our Schools

If you reduce class size it makes good sense to build more schools and modernize old ones. America's schools are simply wearing out at a time when we face many years of record breaking enrollment.

In Miami they start serving lunch at some schools at 9:30 in the morning because of overcrowding. In Boston they are trying to put 21st century technology into 19th century school buildings. In Los Angeles, they have to bus kindergarten students out of their neighborhoods because there is literally no space.

This is why I urge Congress to support the President's call for a new \$22 billion school construction initiative to help communities modernize schools and build new ones. Parents are tired of seeing their children go to school in portable classrooms with no windows and they are tired of watching playground space shrink or disappear.

If this school construction initiative is passed, Washington State can borrow \$204 million dollars interest free. Seattle would get an additional \$32 million dollars interest free. This would free up more local funds to modernize and build more schools.

My friends, Congress needs to act this year. This is an American problem, and it requires an American, not a partisan, response.

As we build new schools, let's also make sure that they are wired "smart." That is why the Federal Communications Commission established the E-rate, a new \$2.25 billion fund available each year to make sure that every school -- public, private and parochial -- and every library will get the technology they need to teach for the future.

Funds from the E-rate will provide an average discount of 60% for all telecommunications services and up to a 90% discount for very poor schools. This is so important. There is a growing concern as we enter the new century that the technology gap will worsen. The E-rate is the best way to make sure that all students in all schools have access to technology.

And there is not a moment to be lost in making sure that America's teachers are up to speed and really know how to integrate technology into their lesson plans. We really ought to be past the time when many students know more about computers than some of their teachers.

Finally, I make a special appeal today to America's senior citizens to support local school bond issues. My wife Tunky and I celebrated our 40th wedding anniversary last year. We have 8 wonderful grandchildren and the ninth is on the way. These children are a joy to both of us.

Now, I know that a great many senior citizens go out of their way to volunteer at schools. There are some older Americans, however, who have raised their own children and are now reluctant to support the building of new schools. I ask all senior citizens to think this out. See your "yes" vote on school bonds as another patriotic contribution to building America's future.

All of the many efforts about which I have spoken -- from early childhood development and the role of parents -- to modernizing our schools -- all of these are part of a growing American consensus to put education first. This mainstream agenda can be the foundation for building America's future if we keep at it and don't lose our focus.

Imagine what this wonderful nation can achieve in the next century if every 4-year old has the opportunity to develop his or her learning skills -- every 8-year old can read well -- every 12-year old can use the Internet -- and every 18 year old is truly prepared to go to college.

Public Support for Voluntary National Tests

If we are going to be successful in preparing our young people to step into the future we must have higher expectations for our children, a commitment to high standards and real accountability.

This is why I support voluntary national tests for 4th grade reading and 8th grade math. Urban school districts like Seattle that signed up to participate in these voluntary national tests ought to have that opportunity. Parents in America should have the right to know if their children have mastered the basics during these

critical periods.

When it comes to the 3-R's, I am a conservative and I think most Americans join me in this view. The truth of the matter is that state standards are very important and improving, but they vary dramatically. The result -- parents in many states think their children are learning what they need to know and that is not always the case.

Voluntary national tests in reading and math would be a powerful tool for change in the hands of parents, principals and teachers. These tests are not just a test of our children but a test of this nation's resolve -- will we make sure that every child has mastered the basics of reading and math?

I believe that the American people want these national standards of excellence and are waiting for the Congress to "catch up."

Vouchers Divide and Undermine Public Education

To lift up student achievement, we must deepen our commitment to public education and not be distracted by vouchers. Some Americans believe that vouchers -- and only vouchers -- are the solution to all that ails American education. My experience has convinced me that the cynics are wrong -- the American people believe in public education, and they are eager to work together to improve it.

When almost 90% of all of our children are attending public schools, it doesn't make a lot of sense to me to use public tax dollars to pay for private school education. I am a strong supporter of private and parochial education. These schools have existed since the founding of this nation and they continue to represent a vibrant source of strength today.

I believe, however, that going down the road toward vouchers would ultimately make these schools less independent and less religious -- and that would be a serious mistake in my judgement. I encourage the growing dialogue between public, private and parochial schools. Each has something to offer -- the discipline of school uniforms, the strength of a core curriculum, or the rich experience that public schools have gained in educating and including the disabled.

The Dogmatism of "Either/or" Thinking

The emerging American consensus on education of which I have spoken is growing stronger every day. I believe it will continue to move forward if we are willing to address the peculiar habit we have of getting stuck in the rut of what I call "either/or thinking."

It's hard to build America's future and put education first when so many debates in education are tinged by a growing sense of rigidity that I find troubling. Sometimes people seem to be hunting for ways to disagree.

Whether it is the current math debate in California, the 30 year debate over school prayer, or the long running debate over phonics vs. whole language -- this unhealthy habit of thinking in dogmatic ways does our children little good.

My friends, we need to step back, lower our voices, truly listen to each other and search for common ground. Healthy debate is essential if we are to advance the future of American education. I respect any parent, teacher or concerned citizen

who cares enough about the education of our children to voice their opinion. Too often, however, people are choosing sides instead of choosing solutions.

Let me give you an example. For thirty years the debate about school prayer was cast in stone. One side fervently believed that children should be required to pray in school without regard to a child's religious belief. The other side made every effort to keep any discussion about religion out of the classroom. Both sides, over time, reduced the majesty of the First Amendment to sound bites.

Two years ago, President Clinton sought a third way and came forward with new guidelines on school prayer that have done so much to defuse this debate and find common ground. All sides came together and contributed to finding this solution. I believe we should follow this good example and invest more of our energy in finding common ground.

This is why I want to encourage current efforts by various education groups to end the "reading war." Most children need some combination of phonics and reading comprehension and the emphasis has to be put on what works best for each child.

We must do a much better job of preparing teachers to teach reading well. And this I know for sure, the most important thing we could do to revolutionize American education would be to have a parent read with his or her child at least 30 minutes a day.

I also urge a "cease fire" in the growing math debate about whether adding and subtracting should be emphasized over solving more complex problems. The answer is both, but there must be balance and there must be results.

My friends, we need less ideology and more geometry, less dogmatism and more algebra, and there is nothing "fuzzy" about either of these two subjects. This is why I urge America's middle schools to start teaching some algebra and geometry by the 8th grade. These two courses are the stepping stones to trigonometry and calculus and rigorous science subjects like chemistry and physics.

This is common practice in every developed country in the world and our children are up to the task. The children here at Eckstein Middle School, a school with a diverse student population, prove the point. Every 8th grader takes some algebra -- science is never on the back burner -- and 75% of these children are taking foreign language instruction, from Japanese to Spanish.

In his own way Seattle's Bill Nye, the "Science Guy," who is with us today is the kind of teacher who gets young people excited and engaged in science and math. This is so important. Hundreds of thousands of information technology jobs are going unfulfilled because we don't have enough skilled workers.

Middle Schools: A Turning Point in the Growth of a Child

Now, most Americans just roll their eyes when you start talking about teaching in a middle school. One parent described his 8th grader to me as "hormones in sneakers." But the truth of the matter is that these young people "in the middle" are creative, eager, and inquisitive, and middle school teachers are challenged and love to teach them.

How can we help? We can begin by putting a new focus on the importance of children "in the middle." These pre-teens are making first choices about sex, drugs, and tobacco. Young people who make good choices discover a purpose in

life -- and move forward.

But the temptation to experiment is very real. Children who spend more than ten hours at home alone during the week are more than twice as likely to use drugs regardless of their race, income or ethnicity. This is particularly true for young people who do not have a good relationship with their parents.

This is why we are supporting General Barry McCaffrey's \$50 million dollar effort to put many more drug prevention counselors in middle school. This is also why we ask for your support for a new \$200 million effort to expand after-school activities.

We want to encourage community and school partnerships that engage young people's creativity and energy and keep them safe as well.

I intend to increase our support for service-learning and character education. I am excited about giving middle school students the opportunity to practice democracy through efforts like "Project Citizen."

Character education helps young people think through their choices in life and find strength in basic American values. Good citizenship starts early. My late father used to tell me that the highest compliment that you could give a person would be to call them a "good citizen."

Creating New Partnerships for Public Schools and Higher Education

My friends, the ability of our children to grow up to be good citizens and go on to college depends on some new thinking about public education and our nation's great system of higher education. We cannot build America's future when America's two systems of education remain so disconnected.

The concept of partnership is essential to creating stronger links between all levels of education including our nation's middle schools. Here, I want to stress two ways that higher education can strengthen public education and in doing so strengthen itself. America's system of higher education has to take a searching look at how it is preparing the 2 million teachers we need in the next ten years. What we are doing now simply isn't good enough.

We can't complain that our nation's high schools are sending too many of their graduates directly into college remedial classes and ignore the fact that the process of how we prepare America's teachers is remarkably disjointed.

Our colleges of education cannot continue to be the "forgotten step children" of American higher education. We need more rigor, more practice, and a much greater attention to grounding of new teachers in the pedagogy of their chosen profession. Teaching teachers really has to be the mission of the entire university.

I ask students at all levels, including recent college graduates, to consider teaching as a career. The pay is not great, the hours are long, the children can be demanding, but one child at a time you can literally change the world.

I also urge our nation's colleges and universities to vigorously expand their efforts to establish new "pipelines" that encourage many more minorities to go to college and to prepare them to reach the high standards needed for college success.

Some Americans don't go to college, but every American has to aim high and learn for a lifetime. There are wonderful school-to-work, tech prep, and cutting edge vocational education initiatives that are giving many more Americans the skills for tomorrow -- and getting them thinking about college. Your Tech Prep Consortium here in Seattle is a wonderful example of such a new and exciting partnership.

For those young people who want to go on to higher education we are proposing a new initiative called "High Hopes for College" to spur them along. High Hopes is very much in the spirit of the University of Washington's "Pipeline Project" and its "Early Scholars Outreach Program" here at Eckstein.

Consider this fact. Low income students who take gateway subjects like algebra and geometry are almost three times as likely to attend college. Unfortunately, too many of these young people never take these courses because they do not even think that college is an option in their lives.

This is one reason why we propose to create 2,500 new partnerships between middle schools and America's colleges and universities to get many more young people on the academic track to go to college.

I believe that diversity matters a great deal in higher education. Affirmative inaction is not the answer. When we learn with each other, from each other and about each other this coming together strengthens our democracy. Vice President Gore may have said it best recently when he said, "diversity is not an idea or agenda; it is a fact of our world."

I was in Richmond, California last Friday and had the opportunity to visit the Adams Middle School, which is part of the Berkeley Pledge program. The Berkeley Pledge was started two years ago by then Chancellor Tien at U.C. Berkeley. Chancellor Tien was confronted by a sharp drop in minority admissions and a growing sense of racial discord. People were once again choosing sides instead of solutions.

In response, Chancellor Tien put a down payment on the future by taking \$10,000 out of his own pocket to start the Berkeley Pledge. His goal was to forge a new partnership between local public schools and his great university; to give students who have never been exposed to the rigor of college prep courses the chance to raise their sights. Today, this program is successful and even has the support of critics of affirmative action.

Math scores are up at every grade level. More minority students are better prepared to meet the rigorous standards set by Berkeley. And as Bob Berdahl, the new Chancellor at Berkeley, told me this effort has given these young people, "shining new aspirations" of what they can achieve. The Berkeley Pledge is an example of how a great university can raise standards, open the door to college to those who have been excluded, and encourage racial conciliation. Finding ways to heal racial division is the work of the President's Initiative on Race and all of us can make a positive contribution.

The Berkeley Pledge contributes to racial reconciliation because it sustains two important American principles. If you set high standards for everybody, you have to keep them. At the same time, every effort ought to be made to help people meet those standards, and this is especially true for those Americans who have never had a history or a chance to rise up.

My good friend, who is with us today, General John Shalikasvili, the former

Chairman of the Joint Chiefs of Staff, knows first hand that this principled approach to excellence has made the American military not only the finest fighting force in the world but also the most equal and integrated.

Conclusion

So now, my friends, let me close by urging each and every one of you to help build America's future. Invest in our children. Give young people who want to soar like Barbara Morgan the grounding and security of a quality education that prepares them for the 21st century.

Let's win this war on ignorance and make the education of all of our children this nation's first priority. Please find the solutions that strengthen this new American education consensus by reaching for common ground.

Our democracy can only be as strong as the education of our people in these new and challenging times. The power is in the people. If we truly educate the American people and unleash their creativity, our democracy will flourish in so many new ways.

This is America's first challenge and with your good help, we will succeed.

Thank you.

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[Return to Speeches & Testimony page]



Last Updated -- February 19, 1998, (pjk)



**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley**

Early Childhood Conference

**Atlanta, Georgia
September 11, 1998**

I'd like to open with a story that's a favorite of one of America's greatest business minds --Warren Buffett --a man who personifies some of the best American values of plain-spokenness, self-reliance, and as this story shows, common sense.

The story Mr. Buffett likes to tell involves a man who is new to town. To get a sense of the place, the man walks to the town square, where he encounters a local resident and a tough-looking German shepherd.

The newcomer asks the local: "Does your dog bite?" The man replies, "No." So the visitor reaches down to pet the German shepherd --only to have the dog lunge at his arm and tear the sleeve of his coat to shreds.

As the newcomer collects himself after this scare, he glares at the local man and says: "I thought you said your dog doesn't bite." The man replied: "I did. THIS is not my dog." The point of Mr. Buffett's story, of course, is to highlight the importance of asking the right question. Which brings me to a troubling recent episode.

Some of you may have seen the September 7th issue of Newsweek magazine. The photo featured a couple cradling a newborn child above a headline that read --"DO PARENTS MATTER?" The question referred to a story about a new book called "The Nurture Assumption."

The book's author, Judith Rich Harris, argues that peers provide the strongest influence on children. But, she saves her most outrageous argument for parents. She says to parents: "Parenting has been oversold. You have been led to believe that you have more of an influence on your child's personality than you really do."

She says the belief "that what influences children's development ... is the way their parents bring them up ... is wrong." The Newsweek reporter sums up Harris' thesis this way --"What genes don't do, peers do." This work gained credibility and notice recently when it received a prize from the American Psychological Association.

Now, I'm not a psychologist, but I am the father of four and grandfather of nine. Through personal experience and years as an advocate for better education, I can say that I don't buy her arguments.

I was glad to read in that article that many leading child development experts don't give her much credence, either. But it worries me to see such an influential magazine give such high-profile attention to this book. This sort of intellectual flame-throwing may be an effective strategy for selling books or magazines, but the children are most at risk for getting misled.

You better believe parents matter --a lot. Parenting is the most important job that every parent will perform in their life. No other activity in our lives carries the same degree of responsibility, or influence. That's why the basic question for parents, educators and policy makers in the 90's should be --"How can we all work together to create a healthy and nurturing environment for all of America's children?"

Child psychiatrist Robert Coles talks about the influence of parents in his book, "The Moral Intelligence of Children" --he draws on decades of research to describe it this way:

[Children] absorb and take stock of what they observe, namely, us --we adults living and doing things in a certain spirit, getting on with one another in our various ways. Our children add up, imitate, file away what they observe and so very often later fall in line with the particular moral counsel we wittingly or quite unself-consciously offer them.

That makes sense. And I'm here to say no time matters more for parents than during a child's earliest years --when a healthy home environment can lay the groundwork for future success.

We've all heard the phrase "Home is where the heart is." I want to paraphrase that saying to emphasize the message every parent needs to hear --"Home is where a good start is." The parent is a child's first and most influential teacher --we must do more to reach out to families with a message about what every adult in a child's life can do in the early years to help children learn and grow.

Dr. Coles' comments explain why children whose parents are involved in their education are more likely to enjoy school and do well academically. They explain why parental attitudes about the importance of reading influence a child's literacy development. If parents set the tone early that education is important, their children are more likely to get off to a good start and want to succeed.

For millions of American families, a quality pre-school experience is also a key part of getting children prepared to learn in school. We know that children who get an early start in pre-school are most likely to succeed academically and to continue their education the longest. And yet, the level of pre-school opportunities that are now available covers less than half of all American children.

Because of the importance of these early years, when I was governor of South Carolina in the early 1980's, I made it a focus of one of my inaugural addresses, I said that if we can't be first in education overall, we can be first in the first grade where it counts.

As a result, we started one of the largest early childhood programs for 4-year olds in the nation, and it was chosen as a national model by the National Governor's Association. We energized much greater parent involvement starting at birth and we made kindergarten mandatory. And over the years it has made a real difference in school readiness and into the later grades. That's why I'm so proud of the vision and hard work of Governor Zell Miller, and his staff here in Georgia. What a tremendous legacy he will leave his state --the first state in the nation to make pre-school universally available for every 4-year-old. Zell has spent his

tenure as Governor showing the country how to take the lead in education, and the families of Georgia are the beneficiaries.

We can find more innovation and inspiration just up Interstate 85 in North Carolina. That state's Smart Start program --developed by Governor Jim Hunt --empowers local officials to decide how best to use their Smart Start resources --child care, health care, training for care providers, or another area related to children's needs. This venture shows the collaborative power of public-private cooperation, and it's a model worth emulating.

The Georgia and North Carolina programs are just two of the most progressive efforts that are making a difference in children's lives. They capitalize on some of the latest information available, and they tackle some of the most critical needs facing America's children. Their example points up what I consider the four critical issues that we must keep in mind as we work to enhance early childhood education and services.

The first of those is readiness. The latest research on how the brain takes shape has shown us the pivotal importance of the first few years of a child's life. Researchers are only beginning to learn how a young child's environment affects the development of his or her brain --and the direct link that strong parenting plays in that development.

Our Department co-sponsored a conference late last year on this very subject --bringing together researchers, policy makers, educators and others to talk about what we know and how we can make the best use of that information. What we know can be summarized this way --the quality of experiences in the early years matters, and there appears to be critical periods in the first few years of life for acquiring certain language and cognitive skills.

Therefore, the stakes are highest in the earliest years --the stage in life when children are their most vulnerable, and the stage when it has proven hardest to build support for public investment. I know from personal experience the unique challenges that this poses ...

Now, I might not have won the support of Rodney's mother that day. But, I found through that campaign that people are hungry for information about how to meet their children's needs. It is incumbent upon all of us to reach out to families to drive home the importance of providing a mentally challenging and stimulating home environment. We need intensive public awareness campaigns to make people aware of these new findings.

I want to encourage the use of programs that prepare early childhood teachers and para professionals to include the latest neuroscience findings in their curriculum.

New teachers and teaching assistants need to understand how these findings relate to a child's emotional and intellectual development, and they need teaching strategies that capitalize on these findings.

Brain research findings about learning at the very earliest of ages are particularly critical for infants, toddlers and pre-schoolers with disabilities and their families. This research reinforces the need to identify children who are displaying any delay in development including physical, communication, social and emotional as early as possible to enable

appropriate interventions to be provided. These interventions are best provided when families are integrally involved and are learning how they can work with their child to facilitate learning. This should occur in partnership with well trained personnel in the areas of health, child care, and education.

This year our Office of Special Education and Rehabilitation Services working directly with all 50 states and territories reported that approximately 200,000 children under the age of three and their families and over 600,000 children ages three to five received early childhood services which we know is helping these children develop.

The children will be better prepared to learn when they enter school. Another issue we must address aggressively is quality child care. This issue has grown more complicated in the era of welfare reform. Working parents need a nurturing, stimulating environment for their children during the workday. To my mind, the massive scope of this issue makes it a prime candidate for cooperation between the public and private sectors to leverage our resources most effectively.

If the public and private sectors join forces, I am confident that we can find solutions to problems like poor training or inadequate child care providers, the quality of child care facilities, and even the matter of low pay for care givers. The research findings should motivate to do whatever possible to prevent the warehousing of our children, and to ensure that child care centers offer children a safe home away from home.

A third area of need is improved coordination between schools and agencies that provide early childhood services. Look at all the people who work with children before they get to a kindergarten class --we have Head Start professionals, child care providers, public pre-school programs, church-sponsored pre-schools, and so on --with virtually no regular linkages.

We have no consensus on what to do to help children come to kindergarten prepared to learn.

I want to challenge everyone in this room to make it a priority to build stronger ties between these sorts of agencies in your communities --and you would do well to include your local and state education agencies in this network because they can be a player in pre-K programs.

Develop strategies to cultivate early literacy skills -- Look for ways to share resources --Get together regularly to share information. When you go back home, I also urge you to sponsor and visit both early childhood programs and your local kindergarten and first grade programs. Do this for your teachers, parents, and students. We are all in this together.

We are increasing collaboration at the federal level right now. The Early Childhood Institute in our Department convened an early childhood working group with representatives from 35 federal agencies.

The group is developing an "Early Childhood Agenda" that will bring some coordination and linkages to the research areas that focus on young children and their families. We're still a year or two away from producing this agenda. But, the group is already making a difference by bringing together people and organizations that have in the past shared missions but not information.

Finally, we must continue to improve in an area that I have covered throughout this speech --parental involvement. Parents who work with their children's educators --who closely monitor homework and grades --who encourage their children to study hard --their children are the most likely to enjoy school and do well.

A report issued after the conference on brain research that I mentioned earlier said this: "Participants agreed that parenting skills are paramount to raising healthy and literate children, and that schools have an important role to play in teaching today's students --tomorrow's parents --about what it takes to nurture a child." I could not agree more.

You know, the joys of parenthood --and grand parenthood --are many. Along with those joys come the responsibility of giving your son or daughter every chance in the world to be a strong student --a lifetime learner --a caring citizen.

That's why we must take new steps to inform parents about the significance of reading to their young children at least 30 minutes every day --the intellectual and emotional value of family gatherings such as mealtime --the need for enriching educational experiences to fertilize the growth of the circuitry in a child's brain. Parents who make these connections with their children will go a long way toward harvesting a more rewarding and fulfilling relationship with the people who represent their greatest legacy.

I want to close with a mention of a book that President Clinton recommended to me recently --a memoir by the sports columnist Mitch Albom called "Tuesdays with Morrie." When Mitch discovered that his beloved college professor, Morrie, was dying, Mitch decided to spend some time with him.

In one of his best lessons, Morrie told Mitch: "The way you get meaning in your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose... "

I can think of no higher purpose than helping the next generation of Americans to grow and prosper. Your service to the children of your communities is a service to the future of America. Thank you all for your enthusiasm and dedication.

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[[Return to Speeches and Testimony page](#)]





FY1999 Major New Initiatives and Funding Opportunities

- Class Size Reduction
 - Reading Excellence
 - 21st Century Community Learning Centers (After School Program)
 - Preparing Tomorrow's Teachers to Use Technology
 - Safe and Drug Free Schools Initiatives
 - Bilingual Professional Development
 - GEAR UP (Early College Preparation and Awareness)
 - Teacher Quality Enhancement Grants
 - Learning Anytime Anywhere Partnerships (Distance Education)
 - Community Technology Centers
-

Class Size Reduction

\$1.2 billion in FY1999
(\$1.4 billion requested for FY2000)

Helps school districts hire 100,000 teachers over 7 years to reduce class sizes in grades 1-3 to a nationwide average of 18.

Reading Excellence

\$260 million in FY1999
(\$286 million requested for FY2000)

Helps children learn to read well and independently by the end of the third grade through tutoring, teacher training and family literacy activities.

21st Century Community Learning Centers

\$200 million in FY1999
(\$600 million requested for FY2000)

Funds school-community partnerships to keep schools open after-school and summers as safe havens for enhanced learning.

Preparing Tomorrow's Teachers to Use Technology

\$75 million in FY1999
(\$75 million requested for FY2000)

Helps train pre-service teachers to use technology in the classroom.

Safe and Drug Free Schools Initiatives

\$566 million in FY1999
(\$591 million requested for FY2000)

Helps schools become safe and drug-free learning environments and provides funds to place drug and violence prevention coordinators in middle schools.

Bilingual Professional Development

\$50 million in FY1999
(\$75 million requested for FY2000)

Helps address the acute shortage of well-trained teachers to instruct limited English proficient students.

GEAR UP

\$120 million in FY1999
(\$240 million requested for FY2000)

Long-range early college preparation and awareness program that gives disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and

community organizations or through State-administered programs.

**Teacher Quality
Enhancement Grants**

\$75 million in FY1999
(\$115 million requested for FY2000)

Funds systemic change to state teacher licensure policies and practices; funds projects to promote comprehensive and lasting change to teacher preparation programs; and helps recruit and prepare excellent teachers for America's classrooms.

**Learning Anytime
Anywhere Partnerships**

\$10 million in FY1999
(\$20 million requested for FY2000)

Supports postsecondary partnerships among colleges, businesses, and other organizations to promote technology-mediated distance education that is not limited by time or place.

**Community Technology
Centers**

\$10 million in FY1999
(\$65 million requested for FY2000)

Provides access to computers, information technology and other services to students and adults of all ages.

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[Return to Secretary's Initiatives]



This page last modified April 9, 1999 (saw)



Text only

[Search](#) [Topics A-Z](#) [FAQs](#) [Directories](#) [Picks of the Month](#) [Contact Us](#)
[President's & Secretary's Priorities](#)
[Funding Opportunities](#)
[Student Financial Assistance](#)
[Research & Statistics](#)
[News & Events](#)
[Programs & Services](#)
[Publications & Products](#)
[ED Offices & Budget](#)
[Year 2000 \(Computers\)](#)
[Other Sites](#)

President's & Secretary's Priorities

Major New Initiatives for Fiscal Year 1999

1. All students will read independently and well by the end of 3rd grade.
2. All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade.
3. By 18 years of age, all students will be prepared for and able to afford college.
4. All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards.
5. There will be a talented, dedicated and well-prepared teacher in every classroom.
6. Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate.
7. Every school will be strong, safe, drug-free and disciplined.

Secretary Riley and senior Department officials developed seven priorities (see Working Document and the Strategic Plan) for the Department, based on the "Call to Action" issued by the President in his State of the Union Address (February 4, 1997). These seven priorities are as follows...

All students will read independently and well by the end of 3rd grade.

- America Reads Challenge
- Reading Excellence and Class Size Reduction Programs
Technical Assistance Workshops for Potential Applicants
Non-Regulatory Guidance for States Interested in Applying
- The Reading Summit
- Class Size Reduction and Teacher Quality Initiative
- America Goes Back to School: Get Involved!
- Voluntary National Tests
- Family Involvement
- National Assessment of Educational Progress (NAEP) Reading Reports

All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade.

Visit our Math Initiative Page where you will find information such as speeches, fact sheets, publications, reports and the Third International Math and Science Study (TIMSS).

By 18 years of age, all students will be prepared for and able to afford college.

- America's HOPE Scholarship
- Direct Loan Program
- Department of Education's Office of Postsecondary Education
- Project EASI

- Think College-- Learn for a Lifetime

All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards.

- Voluntary National Tests
- Goals 2000
- School-to-Work
- Improving America's Schools Act of 1994 -- Elementary and Secondary Education Act
- Comprehensive School Reform Demonstration Program
- National Assessment of Educational Progress (NAEP) State-by-State Results

There will be a talented, dedicated and well-prepared teacher in every classroom.

Visit our Teachers Web Page where you will find information on attracting and preparing teachers, guides for teachers, teacher leadership, research and studies, ERIC Digests, and other resources.

Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate.

- U.S. Department of Education Technology Initiatives
- The Mid-continent Regional Educational Laboratory (McREL)
- North Central Regional Educational Laboratory
- Regional Technology in Education Consortia (R*TEC)

Every school will be strong, safe, drug-free and disciplined.

- School Construction and Design
- Safe & Drug Free Schools Program
- US Charter Schools
- Flexibility and Waivers
- Improving America's Schools Act of 1994 -- Elementary and Secondary Education Act

The Partnership for Family Involvement in Education supports the seven priorities through family and community involvement in children's learning. As members of the Partnership, thousands of family-school partners, employers, community organizations, and religious groups work together to help all children learn to high academic standards.



This page last modified April 6, 1999 (saw)

process. A real NATO victory, one that not only gives the Kosovars protection but also knocks Serbia off its perch as the region's military threat,

Robert D. Kaplan is a correspondent for The Atlantic Monthly and the author of "Balkan Ghosts: A Journey Through History."

ernment.

The same goes for Bulgaria, where the democratically elected Cabinet is valiantly working toward economic reform but is besieged by criminal groups with links to Russian businesses and mafias. These groups operate as a state within a state and control large parts of the economy,

Romania and Bulgaria from slipping into the sway of Russia. What is required is nothing less than a complete NATO military victory. Indeed, while the Greeks and the Macedonian Slavs despise each other, as Orthodox Christians they equally despise the Muslim Kosovars. Few in the region can be expected to feel sympathy for

Dueling Goals for Education

By Arthur Levine

These days you can't run for public office, whether the city council or the United States Senate, without having an education plan. This phenomenon, especially noticeable in last fall's elections, has been evident in two recurring themes nationwide: the push to raise standards for teachers and the call to reduce class sizes.

Both of these ideas are excellent. The problem is that they clash, and if we don't plan carefully and quickly, we're likely to achieve neither.

In the next decade the nation will lose half of its four million public school teachers, largely through retirement, the United States Department of Education estimates. We are not educating enough new teachers to fill these jobs. Moreover, the population of school-age children is growing quickly — 12 percent in the past decade, with another 3 percent projected for the next decade. The need, then, is not simply to fill the existing teacher positions but to substantially increase the number of teachers.

Now add to this the notion of reducing class size. That is likely to require another 15 to 20 percent increase in the number of teachers. The bottom line is that reductions in class size, though very desirable, exacerbate the teacher shortage caused by retirements and the growing number of new students.

Then there's the second popular initiative, raising standards for teachers. A growing number of states are becoming more selective about who

can enter the teaching profession. After a decade and a half of research showing clearly that teacher-certification requirements are too lenient and that too many teachers are unprepared to educate their students, raising the bar is imperative. But higher standards are very likely to mean shrinking numbers of teachers, since a smaller proportion of candidates will be able to meet the higher standards.

So the real danger we face in simultaneously pursuing higher teacher standards and smaller classes is that

Can we have smaller classes and better teachers?

we will have a small but excellent corps of teachers who have met the raised standards but a growing number of classrooms that we will be forced to staff with any warm bodies we can find.

Do we choose smaller classes or better teachers? The fact is we can have both and need both, but not if we continue to do business as usual. The states need to take three steps now.

First, they need to strengthen teacher education. The nation has too many weak education schools, with teachers, students and curriculums that are not up to the task at hand. Their students do not pass existing certification requirements in adequate numbers and will certainly not pass raised standards. It's time for government to strengthen or close these schools.

The second step is to improve financial incentives for entering the teaching profession. The graduate education necessary to earn a master's degree in teaching lasts nearly as long as that required for an M.B.A., yet those with M.B.A.'s earn starting salaries that are more than twice as high. Even when able, idealistic young people do enter the teaching profession, they are often drawn away by jobs with higher salaries and greater prestige.

To attract and keep the best teachers, the Federal and state governments will need to expand bonus programs for entering the field, loan-forgiveness programs and tax preferences. Above all, salaries for entering teachers must be raised significantly. In this regard, it is a sad mistake that Congressional Republicans recently voted down the Administration's financing proposal for recruiting new teachers.

The third step states must take is enlarging the pool of potential teachers. Because education schools cannot prepare enough teachers to fill the anticipated vacancies, it is essential to create the machinery to immediately recruit people who can fill these positions — retired teachers, people with teacher preparation or partial preparation who went into other professions, career changers in allied fields, full-time parents and paraprofessionals in education who are in need of additional schooling. More states need to establish programs tailored for these nontraditional recruits that will allow them to meet higher teacher standards.

Raising teacher certification standards and shrinking class size are among the few areas in which we can have our cake and eat it, too — but only if we act now. □

Arthur Levine is president of Teachers College, Columbia University.

PHOTOCOPY
PRESERVATION



DETROIT

Archer last week demoted members of the school board and took over control of the city's much troubled education system

them power to hire and fire principals. Even that reform movement didn't gain significant traction until 1995, when state Republicans turned control over to Daley. "Everybody knew things had to change, but they felt powerless to do anything about it," Daley says.

Few can deny that Chicago's 559 public schools are enjoying a slow but steady revival under Daley's leadership. Taking cues from his appointed schools' chief Paul Vallas, a veteran budget aide, and lawyer Gery Chico, who heads a new body called the Chicago School Reform Board of Trustees, the mayor has succeeded in pushing up test scores virtually across the spectrum. The district has added 632 classrooms, finally taking teachers out of lunchrooms and auditoriums. Some \$2 billion has been spent on capital improvements, and for the first time in recent memory there's labor peace. "My people were used to a confrontational style," says Thomas Reece, president of the Chicago Teachers Union. "But we've gotten a positive jolt because everybody wants [reform] to happen."

Daley's detractors, however, complain that his reformers are obsessed with boosting test scores rather than individual stu-

dent development. Teachers, the critics say, are pushed to spend too much time preparing students for standardized tests. "You're not going to cut it in this world if all you can do is take multiple-choice tests," says Julie Woestehoff, executive director of Parents United for Responsible Education, an advocacy group that opposes Daley's takeover. "There's no real education going on here."

Still, Chicago's experience has inspired other mayors frustrated with their city's public schools. Even mayors with little hope of gaining full authority over schools have begun to push aggressively for greater influence. Philadelphia Mayor Edward Rendell has put his political muscle behind the city's reform-oriented superintendent, and Los Angeles Mayor Richard Riordan has stirred controversy by backing his own slate of school-board candidates. "The school board's attitude toward me is, 'Stay out of our business,'" says Riordan. "But we know who the people will hold accountable if the system continues to fail"—the mayor.

For Detroit's Archer, who is already facing a recall campaign by critics who claim he is awarding the city's most valuable business contracts to whites, remaking Detroit's schools is a potential land mine. In a city that is 76% black and where a majority of voters are Democrats, even a reluctant alliance with a white Republican Gov-

CHICAGO

Across the nation, mayors look to Daley's reform initiatives as a model for what they might do to revive their own public schools

ernor and majority-white legislature has made Archer's motives suspect. Some critics consider the takeover a violation of the rights of voters, who elected the school-board members Archer is stripping of their power and their pagers.

But under the school-board system overthrown in Detroit, board members were elected in geographic districts, and no elected official was accountable for getting results citywide. Now that's changed. Archer is the man. And he knows that failing to clean up Detroit's schools would cripple his larger revitalization plan for the city and perhaps his political future overall.

For his part, Archer says he wants to put politics aside and learning back into the classroom. "I'm not sure if we're too late or right on time," he says. "But I plan to ... do everything humanly possible to ensure that teachers have the textbooks they've requested and anything that needs to be replaced, repainted or repaired inside our schools before teachers and students return in September." These may seem modest initial goals. But perhaps, as in Chicago four years ago, any progress at all will be welcomed by Detroit's students and parents alike.

—With reporting by

Nichole Christian/Detroit

Mayors Rule The Schools

In an attempt to reverse the decline in public education, city hall tries its own solutions

By **RON STODGHILL II**

THE REFORMS CAME ABRUPTLY, grabbing attention like fingernails scratching a chalkboard. As Detroit Mayor Dennis Archer stepped into his new role as czar of the city's public schools last week, he began the dirty work of dismantling one of the nation's most ineffectual public bureaucracies. Armed with a new state law giving him authority over the city's 265 public schools, Archer swiftly demoted the city's elected school-board members to unpaid advisers and stripped them of such perks as corporate credit cards, cell phones, pagers and even office keys. He suspended all new employment contracts. And he turned the current schools superintendent into the equivalent of a high-paid temp as he and his new seven-member reform board began scouting for a replacement.

A former state supreme court justice, Archer is known for long deliberation before he acts. Not much studying was required here: only half of Detroit's high school students graduate, most basic supplies—from textbooks to toilet paper—somehow have trouble making it into schools, and teachers routinely walk out on strike. While Archer has succeeded in reducing crime and luring Big Business since taking over as mayor in 1994, he says the city's decades-long flight of middle-class residents can't be reversed unless the city's schools get better. "Any mayor in the country will tell you that the No. 1 issue facing cities isn't crime or jobs anymore, it's public education," Archer says. "Mayors have every reason to take on the responsibility."

Indeed, many big-city mayors have bemoaned that while they can fight crime and fill potholes around a school, they wield little influence over what happens inside. That responsibility has rested in the hands of superintendents, school boards and unions, whose often fractious interests result in personal fiefdoms and byzantine politics that keep bickering high and student achievement low. But Archer's ascension is the latest in a wave of public school takeovers, from Chicago and Cleveland, Ohio, to Buffalo, N.Y., and New Orleans. Mayors in these and other cities have all gained—or are in the process of gaining—control of public schools and are adopting aggressive reforms through handpicked boards and superintendents.

While these mayors can't yet proclaim victory, the health of public education in many cities has been so lousy for so long that even modest progress gets hailed as a breakthrough. In most takeovers, city hall has delivered a fiscal and academic accountability that pulls budgets out of the

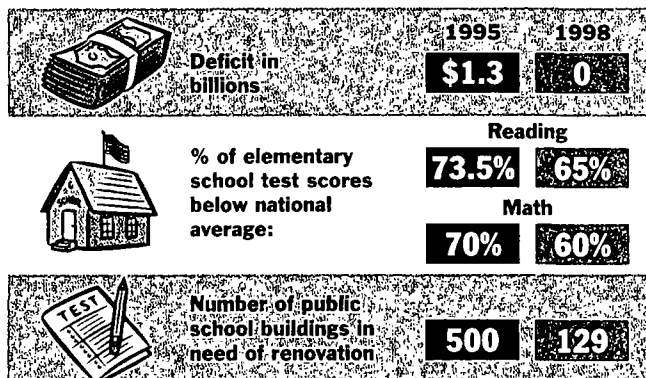
red while improving, albeit modestly, overall student achievement. "Principals, teachers and administrators were there for life and couldn't be removed or forced to change," says Chicago Mayor Richard M. Daley. "We have shaken things up when necessary."

Indeed, Chicago represents a role model for success in mayoral school takeovers. Its public school system, branded the worst in the nation in 1987 by U.S. Secretary of Education William J. Bennett, had physically dilapidated schools and churned out students ill-prepared for the work force or college. By the mid-'90s, students were testing some 70% below the national average in reading and math, and nearly 6% were chronically truant. And kids could always plan for a few extra days of summer vacation as teacher strife over pay would invariably grind into a strike.

Chicago's school-reform movement has been gaining momentum for more than a decade. The late Mayor Harold Washington began planting the seeds of reform in the mid-1980s, but it wasn't until 1988 that the Illinois legislature passed a school-reform act that parceled authority to newly elected boards for each public school and granted

REPAIRING CHICAGO'S PUBLIC SCHOOLS

Chicago's schools have improved since the city took over their operation in 1995.



ERIC SEALS—DETROIT FREE PRESS





**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley**

**NCES Press Conference:
*Teacher Quality: A Report on Teacher
Preparation and Qualifications***

**Washington, DC
January 28, 1999**

Secretary's Remarks | Press Release |
New Teacher Initiatives | The Full Report |
Statement of NCES Commissioner

Thank you all for coming.

I want to congratulate Pat Forgione, Marty Orland, John Rolfe and the entire team at the National Commission for Education Statistics. Teacher quality is a big issue that's tough to get your arms around, but a very important issue nonetheless. These biennial reports will help educators get a better handle on the challenges facing teachers in the new millennium.

I'd like to put this data in a broader context. In recent years, school reform efforts have focused primarily on raising student performance. States are raising academic standards and developing tests to measure whether students can meet those standards.

Increasingly, educators and policy makers are concluding that we need to focus on both student performance and teacher quality. To a great extent, top-notch student learning relies on challenging standards and equally challenging teacher learning and performance.

As a result, some states and local schools are beginning to raise expectations and supports for teachers in order to raise student achievement levels further. State leaders, policy makers, and educators at all levels are beginning to rethink many practices used to prepare teachers and support their work in the classroom.

The '80s and '90s produced some changes along those lines. What progress we've seen so far resulted largely from ad-hoc approaches to improving teacher quality that targeted narrowly defined issues in isolation.

More often than not, these well-intended approaches have not treated the preparation, training and support of teachers as a continuum stretching from undergraduate studies through a teacher's career.

The findings in this NCES study underscore this problem. The NCES study reveals several contrasts between teachers' needs and the policies and practices found in most states and local schools:

- The most common form of professional development activities

continues to be the kind that teachers tell us are the least beneficial -- the "one-shot" workshops that typically last no more than a day and often carry little relevance to teachers' work in the classroom.

- New and veteran teachers alike say they do not feel very well prepared to teach effectively to the four fastest changing aspects of the nation's schools - raising standards in the classroom, students with special needs, students from diverse cultural backgrounds, and use of technology. The fact that newer teachers report as much unease as their veteran colleagues indicates that teacher education and professional development programs are not addressing the realities found in today's classroom.
- At a time when we seek to raise standards for teachers, I am disturbed that even the conservative statistical measure used by NCES found far too many teachers teaching out of their field of study. The data show this to be especially true at the middle school level.

It's natural to think about the practice of teaching as an individual process. In reality, teaching is not a solo venture. Our teachers need more support and collaboration than ever to get high standards in the classroom and address more diverse students, technology, and a growing list of other demands that we as a society place on them.

A primary cause for limited professional development opportunities is American custom. While doctors and lawyers routinely confer with colleagues, teachers often remain isolated in classrooms. Among teachers whose schools dedicate time for team planning, 40 percent say it improves their teaching "a lot," and another third say it improves their teaching "moderately." Yet, it is an uncommon practice.

Through this study, teachers are telling us the kinds of support that they need and want - more peer collaboration, team teaching, common planning periods. If we don't listen to them, we will shortchange our children and our teachers by hanging on to comfortable but self-defeating practices.

In the coming decade, America's schools will need more than 2 million new teachers. To cultivate a high-caliber teaching corps for the 21st century, American education must adopt three new R's - Recruit, Retain, and Respect. What do these terms mean in practice?

- Recruitment requires that we find new means of attracting bright teachers of all ages to the classroom, and prepare them to meet higher academic expectations and the challenges posed by an increasingly diverse student body.
- Retention means teachers need support systems that serve two purposes - to help conscientious but inexperienced teachers gain their footing in the classroom, and to provide growth opportunities that enable all teachers to enhance their skills and professional standing.
- Respect calls on us to regard teachers as practitioners of a noble profession, engage them as partners in reforming the profession, and reward excellence accordingly.

The message that I hope people hear from this report is that our teachers are proud of what they do, and they value opportunities to help them better serve the needs of America's children. We as a nation need to step up our efforts to support them.

I will discuss these issues in greater depth during my annual State of American Education address February 16 on the campus of California State University at Long Beach. I would now like to open the floor for questions.

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[Return to Speeches and Testimony page]



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For Release: October 20, 1998

Contact: Julie Green (202) 401-3026

**Remarks as prepared for delivery by
U. S. Secretary of Education Richard W. Riley
Improving America's Schools Conference
Portland, Oregon**

Thank you, Andrew [Shoals]. And congratulations on your 4.0 average in school. There are some people in our country who think that there's no learning going on at all in America's schools. They should give Andrew a call. He'll set them straight.

I am delighted to be back at one of our big "Improving America's Schools Conferences." It gives me the chance to share ideas with leading education and community leaders such as yourselves and to thank all of you for the wonderful work that you do everyday. No one stands taller than when he or she stoops down to help a child, so I want you to know that you all stand very tall in my eyes.

I am delighted that we have some folks from Alaska with us. It gives me a chance to tell one of my favorite stories. This one's really true. There was a student named Nathan who was the only graduating senior at a tiny high school in Alaska. He was asked how he felt about that. He said there was only one problem -- he didn't have much of a senior prom.

These annual "Improving America Schools" conferences also give me the chance to look back and see what's happened to me personally over the past year. For example, last year at this time, I had only 8 grandchildren. But now, I'm up to number 9, and I am pleased to announce that number 10 is already on the way. My children must feel like Mark McGwire and Sammy Sosa -- the pressure to keep adding to their record must be a terrible strain!

But if you think that the Riley family is having a "baby boom," consider the "baby boom" right here in the West. Over the next 10 years, there will be a 41.8 percent increase in K-12 enrollments in public schools in the West, and no other region will even grow half as much.

That's why, when I think of these challenges, it makes my blood boil to think about the voucher schemes that some people are proposing that would weaken public education. My friends, if we do nothing else at this conference, let's draw a line in the sand and say, "Let's give every American child a great education. Because we believe that all children can learn -- and all means all.

We must also fight proposals to block-grant many of our federal initiatives. Block grants threaten under-served populations and specific programs because money targeted for them could be used for other purposes. So here's another line in the sand I'm drawing: I will oppose any block-grant proposal that undermines the purpose and accountability of federal programs.

Now before I go on, I want to say a special hello to our colleagues from American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, and the Republic of Palau.

Your presence makes me marvel at how education has changed. Today, through the miracle of technology, students from tiny Pacific Islands can have the same computer learning opportunities as students in cities like Portland and San Francisco and Seattle. That's why President Clinton and I are working to connect every classroom to the Internet by the year 2000.

This year, some in the Congress and the phone companies wanted to pull the plug on the E-rate, which will soon give schools and libraries major discounts on Internet connections. We fought that off, and with the help of the Federal Communications Commission, we soon will make \$1.35 billion available to bring the miracle of technology to all schools this year. I'm proud to say that the neediest schools are

getting the help first. No child should have to ride the back of the bus on the Information Superhighway.

I like computer learning for a lot of reasons, especially because it can really keep a student focused and disciplined. It's tough when you're a teacher and you're faced with fidgety students.

Education remains President Clinton's and Vice President Gore's number one priority, and supporting you in your efforts to improve your schools remains their first goal. We will never allow the "politics of the moment" to distract us. And I am pleased to announce that thanks to their persistence -- and your encouragement and support -- we won a series of major victories for education just a few days ago that can make a tremendous difference in your work. There have been adjustments in many of your basic programs, like Title I and IDEA, but we've also launched several very important new initiatives that are real eye-openers.

I would like to give you just a short list of some of the truly historic accomplishments that the President, the Vice President, and our allies in Congress fought for and achieved late last week.

- FIRST, the President won approval for his \$1.2-billion "down payment" to help states and school districts to hire 100,000 well-prepared new teachers to reduce class size in grades 1 through 3 to an average of 18. Many in the Congressional majority wanted to ignore the issue. But finally, last Thursday, the President persuaded the previously negative votes by the majority in Congress to join with us and approve this historic action.

In addition to the obvious educational advantages of smaller class size, we have discovered that smaller classes in the early grades is a safety issue, too. When I asked school security personnel what schools need to be safe, I assumed they were going to talk about more metal detectors and such. But surprisingly, they told me, "if you want safer schools, give kids more attention in the early grades." And that's exactly what we intend to do.

- SECOND, to expand on the issue of safety, we held a national White House conference on school safety last Thursday. In addition to providing more personalized attention to very young students, we heard about the importance of forming safety links between schools and communities and law enforcement agencies and parents, the need for mentors, and clear, tough policies against drug and gun possession.

The President also announced an important change in our Safe and Drug-Free Schools program. From now on, schools will have to keep annual crime data to measure their programs' effectiveness.

Before I leave this topic, let me say something that may come as a surprise to many: The vast majority of public schools -- about 90 percent -- are free of violent crime. We still have a big problem, but panicking won't solve it. The most important thing is to make sure that every young person is connected to a responsible adult and that we are all aware of the early warning signs of trouble. We have produced a book entitled, "Early Warning, Timely Response: A Guide to Safe Schools," that can help you stop trouble before it begins. If you'd like a copy, visit our Web site at www.ed.gov.

- THIRD, we have created an initiative called "Gear Up" for College that has the potential to dramatically change the lives of 100,000 disadvantaged students. "Gear Up" will create high hopes for college by building local partnerships that will provide students in high-poverty middle schools with mentoring, tutoring, course and academic guidance, and financial aid information.

"Gear Up" is nothing short of a revolution in high expectations, and it can change the very way that disadvantaged young people think about their educations and their futures.

- FOURTH, we have dramatically expanded opportunities for after-school programs that can serve up to a quarter-of-a-million children. Local partnerships will develop after-school programs that will provide enriched programs in the computers, the arts, the basics, and other areas. Children's

brains don't shut down at 3 or 3:30 p.m., and neither should their schools. Let's get kids off the streets and out of the arcades and reassure their worrying working parents that they're doing something wholesome.

- FIFTH, we have made a major commitment to literacy and the goal of making sure that all children can read well by the end of third grade. The new "Child Literacy Initiative" will help improve teachers' ability to teach reading effectively, promote family literacy, and support quality tutoring through the President's "America Reads Challenge." We have also added \$301 million to Title I.
- SIXTH, the budget includes the President's full proposed increase for Head Start -- \$313 million to create 36,000 new slots. And there is \$491 million for Goals 2000 to keep the movement for high standards marching forward.
- SEVENTH, the budget will include funds to create school-college partnerships to recruit and prepare thousands of teachers to teach in high-poverty schools, and funds to help teachers teach technology more effectively, and

The issue of teaching has emerged in recent months as one of the hottest issues in education. We must recruit over 2.2 million teachers over the next 10 years, and we are kidding ourselves if we think we can improve education without changing the present broken-down system of preparing new teachers. That's why I offered a plan last month to overhaul the system. Some of my suggestions include:

Don't put any warm body in front a class--let's eliminate the practice of emergency licenses in 5 years. Let's raise teacher salaries by paying teachers for increasing their knowledge and skills. Give basic skills tests to students before they enter teacher education programs. End the practice of teaching out of field--every teacher should have at least a minor in the subject he or she teaches. Make new teachers feel welcome-- we can't afford to lose 22 percent of new teachers in the first three years. Create a national job bank to match teachers with openings. Overhaul the certification process, and put more emphasis on the knowledge and skills of future teachers, however they got them. Create rigorous alternative pathways to teaching which can help recruit mid-career professionals.

Those are just a few of the ideas. It's time for real change, and let's keep up a dialogue about it.

I hate to end my address on a "downer," but I'm afraid I have to. One of the great disappointments of last week was the rejection by the majority in Congress of the President's plan to repair, build, or modernize over 5,000 schools nationally.

How can parents rest easy when classrooms are overcrowded, roofs are crumbling, or when schools are so ancient they can't handle computer technology? Who wants to send their kid to a school that was built before George Burns was born?

It drives me a little crazy to see state-of-the-art prisons near ramshackle schools. And when jails become badly overcrowded, judges sometimes make new arrangements to improve conditions. But few seem to care when schools become overcrowded and students and teachers are forced to hold class on hallway floors.

The longer we wait, the worse the problem will become. The time to modernize America's schools is now, while the economy is good.

My friends, I once attended a town meeting on education in West Virginia where I met an interesting gentleman named Jim Archer who said: "A wise man once said that you can lead a horse to water, but you can't make him drink. But I heard a wiser man say, 'If you feed the horse salt, the horse will look for water.'"

Mr. Archer then went on to say, "It's the challenge of everyone in the community to be that salt for our young people" -- to encourage them to search for learning on their own.

Instilling a love of learning in young people is what you do every day, and this has been the philosophy which has guided our new initiatives. We just haven't "thrown federal money at a problem." We've tried to give you the resources and opportunities to create exciting new community-school partnerships in your home towns. I want to end by challenging each of you to lead those partnerships in your community. Ask a businessman to join "Gear Up" and mentor a needy youngster. Ask a local music teacher to spend time with students after school. Encourage your local colleges to team up with high-poverty schools to fire up young people's dreams of one day becoming a teacher. Be your community's number one advocate for education. Be the salt of the earth for a renewed commitment for better education. Thank you all very much.

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This Page Last Updated October 27, 1998. (*kdw*)



Updating Teacher Licensure and Compensation For the 21st Century: A Possible Approach for States

[The Sixth Annual State of American Education Speech]
[Steps to Address Accountability and Teacher Quality]
[Webcast of the Secretary's speech]

Policymakers are engaged in a fierce debate over teacher licensure and compensation. Some people argue that current licensure and compensation systems keep talented individuals out of the profession, do not ensure quality, and provide few incentives for teachers to improve their practice. On the other hand, some contend that teacher licensing and certification systems are in place because effective teachers need not only content knowledge, but also teaching skills and knowledge about how children learn. Secretary Riley is calling for an end to this divisive "either-or" mentality. In his speech today, he will outline one possible approach for teacher licensure that includes an initial license, a professional license, and a voluntary advanced license through the National Board for Professional Teaching Standards. Using this approach, states and districts could determine teacher salaries based on the type of license earned, years of teaching experience, and demonstrated knowledge and skills valued by a school district.

The **Initial License** would be granted after a prospective teacher passed a written exam of content and teaching knowledge and an assessment of teaching performance. The assessment of teaching performance could take place through a traditional teacher education program or, for those who enter the classroom through a rigorous alternative route, during the first year of mentored teaching. The initial license would reflect a minimum level of knowledge and skills that individuals must possess in order to be given the responsibility for teaching children. This license would represent a "trial period" during which schools would offer new teachers annual contracts and have the flexibility to terminate those who were not making the grade. The initial period would also allow new teachers to develop their teaching skills before applying for a full professional license. The initial license would not be renewable; new teachers should be able to meet the standards of a professional license within three years.

The **Professional License** would be based on clear standards, developed by states, for what teachers should know and be able to do. Under the current system in most states and school districts, new teachers become fully licensed based on the assessment of one administrator, often with no clear standards and without any rigorous evaluation of classroom performance. Earning a professional license should require teachers to be assessed on their performance through classroom observation by a panel of their peers and a supervisor. Peer reviewers should be trained to assess their colleagues' classroom performance. Teachers should keep their knowledge and skills up to date and the professional license should be renewed periodically.

The voluntary **Advanced License** could use the certification from the

National Board for Professional Teaching Standards (NBPTS). Experienced teachers can choose to pursue this advanced certification, which allows them to measure their practice against the high and rigorous standards for accomplished teaching established by the National Board. A NBPTS certificate attests that a teacher has been assessed by peers to be accomplished, make sound professional judgments about student learning, and act effectively on those judgments. Candidates participate in a two-part assessment that includes a portfolio completed in the classroom and assessment exercises around challenging teaching issues.

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[The Sixth Annual State of American Education Speech]
[Steps to Address Accountability and Teacher Quality]
[Webcast of the Secretary's speech]



Last Updated -- February 16, 1999, (pjk)



Riley Calls for Fundamental Changes to Improve American Education; Announces Steps to Address Accountability and Teacher Quality

[[The Sixth Annual State of American Education Speech](#)]
[[Updating Teacher Licensure and Compensation](#)]
[[Webcast of the Secretary's speech](#)]

In his sixth annual State of American Education Address today, U.S. Secretary of Education Richard W. Riley called on colleges, school districts and states to address teacher quality and make improvements in the recruitment, preparation and training of classroom teachers. Over the next ten years the nation will need to hire more than 2.2 million teachers, most new to the profession, and it is imperative that they be well trained for the challenges of the modern classroom. To help in this effort, Riley outlined a new approach for states to consider in reforming teacher licensure and compensation (attached) and announced that the U.S. Department of Education will take the following steps to address this issue:

National Job Bank and Clearinghouse for Teacher Recruitment

The United States lacks a coordinated infrastructure to help school districts find high-quality teachers and to help prospective teachers learn how to pursue teaching careers and inform them of job opportunities and certification requirements in various communities. The Department will help create a National Job Bank to provide teachers with information on teaching vacancies in states and school districts nationwide and link prospective employers to a pool of potential new hires. A clearinghouse will be established to provide teacher candidates with a searchable database on financial aid, teacher education programs, state certification requirements and local contacts. In addition, a help-line will offer potential teachers individual career counseling services to answer questions about education programs, certification requirements, alternative paths to teaching and related issues.

National Conference on Teacher Quality

The Department, working with the American Council on Education's Task Force on Teacher Education, will sponsor a National Conference on Teacher Quality in Washington, DC, bringing together college and university presidents, teachers and state education leaders to discuss ways that higher education institutions can use their resources to improve teacher education and help states and communities meet their demands for well-qualified classroom teachers. This conference will help inform the Task Force's efforts to develop a report later this year recommending steps to improve teacher preparation.

National Commission on Mathematics and Science Teaching for the 21st Century

The Clinton Administration will establish a commission, chaired by former Senator and Astronaut John Glenn, to focus attention on math and science teacher recruitment, preparation, retention and professional growth opportunities. The Commission will review the current state of

K-12 math and science education and recommend specific action steps to be taken at the federal, state and local level.

National Academy of Sciences Study

Currently 44 states administer some form of teacher tests that range from testing basic skills to assessing teacher performance. However, cut-off scores for passage or failure are often very low, and are not based on mastery of a body of knowledge and skills, but on candidates' performance in relation to other candidates. As state and national leaders explore better ways to evaluate new teachers, they need more information about the strengths and weaknesses of current tests. Therefore, the Department will support a study by the National Academy of Sciences that will analyze the current state of teacher testing, recommend ways to improve existing tests, and suggest viable alternatives.

In addition to these efforts, Riley called for stronger accountability measures, an end to social promotion, turning around failing schools, and phasing out emergency teacher certification. He urged Congress to enact President Clinton's education agenda and FY2000 budget proposal, which provide federal resources to help local communities address critical education needs including school construction, class size reduction, after-school programs and efforts to prepare students early to go to college. The President's initiatives that specifically address teacher quality include: 1) a second installment on class size reduction, which increases funding by \$200 million to \$1.4 billion and enables local schools to hire an additional 8000 teachers nationwide; 2) \$35 million in funding for scholarships to 7,000 outstanding students who commit to teach in high-poverty public schools; 3) \$18 million to extend the Troops to Teachers Program to train and place more than 3000 retired military personnel and other mid-career professionals as teachers in public schools; and 4) \$10 million to begin recruiting and training 1000 Native American teachers who commit to teach in schools with high concentrations on Native American students.

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[The Sixth Annual State of American Education Speech]
[Updating Teacher Licensure and Compensation]
[Webcast of the Secretary's speech]



Last Updated -- February 16, 1999, (pjk)



**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley**

Annual Back to School Address National Press Club

**Washington, D.C.,
September 15, 1998**

The Challenge for America: A High Quality Teacher in Every Classroom

Webcast of the Secretary's speech.

Good afternoon. At the beginning of every school year, I have the good fortune to come to the National Press Club to give my "Back to School" address. I have been traveling from Georgia to the Pacific Northwest as part of my annual back to school push, and I can tell you that America's schools are overflowing with children. It is an exciting time for children and parents; but in too many cases our schools are overcrowded, wearing out and in desperate need of modernization.

As I noted in our annual report on the "baby-boom echo" which we released last week, we are once again breaking the national enrollment record. There are currently 52.7 million young people in school and more on the way. And in the next ten years we will need to recruit 2.2 million teachers to teach them.

This is why I believe that the education of our children should be this nation's number one national priority in this time of peace and prosperity. I also believe that this is the patriotic thing to do as well.

Like many of you I had the opportunity to see the movie, "Saving Private Ryan." It is a wonderful movie that acknowledges the sacrifice of a generation of Americans who did their duty in World War II. Tom Hanks plays Captain Miller, an English teacher, who does what he has to do, even at the risk of his own life. I believe that the new patriots of our time will be those Americans, young and old, who go into teaching to educate this generation of children.

And I will tell you this -- as I travel around the country, parents tell me again and again that they have very clear priorities about what we should be doing here in Washington. They want safe schools, our help in building new schools and modernizing old ones, smaller classes, and the assurance that there is a good teacher in every classroom. This is the nation's business and we need to get on with it.

If Congress is serious about getting dollars to the classrooms, I urge them to enact our legislation to modernize our schools and reduce class size by hiring 100,000 new teachers. Rearranging existing programs, which seems to be the intent of the Congress, does nothing to address the real

challenges facing schools today. In addition, Congress should fully fund the President's initiatives in the Appropriations bill that they are now considering.

The focus of my speech is on what we must do to prepare the next generation of teachers and this is why I am releasing a report today entitled, "Promising Practices" which highlights new ways that we can improve teacher quality. This publication was developed following a national search for models of excellence that address the needs at every stage of a teacher's career.

In preparing my remarks I have had the good advice of three members of my staff -- two former National Teachers of the Year -- Terry Dozier and Mary Beth Blegen -- as well as that of Paul Schwarz, the former principal of a nationally recognized high school -- Central Park East in New York City. Like all good teachers Terry, Mary Beth and Paul have clear opinions about how we can improve American education. In other words, they do not mince words. So I won't either.

Missing the Mark in Recruiting New Teachers

I am concerned that we are missing the mark when it comes to preparing the next generation of teachers. We do not seem to recognize the magnitude of the task ahead. In the next ten years, we need to recruit 2.2 million teachers. One-half to two-thirds of these teachers will be first time teachers.

We have more than a million veteran teachers on the verge of retiring. The first chart attached to my speech makes this point very vividly. By my reckoning, we are about five years away from a very dramatic change in our teaching force.

The vast majority of these experienced teachers who are about to retire are women. This, in fact, may be the last generation of women who went into teaching because there were limited opportunities in other fields. In 1998, women have many more career options -- and that is a very good thing for our nation. These new opportunities for women will require us, then, to work much, much harder to recruit and train a new generation of teachers.

Many people ask me whether we have a teacher shortage. My answer is yes. We face a shortage of high quality teachers. We are already seeing spot shortages developing in specific fields of expertise -- math, science, special education and bilingual education. The recent news that New York City recruited math teachers from Austria highlights this growing dynamic.

School districts usually find a way to put somebody in front of every classroom, and that is the problem. Too many school districts are sacrificing quality for quantity to meet the immediate demand of putting a warm body in front of a classroom. This is a mistake. Even now, too many school districts are issuing emergency licenses.

Many of these emergency teachers are dedicated and want to do their best. But I have heard about and read too many horror stories about provisional teachers who are teaching by the seat of their pants with no preparation and no guidance.

The coming wave of retirements has enormous implications in our continuing effort to raise standards, to develop successful recruitment strategies, and prepare new teachers. We also need to recognize that the teaching profession is dramatically changing -- the use of computers, teaching in teams, and the recognition that children learn in many different ways -- are just three of the many factors reshaping this demanding profession.

Three other dynamics also require our attention: the increasing diversity of our classrooms and the lack of diversity of our teaching force; the increasing number of special education children and Limited English Proficient (LEP) children in the regular classroom and teachers who lack the training to teach them; and the need for many more incentives to keep veteran teachers up-to-date and in the classroom.

What is Wrong with the System

I believe we also need to take a hard look at the very structure of our current teaching system and get on with the task of modernizing it as well. We cannot allow an outdated teaching system to frustrate and even destroy the hopes and dreams of too many teachers.

The task is multi-dimensional. For example, too many teacher education programs are focused on theory and not enough on clinical experience.

Also, the current certification process is a cumbersome obstacle course that has little to do with excellence and much more to do with filling out paperwork.

And once a new teacher enters the classroom we allow a perverse "sink or swim" approach to define the first years in teaching. New teachers are usually assigned the most difficult classes in addition to all the extra-curricular activities that no one else wants to supervise. Then we wonder why we lose 22% of new teachers in the first three years -- and close to 50% in our urban areas.

This churning process and over-reliance on emergency teachers just doesn't cut it in my opinion. Imagine the outcry if a quarter of all new doctors left the profession after their first three years. This is why I encourage local school districts to develop some type of long-term induction or mentoring program to help new teachers stay in the profession.

Creating a National Partnership

Education, as I have said many times before, is a state responsibility, a local function and a national priority. We cannot address the task at hand in a piecemeal fashion. We need a nationwide partnership among K-12 leaders, our higher education community, and political leaders at all levels.

Now a great deal of effort has gone into improving and supporting the teaching profession in the last decade. The National Commission on Teaching led by Governor Jim Hunt of North Carolina and Linda Darling Hammond has provided an excellent "road map" to improve the teaching profession. This is all to the good. But now we need to make things

happen and go to a new level of intensity.

And I assure you -- we will place a very strong emphasis on teacher quality when we ask the Congress to reauthorize the Elementary and Secondary Education Act next year. The bipartisan leaders of the Congressional education committee understand that need, and we will be working with them to shape that legislation.

Improving Recruitment

There are other steps we can take now to encourage more Americans to enter the teaching profession.

The Clinton Administration strongly supports the Feinstein-Boxer Amendment to the Higher Education Act that will provide Pell Grants for a fifth year to those college students who want to become teachers and need another year to meet state fifth year requirements. This is particularly important to the state of California which has the daunting task of recruiting 250,000 teachers in the next decade.

I am pleased that strong support is developing in the Congress for improvements in teacher education and standards. The Administration will continue to press the Congress to pass our proposal to recruit nearly 35,000 teachers over the next five years for underserved areas. As members meet today to advance this higher education legislation, I urge them to support our recruitment proposals.

This important piece of legislation will almost certainly include valuable new teacher loan forgiveness provisions that have been championed by Senator Kennedy.

I also urge Congress to fund the President's initiative to train new teachers in technology.

I support the creation of some type of national job bank to match teachers with districts with a growing shortage of quality teachers. There are wide regional variations in the need for teachers. We can do a lot to help get teachers in different parts of the country matched with school districts in other regions that are facing growing shortages.

At the same time, the increasing mobility of Americans is going to require states and school districts to take a serious look at the portability of teacher credentials, their years in service, and pensions. We do not need artificial shortages developing because states have not brought their policies up-to-date.

Our federal efforts to enlist millions of Americans to go into teaching can have an impact. Our best hope, however, is the strong encouragement of parents and grandparents whose lives have been touched by good teachers. I get distressed when I hear stories about parents discouraging their children from going into teaching. Teaching is about serving your country and being patriotic.

I also challenge the myth that teaching is only for those who can't cut it in other professions. Anyone who has ever spent an hour in a classroom full of demanding second graders or had the challenge of motivating a group of teenagers knows how difficult the job can be.

America's teachers are some of the most idealistic and patriotic Americans in this country. I am extremely proud of them. So many of them have entered teaching because they want to change the world and many of them do.

What are our other challenges?

Challenges to America's Higher Education Community

I challenge the leaders of America's great colleges and universities to make teacher education a much higher day-to-day priority. Teaching teachers has to be the mission of the entire university. Our nation's colleges of education can no longer be quiet backwaters that get a mere mention in the annual report to university trustees. College administrators who complain about the high cost of remedial classes would do well to pay more attention to how they prepare teachers. Here several suggestions come to mind.

First, colleges of education should give basic skills tests to students entering teacher education programs prior to their acceptance and at the same time hold themselves more accountable for their graduates. This is why I endorse the thrust for accountability by Senator Bingaman and Representative George Miller.

Second, stronger links must be developed between our colleges of arts and sciences and colleges of education. Future teachers should major in the subject they want to teach, and that type of course work takes place in the colleges of arts and sciences.

Third, I urge teacher prep programs to put a much stronger focus on giving future teachers rigorous grounding in developing the skills they need to teach. It is harder than you think. Knowing your content is not enough. There is a skill and a craft to it all, and that is especially true when it comes to teaching reading. This is why I believe that every teacher who is seeking a certificate in elementary education should have solid preparation in reading.

One of the major aspects of the reading bill now up in the Congress is strong support for increased professional development for reading. I support this effort and ask the Congress to pass this needed legislation. We will never raise standards if we just stay with the status quo when it comes to improving literacy.

Fourth, colleges of education need to recognize that our special education and LEP populations are growing and deserve much more of their attention as they prepare teachers.

Finally, I urge colleges and universities to develop much stronger links with local schools. The El Paso school district, which we feature in our report "Promising Practices," has dramatically improved its test scores by working hand-in-hand with the University of Texas in El Paso to improve teacher education.

Challenges to State Government and Local School Districts

State governments and local school districts have a powerful role to play in reshaping the teaching profession.

This is why I challenge every state to create a demanding but flexible certification process. Becoming a teacher should not be an endurance test that requires future teachers to overcome a bureaucratic maze of hoops and paperwork.

I believe a much stronger focus should be placed on assessing the knowledge and skills of future teachers however they got them. This is why I support rigorous alternative pathways to teaching which can be so helpful in recruiting mid-career professionals to the teaching profession.

I challenge every state to eliminate the practice of granting emergency licenses within the next five years. You cannot set standards and then immediately discard them when the need for another warm body arises. New York State has taken the lead in doing away with emergency licenses and other states should follow this good example.

At the same time, we cannot challenge high poverty schools to raise their standards and then shortchange them by doing nothing to help them recruit the best teachers. This is why we are pushing the Congress to pass our strong teacher recruitment initiative. At the same time, our nation's urban areas have to do their part as well. Outdated hiring practices sometimes seem to be the reason that they are losing good candidates for teaching positions to suburban school districts.

State and local school districts must also end the practice of teaching "out of field." (Over 30% of all math teachers, for example, are now teaching out of field.) I believe that every teacher, at a minimum, should have a minor in the subject that they teach.

I cannot even begin to tell you how baffled foreign education ministers are who visit me when I explain our unusual habit of allowing teachers to teach "out of field."

Incentives for Veteran Teachers

As we seek to raise standards for our students, we need to work much harder at giving veteran teachers the opportunity to keep on learning. Current professional development courses with their emphasis on workshops that put a premium on "seat time" really need to become a thing of the past.

We are developing more and more evidence that school districts that invest in quality professional development for their teachers see positive results in the classroom. The good work of Tony Alvarado in District 2 in New York City, who made sure learning new skills was an everyday experience for his teachers is a wonderful national model.

We need other incentives as well. The current system of providing salary increases for credits earned seems flawed. There is often no connection between the credits earned by a teacher and what he or she actually teaches in the classroom. And, there is little incentive to encourage teachers to gain more knowledge or improve specific skills for their classrooms. Excellence, in a word, is not rewarded.

Only 14 states, for example, currently provide salary supplements to those teachers who set out to become master teachers through the National Board Certification process. As a result many of the best teachers leave the classroom to get a bigger paycheck as a school administrator.

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This is why I ask states and local school districts to take a good look at a new and developing concept called "knowledge and skill-based pay." Put simply, teachers are paid extra for new skills and knowledge they acquire. Teachers under this system get rewarded for specific skills and knowledge that help a school reach its own established goals.

Now, a word about teacher salaries. As I have said many times before, we cannot expect to get good teachers on the cheap. Mary Beth Blegen, the national teacher of the year in 1996, was being paid a \$36,000 salary with 30 years of experience -- a fraction of what she deserved -- and what other professionals expect after years in service.

If we are going to entice more Americans to enter teaching we need to offer them fair and competitive salaries. And, if we are going to ask teachers to meet new and demanding standards we also need to pay them for their effort.

States like Connecticut and North Carolina have had the good sense to raise standards for teachers and raise salaries at the same time. The results in the classroom are promising. I believe every state would be wise to follow their good example.

If we really want to recruit and retain good teachers we need to let them teach in first class school buildings. What kind of message do we send our children and our teachers when we ask them to go to a run down school building just a mile down the road from an immaculate prison? President Clinton has proposed a very strong school construction initiative. Congress needs to get off the dime and pass it.

In this speech, I have challenged many different groups to come forward and join a national partnership for excellence in teaching. It seems appropriate to end my remarks by taking a moment to talk to America's teachers. You are the heart and soul of the renaissance of American education. As I travel throughout the country, I have the opportunity to meet many of you. Each time I am struck by how important, yet how difficult, your job is.

As teachers, you are being asked to know more and do more than ever before. Please continue your good work and go out of your way to recruit new teachers. Let others know the joy you get from teaching. Help the struggling teacher to improve -- and help to counsel out of the profession those who cannot. And make the effort to measure yourselves against the best.

I end now with a quote from an old friend of mine from South Carolina, the writer Pat Conroy. This quote is from his novel *Prince of Tides*. In this passage, Tom, a teacher who is the main character of the book is asked why he chose to "sell himself short" when he was so talented and could

have done anything in his life.

Tom's reply goes like this, " There's no word in the language that I revere more than "teacher." None. "My heart sings" he says, "when a kid refers to me as his teacher and it always has. I've honored myself and the entire family of man by becoming a teacher."

With that I thank all teachers on behalf of the American people. Thank you.

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[Return to Speeches and Testimony page]



Last Updated -- September 25, 1998, (pjk/gkp)

Bob Riley

Reinvigorating the Teaching Profession

Now, I want to talk to you about America's teachers -- America's future. All of the things that I have talked about so far -- from early childhood -- to improving reading -- to preparing young people for college -- will not happen unless we make teaching a first class profession.

General John Stanford, the late school superintendent of Seattle, who gave that city so much hope, had a wonderful motto that explains it all. "The victory," he said, "is in the classroom." America's teachers are some of the hardest working Americans I know.

I am so very proud of them. Yet all too often, we take their hard work for granted. We can't afford to do that anymore. We need to hire more than 2 million teachers in the next ten years to meet the demands of the baby-boom echo and the fact that close to a million veteran teachers are on the verge of retiring. This is an enormous transition.

These next few years are, in my opinion, critical for the future of American education. We must make some far-reaching decisions about how to elevate this profession. Here a story is in order. I have on my staff a former national teacher of the year.

Her name is Mary Beth Blegen, and she was chosen as the best teacher in America in 1996. After 30 years of teaching, Mary Beth made only \$36,000. Nevertheless, Mary Beth passed her love of teaching on to her daughter who also became a teacher. One year later, however, her daughter left the classroom and saw her salary more than doubled. This story is going to become much more common unless we act now.

We can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers. This is why I call on Governors and state legislatures to rise to the challenge and take a comprehensive look at the needs of this vital profession. We need a sea change in public thinking about the value of teaching.

I ask state leaders to recognize the full dimension of the problem. Too many potential teachers are turned away because of the cumbersome process that requires them to jump through hoops and lots of them. Too many veteran teachers tell me that the process of maintaining their license adds little value to their professional expertise. And too many of our best teachers are leaving the profession because of low pay, poor working conditions and weak school leadership.

As a result, a growing number of school districts are throwing a warm

Quoted

body into a classroom, closing the door, and hoping for the best. This is not the way to reach for high standards. And there are many schools, especially in our high poverty areas, that are now using teacher aides as full-time teachers; that's not fair to the students nor to the aides.

And then there is a unique American phenomena that really makes no sense -- the practice of assigning teachers to teach "out of field." Foreign education ministers who visit me are just stumped when I try to explain this practice. Their translators simply have no words to describe it.

We've got work to do. And we can begin by putting a sharp focus on the critical shortage of high quality math and science teachers. This is why I am pleased to announce that John Glenn will chair a National Commission on Mathematics and Science Teaching for the 21st Century. I talked to John yesterday, and I can tell you that he is excited about accepting his next mission for his country. Isn't he a great American!

Recruiting America's Future Teachers

To recruit teachers, we must first overcome this paradox: in every poll, Americans tell us that being a teacher is one of the most important and valued jobs in this land. So often, however, these same Americans discourage their children from entering the profession because of low salaries.

Low salaries are a very real problem. I ask public officials to recognize -- sooner rather than later -- that we aren't going to be able to get good teachers on the cheap any more. That's just going to be a fact of life in the 21st century.

And I ask parents to encourage the dreams of their children who want to become teachers. In my book, becoming a teacher is just about the most patriotic thing you can do as an American.

What else can we do? We can create rigorous alternative paths to give many more Americans the opportunity to become a teacher. The President's proposal to expand "Troops to Teachers" for retired military and other mid-career professionals will help to accomplish this goal.

We should also be building career ladders for those qualified teacher aides who are in our classrooms now who want to become teachers.

We can also do a much better job of matching future teachers to job opportunities. A young woman in Pennsylvania who wants to teach in Florida shouldn't have to spend an hour on the phone waiting for

someone to talk to her. This is why my Department will set up a National Job Bank and Clearinghouse for Teacher Recruitment this year.

I have also asked the Entertainment Coalition for Education to use their creativity and imagination to help us launch a major public recruitment campaign for teachers across America. I believe they will be shooting their first ad during "Oscar" week.

Preparing Teachers for the Modern Classroom

To prepare the next generation of teachers, we must turn to the presidents of our great colleges and universities for new leadership. Our colleges of education can no longer be the sleepy backwaters that many of them have been. There must be greater collaboration from all parts of the university community, including the arts and sciences.

Bob Maxson, your very fine President here at Cal State-Long Beach, may have put it best when he said that it "takes a whole university to prepare a teacher." The Cal State system is setting a national standard for thinking ahead. I am particularly intrigued by the decision of Cal-State Long Beach to offer a "warranty" on every one of its graduates.

But there is still much more work to be done. This is why I am announcing today a National Conference on Teacher Quality for university presidents, teachers and other education leaders. This conference will seek to develop a road map for the future to help states and communities meet their need for well-qualified teachers.

Our colleges of education simply must be supported in reaching for a new level of rigor. I urge colleges of education to move swiftly to create many more clinical experiences for their students. Future teachers need to be learning how to teach alongside master teachers.

A new emphasis on preparing teachers by using a clinical model may also require universities to take a look at their own current incentive structure for promotion and pay. Can there be a better balance between research and the practice of teaching and service to educators in the K-12 system?

Retaining and Rewarding Teachers

State and local education leaders have a key role in elevating the teaching profession.

First, I call on states to end the practice of issuing emergency permits or

licenses over the next five years. Now, some say that this can't be done given the overwhelming number of young people in our schools. They simply must have teachers, qualified or unqualified. But this view is based on making no changes in the current system. And that is what I am urging policymakers to do. Change the system!

We really do need to take a comprehensive look at established rules about the portability of pensions, credentials and years in service. The current maze of disconnected state laws has become a significant drawback to keeping good teachers in the profession in our increasingly mobile society.

The issue of how we test teachers must also be addressed.

The failure of so many prospective teachers to pass such a state test in Massachusetts has brought this issue to the forefront of public discussion. There are many questions. What do these tests really measure? How well do they predict teacher effectiveness? How does one state test compare to another? This is why I have asked the National Academy of Sciences to launch a benchmark national study of teacher testing.

I also encourage many more states to follow California's lead in creating a broad system of support for first time teachers. We give new teachers the toughest assignments and leave them to "sink or swim." Then we wonder why we lose more than 20% of them in their first 3 years and close to 50% in our urban areas. This brain drain has to stop.

As state and local leaders consider new strategies to improve teaching, I ask them to avoid the "either/or" mentality that is dominating the current debate on teaching. One side argues that the current licensure and compensation system keeps talented people out of the profession, does not ensure quality, and provides few incentives for teachers to improve their practice. Others contend that teachers need proper training and rigorous standards for entering the profession.

My friends, both sides are right. We need to lower our voices, get practical and think in a new way.

This is very much a state and local issue. But I have been thinking a lot about this matter. So let me try to start a national dialogue about this very important aspect of the teaching profession. I ask you to consider the following suggestion to start this conversation. There are three parts to this proposal:

First, a new teacher would be granted an initial license for up to 3 years after passing a written exam of content and teaching knowledge and an assessment of teaching performance. During this "trial period," schools would offer new teachers annual contracts and be able to 'counsel out' those individuals who really should not be in the profession.

Second, I suggest the creation of a professional license. The standards for this new license, developed at the state level, would be higher than those for an "initial" license, and would involve peer review by a panel of teachers and a supervisor.

Peer review is very important, but it must be done right. Veteran teachers will tell you that the people who are hardest on a teacher who doesn't cut it are fellow teachers. And that's what professionalism means. Teachers, themselves, must take an active role in improving their profession.

If a teacher has worked hard to earn a professional license, he or she deserves to be rewarded. Raising standards for teachers must be accompanied by raising salaries as well. It's a balanced equation.

The conditions for renewal of this professional license should be determined by each state. This suggests that teachers need to keep their knowledge and skills up-to-date. Here, it is so very important to recognize that professional development as we know it simply has to change. And those of us who are policy leaders must listen to what teachers are telling us.

Last month, we released a first time report on Teacher Quality and teachers are telling us in no uncertain terms that the current practice of "one shot workshops" really has to go. Teachers are asking us for more depth, more planning time, and greater opportunities to learn from each other. And they want help in addressing the realities of the modern classroom: student diversity, students with disabilities, technology and new high standards.

The third part of my proposal would be a voluntary advanced license such as the advanced certification that now exists through the National Board for Professional Teaching Standards. Some states are moving to support and compensate teachers who pass these rigorous standards. California is one of 13 "leading edge" states and I encourage every state to follow this example.

All teachers should be encouraged to continue to learn and grow. That's why I ask districts to take a serious look at a new and developing concept called knowledge and skills-based pay.

This three-part model of an initial, a professional, and a voluntary, advanced license seeks to strengthen teaching by linking it more closely to high standards. I ask you to consider it and join me in a national conversation to make teaching the first class profession that it deserves to be. This is an example of realism mixed with hope.

The many future teachers who are here with us today are as vital to the strength of this nation as the patriotic men and women of our Armed Services. I want to thank every one of you for your dedication and commitment. And I thank every classroom teacher in America who is making a difference in a child's life. The most important thing we need to say to teachers is a "thank you for a job well done."

*An Open Letter
to the
American People*

A Nation at Risk:

The Imperative for Educational Reform

A Report to the Nation
and the Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

April 1983

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Letter of Transmittal

A Nation At Risk - April 1983

Letter of Transmittal

April 26, 1983

Honorable T. H. Bell
Secretary of Education
U.S. Department of Education
Washington, D.C. 20202

Dear Mr. Secretary:

On August 26, 1981, you created the National Commission on Excellence in Education and directed it to present a report on the quality of education in America to you and to the American people by April of 1983.

It has been my privilege to chair this endeavor and on behalf of the members of the Commission it is my pleasure to transmit this report, *A Nation at Risk: The Imperative for Educational Reform*.

Our purpose has been to help define the problems afflicting American education and to provide solutions, not search for scapegoats. We addressed the main issues as we saw them, but have not attempted to treat the subordinate matters in any detail. We were forthright in our discussions and have been candid in our report regarding both the strengths and weaknesses of American education.

The Commission deeply believes that the problems we have discerned in American education can be both understood and corrected if the people of our country, together with those who have public responsibility in the matter, care enough and are courageous enough to do what is required.

Each member of the Commission appreciates your leadership in having asked this diverse group of persons to examine one of the central issues which will define our Nation's future. We especially welcomed your confidence throughout the course of our deliberations and your anticipation of a report free of political partisanship.

It is our collective and earnest hope that you will continue to provide leadership in this effort by assuring wide dissemination and full discussion of this report, and by encouraging appropriate action throughout the country. We believe that materials compiled by the Commission in the course of its work constitute a major resource for all persons interested in American education.

The other Commissioners and I sincerely appreciate the opportunity to have served our country as members of the National Commission on Excellence in Education, and on their behalf I remain,

Respectfully,

David Pierpont Gardner
Chairman
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Members of the National Commission on Excellence in Education]

A Nation At Risk - April 1983

Introduction

Secretary of Education T. H. Bell created the National Commission on Excellence in Education on August 26, 1981, directing it to examine the quality of education in the United States and to make a report to the Nation and to him within 18 months of its first meeting. In accordance with the Secretary's instructions, this report contains practical recommendations for educational improvement and fulfills the Commission's responsibilities under the terms of its charter.

The Commission was created as a result of the Secretary's concern about "the widespread public perception that something is seriously remiss in our educational system." Soliciting the "support of all who care about our future," the Secretary noted that he was establishing the Commission based on his "responsibility to provide leadership, constructive criticism, and effective assistance to schools and universities."

The Commission's charter contained several specific charges to which we have given particular attention. These included:

- assessing the quality of teaching and learning in our Nation's public and private schools, colleges, and universities;
- comparing American schools and colleges with those of other advanced nations;
- studying the relationship between college admissions requirements and student achievement in high school;
- identifying educational programs which result in notable student success in college;
- assessing the degree to which major social and educational changes in the last quarter century have affected student achievement; and
- defining problems which must be faced and overcome if we are successfully to pursue the course of excellence in education.

The Commission's charter directed it to pay particular attention to teenage youth, and we have done so largely by focusing on high schools. Selective attention was given to the formative years spent in elementary schools, to higher education, and to vocational and technical programs. We refer those interested in the need for similar reform in higher education to the recent report of the American Council on Education, *To Strengthen the Quality of Higher Education*.

In going about its work the Commission has relied in the main upon five sources of information:

- papers commissioned from experts on a variety of educational issues;
- administrators, teachers, students, representatives of professional and public groups, parents, business leaders, public officials, and scholars who testified at eight meetings of the full Commission, six public hearings, two panel discussions, a symposium, and a series of meetings organized by the Department of Education's Regional Offices;
- existing analyses of problems in education;
- letters from concerned citizens, teachers, and administrators who volunteered extensive comments on problems and possibilities in American education; and
- descriptions of notable programs and promising approaches in education.

To these public-minded citizens who took the trouble to share their concerns with us--frequently at their own expense in time, money, and effort--we extend our thanks. In all cases, we have benefited from their advice and taken their views into account; how we have treated their suggestions is, of course, our responsibility alone. In addition, we are grateful to the individuals in schools, universities, foundations, business, government, and communities throughout the United States who provided the facilities and staff so necessary to the success of our many public functions.

The Commission was impressed during the course of its activities by the diversity of opinion it received regarding the condition of American education and by conflicting views about what should be done. In many ways, the membership of the Commission itself reflected that diversity and difference of opinion during the course of its work. This report, nevertheless, gives evidence that men and women of good will can agree on common goals and on ways to pursue them.

The Commission's charter, the authors and topics of commissioned papers, a list of the public events, and a roster of the Commission's staff are included in the appendices which complete this volume.

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[Members of the National Commission on Excellence in Education]



[A Nation At Risk]

A Nation At Risk - April 1983

A Nation At Risk

All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgement needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments.

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament.

Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them. This report, the result of 18 months of study, seeks to generate reform of our educational system in fundamental ways and to renew the Nation's commitment to schools and colleges of high quality throughout the length and breadth of our land.

That we have compromised this commitment is, upon reflection, hardly surprising, given the multitude of often conflicting demands we have placed on our Nation's schools and colleges. They are routinely called on to provide solutions to personal, social, and political problems that the home and other institutions either will not or cannot resolve. We must understand that these demands on our schools and colleges often exact an educational cost as well as a financial one.

On the occasion of the Commission's first meeting, President Reagan noted the central importance of education in American life when he said: "Certainly there are few areas of American life as important to our society, to our people, and to our families as our schools and colleges." This report, therefore, is as much an open letter to the American people as it is a report to the Secretary of Education. We are confident that the American people, properly informed, will do what is right for their children and for the generations to come.

The Risk

History is not kind to idlers. The time is long past when American's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations. The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products but also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer.

The risk is not only that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American machine tools, once the pride of the world, are being displaced by German products. It is also that these developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all--old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the "information age" we are entering.

Our concern, however, goes well beyond matters such as industry and commerce. It also includes the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society. The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom.

For our country to function, citizens must be able to reach some common understandings on complex issues, often on short notice and on the basis of conflicting or incomplete evidence. Education helps form these common understandings, a point Thomas Jefferson made long ago in his justly famous dictum:

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion.

Part of what is at risk is the promise first made on this continent: All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.

Indicators of the Risk

The educational dimensions of the risk before us have been amply documented in testimony received by the Commission. For example:

- International comparisons of student achievement, completed a decade ago, reveal that on 19 academic tests American students were never first or second and, in comparison with other industrialized nations, were last seven times.
- Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.
- About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent.
- Average achievement of high school students on most standardized tests is now lower than 26 years ago when Sputnik was launched.
- Over half the population of gifted students do not match their tested ability with comparable achievement in school.

- The College Board's Scholastic Aptitude Tests (SAT) demonstrate a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points and average mathematics scores dropped nearly 40 points.
- College Board achievement tests also reveal consistent declines in recent years in such subjects as physics and English.
- Both the number and proportion of students demonstrating superior achievement on the SATs (i.e., those with scores of 650 or higher) have also dramatically declined.
- Many 17-year-olds do not possess the "higher order" intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps.
- There was a steady decline in science achievement scores of U.S. 17-year-olds as measured by national assessments of science in 1969, 1973, and 1977.
- Between 1975 and 1980, remedial mathematics courses in public 4-year colleges increased by 72 percent and now constitute one-quarter of all mathematics courses taught in those institutions.
- Average tested achievement of students graduating from college is also lower.
- Business and military leaders complain that they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling, and computation. The Department of the Navy, for example, reported to the Commission that one-quarter of its recent recruits cannot read at the ninth grade level, the minimum needed simply to understand written safety instructions. Without remedial work they cannot even begin, much less complete, the sophisticated training essential in much of the modern military.

These deficiencies come at a time when the demand for highly skilled workers in new fields is accelerating rapidly. For example:

- Computers and computer-controlled equipment are penetrating every aspect of our lives--homes, factories, and offices.
- One estimate indicates that by the turn of the century millions of jobs will involve laser technology and robotics.
- Technology is radically transforming a host of other occupations. They include health care, medical science, energy production, food processing, construction, and the building, repair, and maintenance of sophisticated scientific, educational, military, and industrial equipment.

Analysts examining these indicators of student performance and the demands for new skills have made some chilling observations. Educational researcher Paul Hurd concluded at the end of a thorough national survey of student achievement that within the context of the modern scientific revolution, "We are raising a new generation of Americans that is scientifically and technologically illiterate." In a similar vein, John Slaughter, a former Director of the National Science Foundation, warned of "a growing chasm between a small scientific and technological elite and a citizenry ill-informed, indeed uninformed, on issues with a science component."

But the problem does not stop there, nor do all observers see it the same way. Some worry that schools may emphasize such rudiments as reading and computation at the expense of other essential skills such as comprehension, analysis, solving problems, and drawing conclusions. Still others are concerned that an over-emphasis on technical and occupational skills will leave little time for studying the arts and humanities that so enrich daily life, help maintain civility, and develop a sense of community. Knowledge of the humanities, they maintain, must be harnessed to science and technology if the latter are to remain creative and humane, just as the humanities need to be informed by science and technology

if they are to remain relevant to the human condition. Another analyst, Paul Copperman, has drawn a sobering conclusion. Until now, he has noted:

Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents.

It is important, of course, to recognize that *the average citizen* today is better educated and more knowledgeable than the average citizen of a generation ago--more literate, and exposed to more mathematics, literature, and science. The positive impact of this fact on the well-being of our country and the lives of our people cannot be overstated. Nevertheless, *the average graduate* of our schools and colleges today is not as well-educated as the average graduate of 25 or 35 years ago, when a much smaller proportion of our population completed high school and college. The negative impact of this fact likewise cannot be overstated.

Hope and Frustration

Statistics and their interpretation by experts show only the surface dimension of the difficulties we face. Beneath them lies a tension between hope and frustration that characterizes current attitudes about education at every level.

We have heard the voices of high school and college students, school board members, and teachers; of leaders of industry, minority groups, and higher education; of parents and State officials. We could hear the hope evident in their commitment to quality education and in their descriptions of outstanding programs and schools. We could also hear the intensity of their frustration, a growing impatience with shoddiness in many walks of American life, and the complaint that this shoddiness is too often reflected in our schools and colleges. Their frustration threatens to overwhelm their hope.

What lies behind this emerging national sense of frustration can be described as both a dimming of personal expectations and the fear of losing a shared vision for America.

On the personal level the student, the parent, and the caring teacher all perceive that a basic promise is not being kept. More and more young people emerge from high school ready neither for college nor for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrinks, and new jobs demand greater sophistication and preparation.

On a broader scale, we sense that this undertone of frustration has significant political implications, for it cuts across ages, generations, races, and political and economic groups. We have come to understand that the public will demand that educational and political leaders act forcefully and effectively on these issues. Indeed, such demands have already appeared and could well become a unifying national preoccupation. This unity, however, can be achieved only if we avoid the unproductive tendency of some to search for scapegoats among the victims, such as the beleaguered teachers.

On the positive side is the significant movement by political and educational leaders to search for solutions--so far centering largely on the nearly desperate need for increased support for the teaching of mathematics and science. This movement is but a start on what we believe is a larger and more educationally encompassing need to improve teaching and learning in fields such as English, history, geography, economics, and foreign languages. We believe this movement must be broadened and directed toward reform and excellence throughout education.

Excellence in Education

We define "excellence" to mean several related things. At the level of the *individual learner*, it means performing on the boundary of individual ability in ways that test and push back personal limits, in school and in the workplace. Excellence characterizes a *school or college* that sets high expectations and goals for all learners, then tries in every way possible to help students reach them. Excellence

characterizes a *society* that has adopted these policies, for it will then be prepared through the education and skill of its people to respond to the challenges of a rapidly changing world. Our Nation's people and its schools and colleges must be committed to achieving excellence in all these senses.

We do not believe that a public commitment to excellence and educational reform must be made at the expense of a strong public commitment to the equitable treatment of our diverse population. The twin goals of equity and high-quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other either in principle or in practice. To do so would deny young people their chance to learn and live according to their aspirations and abilities. It also would lead to a generalized accommodation to mediocrity in our society on the one hand or the creation of an undemocratic elitism on the other.

Our goal must be to develop the talents of all to their fullest. Attaining that goal requires that we expect and assist all students to work to the limits of their capabilities. We should expect schools to have genuinely high standards rather than minimum ones, and parents to support and encourage their children to make the most of their talents and abilities.

The search for solutions to our educational problems must also include a commitment to life-long learning. The task of rebuilding our system of learning is enormous and must be properly understood and taken seriously: Although a million and a half new workers enter the economy each year from our schools and colleges, the adults working today will still make up about 75 percent of the workforce in the year 2000. These workers, and new entrants into the workforce, will need further education and retraining if they--and we as a Nation--are to thrive and prosper.

The Learning Society

In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life. Also at the heart of the Learning Society are educational opportunities extending far beyond the traditional institutions of learning, our schools and colleges. They extend into homes and workplaces; into libraries, art galleries, museums, and science centers; indeed, into every place where the individual can develop and mature in work and life. In our view, formal schooling in youth is the essential foundation for learning throughout one's life. But without life-long learning, one's skills will become rapidly dated.

In contrast to the ideal of the Learning Society, however, we find that for too many people education means doing the minimum work necessary for the moment, then coasting through life on what may have been learned in its first quarter. But this should not surprise us because we tend to express our educational standards and expectations largely in terms of "minimum requirements." And where there should be a coherent continuum of learning, we have none, but instead an often incoherent, outdated patchwork quilt. Many individual, sometimes heroic, examples of schools and colleges of great merit do exist. Our findings and testimony confirm the vitality of a number of notable schools and programs, but their very distinction stands out against a vast mass shaped by tensions and pressures that inhibit systematic academic and vocational achievement for the majority of students. In some metropolitan areas basic literacy has become the goal rather than the starting point. In some colleges maintaining enrollments is of greater day-to-day concern than maintaining rigorous academic standards. And the ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education.

Thus, we issue this call to all who care about America and its future: to parents and students; to teachers, administrators, and school board members; to colleges and industry; to union members and military leaders; to governors and State legislators; to the President; to members of Congress and other public

officials; to members of learned and scientific societies; to the print and electronic media; to concerned citizens everywhere. America is at risk.

We are confident that America can address this risk. If the tasks we set forth are initiated now and our recommendations are fully realized over the next several years, we can expect reform of our Nation's schools, colleges, and universities. This would also reverse the current declining trend--a trend that stems more from weakness of purpose, confusion of vision, underuse of talent, and lack of leadership, than from conditions beyond our control.

The Tools at Hand

It is our conviction that the essential raw materials needed to reform our educational system are waiting to be mobilized through effective leadership:

- the natural abilities of the young that cry out to be developed and the undiminished concern of parents for the well-being of their children;
- the commitment of the Nation to high retention rates in schools and colleges and to full access to education for all;
- the persistent and authentic American dream that superior performance can raise one's state in life and shape one's own future;
- the dedication, against all odds, that keeps teachers serving in schools and colleges, even as the rewards diminish;
- our better understanding of learning and teaching and the implications of this knowledge for school practice, and the numerous examples of local success as a result of superior effort and effective dissemination;
- the ingenuity of our policymakers, scientists, State and local educators, and scholars in formulating solutions once problems are better understood;
- the traditional belief that paying for education is an investment in ever-renewable human resources that are more durable and flexible than capital plant and equipment, and the availability in this country of sufficient financial means to invest in education;
- the equally sound tradition, from the Northwest Ordinance of 1787 until today, that the Federal Government should supplement State, local, and other resources to foster key national educational goals; and
- the voluntary efforts of individuals, businesses, and parent and civic groups to cooperate in strengthening educational programs.

These raw materials, combined with the unparalleled array of educational organizations in America, offer us the possibility to create a Learning Society, in which public, private, and parochial schools; colleges and universities; vocational and technical schools and institutes; libraries; science centers, museums, and other cultural institutions; and corporate training and retraining programs offer opportunities and choices for all to learn throughout life.

The Public's Commitment

Of all the tools at hand, the public's support for education is the most powerful. In a message to a National Academy of Sciences meeting in May 1982, President Reagan commented on this fact when he said:

This public awareness--and I hope public action--is long overdue.... This country was built

on American respect for education. . . Our challenge now is to create a resurgence of that thirst for education that typifies our Nation's history.

The most recent (1982) Gallup Poll of the *Public's Attitudes Toward the Public Schools* strongly supported a theme heard during our hearings: People are steadfast in their belief that education is the major foundation for the future strength of this country. They even considered education more important than developing the best industrial system or the strongest military force, perhaps because they understood education as the cornerstone of both. They also held that education is "extremely important" to one's future success, and that public education should be the top priority for additional Federal funds. Education occupied first place among 12 funding categories considered in the survey--above health care, welfare, and military defense, with 55 percent selecting public education as one of their first three choices. Very clearly, the public understands the primary importance of education as the foundation for a satisfying life, an enlightened and civil society, a strong economy, and a secure Nation.

At the same time, the public has no patience with undemanding and superfluous high school offerings. In another survey, more than 75 percent of all those questioned believed every student planning to go to college should take 4 years of mathematics, English, history/U.S. government, and science, with more than 50 percent adding 2 years each of a foreign language and economics or business. The public even supports requiring much of this curriculum for students who do not plan to go to college. These standards far exceed the strictest high school graduation requirements of any State today, and they also exceed the admission standards of all but a handful of our most selective colleges and universities.

Another dimension of the public's support offers the prospect of constructive reform. The best term to characterize it may simply be the honorable word "patriotism." Citizens know intuitively what some of the best economists have shown in their research, that education is one of the chief engines of a society's material well-being. They know, too, that education is the common bond of a pluralistic society and helps tie us to other cultures around the globe. Citizens also know in their bones that the safety of the United States depends principally on the wit, skill, and spirit of a self-confident people, today and tomorrow. It is, therefore, essential--especially in a period of long-term decline in educational achievement--for government at all levels to affirm its responsibility for nurturing the Nation's intellectual capital.

And perhaps most important, citizens know and believe that the meaning of America to the rest of the world must be something better than it seems to many today. Americans like to think of this Nation as the preeminent country for generating the great ideas and material benefits for all mankind. The citizen is dismayed at a steady 15-year decline in industrial productivity, as one great American industry after another falls to world competition. The citizen wants the country to act on the belief, expressed in our hearings and by the large majority in the Gallup Poll, that education should be at the top of the Nation's agenda.

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[Introduction]



[Findings]

A Nation at Risk - 1983

Findings

We conclude that declines in educational performance are in large part the result of disturbing inadequacies in the way the educational process itself is often conducted. The findings that follow, culled from a much more extensive list, reflect four important aspects of the educational process: content, expectations, time, and teaching.

Findings Regarding Content

By content we mean the very "stuff" of education, the curriculum. Because of our concern about the curriculum, the Commission examined patterns of courses high school students took in 1964-69 compared with course patterns in 1976-81. On the basis of these analyses we conclude:

- Secondary school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose. In effect, we have a cafeteria style curriculum in which the appetizers and desserts can easily be mistaken for the main courses. ~~Students have migrated from vocational and college preparatory programs to "general track" courses in large numbers. The proportion of students taking a general program of study has increased from 12 percent in 1964 to 42 percent in 1979.~~

→ This curricular smorgasbord, combined with extensive student choice, explains a great deal about where we find ourselves today. We offer intermediate algebra, but only 31 percent of our recent high school graduates complete it; we offer French I, but only 13 percent complete it; and we offer geography, but only 16 percent complete it. Calculus is available in schools enrolling about 60 percent of all students, but only 6 percent of all students complete it.

→ Twenty-five percent of the credits earned by general track high school students are in physical and health education, work experience outside the school, remedial English and mathematics, and personal service and development courses, such as training for adulthood and marriage.

Findings Regarding Expectations

We define expectations in terms of the level of knowledge, abilities, and skills school and college graduates should possess. They also refer to the time, hard work, behavior, self-discipline, and motivation that are essential for high student achievement. Such expectations are expressed to students in several different ways:

- by grades, which reflect the degree to which students demonstrate their mastery of subject matter;
- through high school and college graduation requirements, which tell students which subjects are most important;
- by the presence or absence of rigorous examinations requiring students to demonstrate their mastery of content and skill before receiving a diploma or a degree;
- by college admissions requirements, which reinforce high school standards; and
- by the difficulty of the subject matter students confront in their texts and assigned readings.

Our analyses in each of these areas indicate notable deficiencies:

- The amount of homework for high school seniors has decreased (two-thirds report less than 1 hour a night) and grades have risen as average student achievement has been declining.

- In many other industrialized nations, courses in mathematics (other than arithmetic or general mathematics), biology, chemistry, physics, and geography start in grade 6 and are required of *all* students. The time spent on these subjects, based on class hours, is about three times that spent by even the most science-oriented U.S. students, i.e., those who select 4 years of science and mathematics in secondary school.
- A 1980 State-by-State survey of high school diploma requirements reveals that only eight States require high schools to offer foreign language instruction, but none requires students to take the courses. Thirty-five States require only 1 year of mathematics, and 36 require only 1 year of science for a diploma.
- In 13 States, 50 percent or more of the units required for high school graduation may be electives chosen by the student. Given this freedom to choose the substance of half or more of their education, many students opt for less demanding personal service courses, such as bachelor living.
- "Minimum competency" examinations (now required in 37 States) fall short of what is needed, as the "minimum" tends to become the "maximum," thus lowering educational standards for all.
- One-fifth of all 4-year public colleges in the United States must accept every high school graduate within the State regardless of program followed or grades, thereby serving notice to high school students that they can expect to attend college even if they do not follow a demanding course of study in high school or perform well.
- About 23 percent of our more selective colleges and universities reported that their general level of selectivity declined during the 1970s, and 29 percent reported reducing the number of specific high school courses required for admission (usually by dropping foreign language requirements, which are now specified as a condition for admission by only one-fifth of our institutions of higher education).
- Too few experienced teachers and scholars are involved in writing textbooks. During the past decade or so a large number of texts have been "written down" by their publishers to ever-lower reading levels in response to perceived market demands.
- A recent study by Education Products Information Exchange revealed that a majority of students were able to master 80 percent of the material in some of their subject-matter texts before they had even opened the books. Many books do not challenge the students to whom they are assigned.
- Expenditures for textbooks and other instructional materials have declined by 50 percent over the past 17 years. While some recommend a level of spending on texts of between 5 and 10 percent of the operating costs of schools, the budgets for basal texts and related materials have been dropping during the past decade and a half to only 0.7 percent today.

Findings Regarding Time

Evidence presented to the Commission demonstrates three disturbing facts about the use that American schools and students make of time: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom and on homework is often used ineffectively; and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work.

- In England and other industrialized countries, it is not unusual for academic high school students to spend 8 hours a day at school, 220 days per year. In the United States, by contrast, the typical school day lasts 6 hours and the school year is 180 days.
- In many schools, the time spent learning how to cook and drive counts as much toward a high school diploma as the time spent studying mathematics, English, chemistry, U.S. history, or biology.

- A study of the school week in the United States found that some schools provided students only 17 hours of academic instruction during the week, and the average school provided about 22.
- A California study of individual classrooms found that because of poor management of classroom time, some elementary students received only one-fifth of the instruction others received in reading comprehension.
- In most schools, the teaching of study skills is haphazard and unplanned. Consequently, many students complete high school and enter college without disciplined and systematic study habits.

Findings Regarding Teaching

The Commission found that not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exists in key fields.

- Too many teachers are being drawn from the bottom quarter of graduating high school and college students.
- The teacher preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught. A survey of 1,350 institutions training teachers indicated that 41 percent of the time of elementary school teacher candidates is spent in education courses, which reduces the amount of time available for subject matter courses.
- The average salary after 12 years of teaching is only \$17,000 per year, and many teachers are required to supplement their income with part-time and summer employment. In addition, individual teachers have little influence in such critical professional decisions as, for example, textbook selection.
- Despite widespread publicity about an overpopulation of teachers, severe shortages of certain kinds of teachers exist: in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students.
- The shortage of teachers in mathematics and science is particularly severe. A 1981 survey of 45 States revealed shortages of mathematics teachers in 43 States, critical shortages of earth sciences teachers in 33 States, and of physics teachers everywhere.
- Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects; fewer than one-third of U. S. high schools offer physics taught by qualified teachers.

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[A Nation At Risk]



[Recommendations]

A Nation at Risk - April 1983

Recommendations

In light of the urgent need for improvement, both immediate and long term, this Commission has agreed on a set of recommendations that the American people can begin to act on now, that can be implemented over the next several years, and that promise lasting reform. The topics are familiar; there is little mystery about what we believe must be done. Many schools, districts, and States are already giving serious and constructive attention to these matters, even though their plans may differ from our recommendations in some details.

We wish to note that we refer to public, private, and parochial schools and colleges alike. All are valuable national resources. Examples of actions similar to those recommended below can be found in each of them.

We must emphasize that the variety of student aspirations, abilities, and preparation requires that appropriate content be available to satisfy diverse needs. Attention must be directed to both the nature of the content available and to the needs of particular learners. The most gifted students, for example, may need a curriculum enriched and accelerated beyond even the needs of other students of high ability. Similarly, educationally disadvantaged students may require special curriculum materials, smaller classes, or individual tutoring to help them master the material presented. Nevertheless, there remains a common expectation: We must demand the best effort and performance from all students, whether they are gifted or less able, affluent or disadvantaged, whether destined for college, the farm, or industry.

Our recommendations are based on the beliefs that everyone can learn, that everyone is born with an urge to learn which can be nurtured, that a solid high school education is within the reach of virtually all, and that life-long learning will equip people with the skills required for new careers and for citizenship.

Recommendation A: Content

We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. For the college-bound, 2 years of foreign language in high school are strongly recommended in addition to those taken earlier.

Whatever the student's educational or work objectives, knowledge of the New Basics is the foundation of success for the after-school years and, therefore, forms the core of the modern curriculum. A high level of shared education in these Basics, together with work in the fine and performing arts and foreign languages, constitutes the mind and spirit of our culture. The following Implementing Recommendations are intended as illustrative descriptions. They are included here to clarify what we mean by the essentials of a strong curriculum.

Implementing Recommendations

1. The teaching of *English* in high school should equip graduates to: (a) comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and discuss ideas intelligently; and (d) know our literary heritage and how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture.
2. The teaching of *mathematics* in high school should equip graduates to: (a) understand geometric and algebraic concepts; (b) understand elementary probability and statistics; (c) apply mathematics in everyday situations; and (d) estimate, approximate, measure, and test the accuracy

of their calculations. In addition to the traditional sequence of studies available for college-bound students, new, equally demanding mathematics curricula need to be developed for those who do not plan to continue their formal education immediately.

3. The teaching of *science* in high school should provide graduates with an introduction to: (a) the concepts, laws, and processes of the physical and biological sciences; (b) the methods of scientific inquiry and reasoning; (c) the application of scientific knowledge to everyday life; and (d) the social and environmental implications of scientific and technological development. Science courses must be revised and updated for both the college-bound and those not intending to go to college. An example of such work is the American Chemical Society's "Chemistry in the Community" program.
4. The teaching of *social studies* in high school should be designed to: (a) enable students to fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; and (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies. An understanding of each of these areas is requisite to the informed and committed exercise of citizenship in our free society.
5. The teaching of *computer science* in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies.

In addition to the New Basics, other important curriculum matters must be addressed.

6. Achieving proficiency in a *foreign language* ordinarily requires from 4 to 6 years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education.
7. The high school curriculum should also provide students with programs requiring rigorous effort in subjects that advance students' personal, educational, and occupational goals, such as the fine and performing arts and vocational education. These areas complement the New Basics, and they should demand the same level of performance as the Basics.
8. The curriculum in the crucial eight grades leading to the high school years should be specifically designed to provide a sound base for study in those and later years in such areas as English language development and writing, computational and problem solving skills, science, social studies, foreign language, and the arts. These years should foster an enthusiasm for learning and the development of the individual's gifts and talents.
9. We encourage the continuation of efforts by groups such as the American Chemical Society, the American Association for the Advancement of Science, the Modern Language Association, and the National Councils of Teachers of English and Teachers of Mathematics, to revise, update, improve, and make available new and more diverse curricular materials. We applaud the consortia of educators and scientific, industrial, and scholarly societies that cooperate to improve the school curriculum.

Recommendation B: Standards and Expectations

We recommend that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic

accomplishment.

Implementing Recommendations

1. Grades should be indicators of academic achievement so they can be relied on as evidence of a student's readiness for further study.
2. Four-year colleges and universities should raise their admissions requirements and advise all potential applicants of the standards for admission in terms of specific courses required, performance in these areas, and levels of achievement on standardized achievement tests in each of the five Basics and, where applicable, foreign languages.
3. Standardized tests of achievement (not to be confused with aptitude tests) should be administered at major transition points from one level of schooling to another and particularly from high school to college or work. The purposes of these tests would be to: (a) certify the student's credentials; (b) identify the need for remedial intervention; and (c) identify the opportunity for advanced or accelerated work. The tests should be administered as part of a nationwide (but not Federal) system of State and local standardized tests. This system should include other diagnostic procedures that assist teachers and students to evaluate student progress.
4. Textbooks and other tools of learning and teaching should be upgraded and updated to assure more rigorous content. We call upon university scientists, scholars, and members of professional societies, in collaboration with master teachers, to help in this task, as they did in the post-Sputnik era. They should assist willing publishers in developing the products or publish their own alternatives where there are persistent inadequacies.
5. In considering textbooks for adoption, States and school districts should: (a) evaluate texts and other materials on their ability to present rigorous and challenging material clearly; and (b) require publishers to furnish evaluation data on the material's effectiveness.
6. Because no textbook in any subject can be geared to the needs of all students, funds should be made available to support text development in "thin-market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented.
7. To assure quality, all publishers should furnish evidence of the quality and appropriateness of textbooks, based on results from field trials and credible evaluation. In view of the enormous numbers and varieties of texts available, more widespread consumer information services for purchasers are badly needed.
8. New instructional materials should reflect the most current applications of technology in appropriate curriculum areas, the best scholarship in each discipline, and research in learning and teaching.

Recommendation C: Time

We recommend that significantly more time be devoted to learning the New Basics. This will require more effective use of the existing school day, a longer school day, or a lengthened school year.

Implementing Recommendations

1. Students in high schools should be assigned far more homework than is now the case.
2. Instruction in effective study and work skills, which are essential if school and independent time is to be used efficiently, should be introduced in the early grades and continued throughout the student's schooling.

3. School districts and State legislatures should strongly consider 7-hour school days, as well as a 200- to 220-day school year.
4. The time available for learning should be expanded through better classroom management and organization of the school day. If necessary, additional time should be found to meet the special needs of slow learners, the gifted, and others who need more instructional diversity than can be accommodated during a conventional school day or school year.
5. The burden on teachers for maintaining discipline should be reduced through the development of firm and fair codes of student conduct that are enforced consistently, and by considering alternative classrooms, programs, and schools to meet the needs of continually disruptive students.
6. Attendance policies with clear incentives and sanctions should be used to reduce the amount of time lost through student absenteeism and tardiness.
7. Administrative burdens on the teacher and related intrusions into the school day should be reduced to add time for teaching and learning.
8. Placement and grouping of students, as well as promotion and graduation policies, should be guided by the academic progress of students and their instructional needs, rather than by rigid adherence to age.

Recommendation D: Teaching

This recommendation consists of seven parts. Each is intended to improve the preparation of teachers or to make teaching a more rewarding and respected profession. Each of the seven stands on its own and should not be considered solely as an implementing recommendation.

1. Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.
2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.
3. School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation.
4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher.
5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers. Qualified individuals, including recent graduates with mathematics and science degrees, graduate students, and industrial and retired scientists could, with appropriate preparation, immediately begin teaching in these fields. A number of our leading science centers have the capacity to begin educating and retraining teachers immediately. Other areas of critical teacher need, such as English, must also be addressed.
6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage.

7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years.

Recommendation E: Leadership and Fiscal Support

We recommend that citizens across the Nation hold educators and elected officials responsible for providing the leadership necessary to achieve these reforms, and that citizens provide the fiscal support and stability required to bring about the reforms we propose.

Implementing Recommendations

1. Principals and superintendents must play a crucial leadership role in developing school and community support for the reforms we propose, and school boards must provide them with the professional development and other support required to carry out their leadership role effectively. The Commission stresses the distinction between leadership skills involving persuasion, setting goals and developing community consensus behind them, and managerial and supervisory skills. Although the latter are necessary, we believe that school boards must consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved.
2. State and local officials, including school board members, governors, and legislators, have *the primary responsibility* for financing and governing the schools, and should incorporate the reforms we propose in their educational policies and fiscal planning.
3. The Federal Government, in cooperation with States and localities, should help meet the needs of key groups of students such as the gifted and talented, the socioeconomically disadvantaged, minority and language minority students, and the handicapped. In combination these groups include both national resources and the Nation's youth who are most at risk.
4. In addition, we believe the Federal Government's role includes several functions of national consequence that States and localities alone are unlikely to be able to meet: protecting constitutional and civil rights for students and school personnel; collecting data, statistics, and information about education generally; supporting curriculum improvement and research on teaching, learning, and the management of schools; supporting teacher training in areas of critical shortage or key national needs; and providing student financial assistance and research and graduate training. We believe the assistance of the Federal Government should be provided with a minimum of administrative burden and intrusiveness.
5. The Federal Government has *the primary responsibility* to identify the national interest in education. It should also help fund and support efforts to protect and promote that interest. It must provide the national leadership to ensure that the Nation's public and private resources are marshaled to address the issues discussed in this report.
6. This Commission calls upon educators, parents, and public officials at all levels to assist in bringing about the educational reform proposed in this report. We also call upon citizens to provide the financial support necessary to accomplish these purposes. Excellence costs. But in the long run mediocrity costs far more.

America Can Do It

Despite the obstacles and difficulties that inhibit the pursuit of superior educational attainment, we are confident, with history as our guide, that we can meet our goal. The American educational system has responded to previous challenges with remarkable success. In the 19th century our land-grant colleges and universities provided the research and training that developed our Nation's natural resources and the rich agricultural bounty of the American farm. From the late 1800s through mid-20th century, American schools provided the educated workforce needed to seal the success of the Industrial Revolution and to

provide the margin of victory in two world wars. In the early part of this century and continuing to this very day, our schools have absorbed vast waves of immigrants and educated them and their children to productive citizenship. Similarly, the Nation's Black colleges have provided opportunity and undergraduate education to the vast majority of college-educated Black Americans.

More recently, our institutions of higher education have provided the scientists and skilled technicians who helped us transcend the boundaries of our planet. In the last 30 years, the schools have been a major vehicle for expanded social opportunity, and now graduate 75 percent of our young people from high school. Indeed, the proportion of Americans of college age enrolled in higher education is nearly twice that of Japan and far exceeds other nations such as France, West Germany, and the Soviet Union. Moreover, when international comparisons were last made a decade ago, the top 9 percent of American students compared favorably in achievement with their peers in other countries.

In addition, many large urban areas in recent years report that average student achievement in elementary schools is improving. More and more schools are also offering advanced placement programs and programs for gifted and talented students, and more and more students are enrolling in them.

We are the inheritors of a past that gives us every reason to believe that we will succeed.

A Word to Parents and Students

The task of assuring the success of our recommendations does not fall to the schools and colleges alone. Obviously, faculty members and administrators, along with policymakers and the mass media, will play a crucial role in the reform of the educational system. But even more important is the role of parents and students, and to them we speak directly.

To Parents

You know that you cannot confidently launch your children into today's world unless they are of strong character and well-educated in the use of language, science, and mathematics. They must possess a deep respect for intelligence, achievement, and learning, and the skills needed to use them; for setting goals; and for disciplined work. That respect must be accompanied by an intolerance for the shoddy and second-rate masquerading as "good enough."

You have the right to demand for your children the best our schools and colleges can provide. Your vigilance and your refusal to be satisfied with less than the best are the imperative first step. But your right to a proper education for your children carries a double responsibility. As surely as you are your child's first and most influential teacher, your child's ideas about education and its significance begin with you. You must be a *living* example of what you expect your children to honor and to emulate. Moreover, you bear a responsibility to participate actively in your child's education. You should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that says "let it slide"; monitor your child's study; encourage good study habits; encourage your child to take more demanding rather than less demanding courses; nurture your child's curiosity, creativity, and confidence; and be an active participant in the work of the schools. Above all, exhibit a commitment to continued learning in your own life. Finally, help your children understand that excellence in education cannot be achieved without intellectual and moral integrity coupled with hard work and commitment. Children will look to their parents and teachers as models of such virtues.

To Students

You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents' best example and your teachers' best efforts, in the end it is *your* work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, work with

dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity.

A Final Word

This is not the first or only commission on education, and some of our findings are surely not new, but old business that now at last must be done. For no one can doubt that the United States is under challenge from many quarters.

Children born today can expect to graduate from high school in the year 2000. We dedicate our report not only to these children, but also to those now in school and others to come. We firmly believe that a movement of America's schools in the direction called for by our recommendations will prepare these children for far more effective lives in a far stronger America.

Our final word, perhaps better characterized as a plea, is that all segments of our population give attention to the implementation of our recommendations. Our present plight did not appear overnight, and the responsibility for our current situation is widespread. Reform of our educational system will take time and unwavering commitment. It will require equally widespread, energetic, and dedicated action. For example, we call upon the National Academy of Sciences, National Academy of Engineering, Institute of Medicine, Science Service, National Science Foundation, Social Science Research Council, American Council of Learned Societies, National Endowment for the Humanities, National Endowment for the Arts, and other scholarly, scientific, and learned societies for their help in this effort. Help should come from students themselves; from parents, teachers, and school boards; from colleges and universities; from local, State, and Federal officials; from teachers' and administrators' organizations; from industrial and labor councils; and from other groups with interest in and responsibility for educational reform.

It is their America, and the America of all of us, that is at risk; it is to each of us that this imperative is addressed. It is by our willingness to take up the challenge, and our resolve to see it through, that America's place in the world will be either secured or forfeited. Americans have succeeded before and so we shall again.

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[Findings]



[Appendix A: Charter--National Commission on Excellence in Education]

A Nation At Risk - April 1983

Appendix A: Charter--National Commission on Excellence in Education

Authority

20 U.S.C. 1233a. The Commission is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 *et seq.*) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C Appendix I) which set forth standards for the formation and use of advisory committees.

Purpose and Functions

The Commission advises and makes recommendations to the nation and to the Secretary of Education. To carry out this mission the Commission is charged with the following responsibilities:

1. To review and synthesize the data and scholarly literature on the quality of learning and teaching in the nation's schools, colleges, and universities, both public and private, with special concern for the educational experience of teen-age youth;
2. To examine and to compare and contrast the curricula, standards, and expectations of the educational systems of several advanced countries with those of the United States;
3. To study a representative sampling of university and college admission standards and lower division course requirements with particular reference to the impact upon the enhancement of quality and the promotion of excellence such standards may have on high school curricula and on expected levels of high school academic achievement;
4. To review and to describe educational programs that are recognized as preparing students who consistently attain higher than average scores in college entrance examinations and who meet with uncommon success the demands placed on them by the nation's colleges and universities;
5. To review the major changes that have occurred in American education as well as events in society during the past quarter century that have significantly affected educational achievement;
6. To hold hearings and to receive testimony and expert advice on efforts that could and should be taken to foster higher levels of quality and academic excellence in the nation's schools, colleges, and universities;
7. To do all other things needed to define the problems of and the barriers to attaining greater levels of excellence in American education; and
8. To report and to make practical recommendations for action to be taken by educators, public officials, governing boards, parents, and others having a vital interest in American education and a capacity to influence it for the better.

Structure

The Commission consists of at least 12, but not more than 19, public members appointed by the Secretary. The Secretary shall designate a chairperson from among the members. Among its members the Commission includes persons who are knowledgeable about educational programs at various levels and are familiar with views of the public, of employers, of educators, and of leaders of a range of professions regarding the status of education today, requirements for the future, and ways the quality of

education for all Americans can be improved.

A quorum of the Commission is a majority of appointed members.

Terms of service of members end with the termination of the Commission.

Hearings on behalf of the Commission may be held by one or more members with the authorization of the chairperson.

The Commission may establish standing committees composed exclusively of its members. Each standing committee complies with the requirements of applicable statutes and Departmental regulations. Each committee presents to the Commission findings and recommendations for action by the full Commission. Timely notification of the establishment of a committee and any change therein, including its charge, membership, and frequency of meetings, will be made in writing to the Committee Management Officer. All committees act under the policies established by the Commission as a whole.

Management and staff services are provided by the Executive Director who serves as the Designated Federal Official to the Commission and by the National Institute of Education.

Meetings

The Commission meets approximately four times a year at the call of the Chairperson, with the advance approval of the Secretary or the Designated Federal Official who approves the agenda and is present or represented at all meetings. Standing committees meet as required at the call of their Chairperson with the concurrence of the Commission Chairperson. All meetings are open to the public except as determined otherwise by the Assistant Secretary for Educational Research and Improvement. Notice of all meetings shall be given to the public. Meetings are conducted, and records of proceedings kept, in accordance with applicable laws and Department regulations.

Compensation

In accordance with the General Education Provisions Act and other applicable laws, Commission members shall be entitled to an honorarium of \$100 per day for official business of the Commission. Their per diem and travel expenses will be paid in accordance with Federal Travel Regulations.

Annual Cost Estimate

Estimate of the direct cost for operating the Commission, including compensation and travel expenses for members as well as costs for studies, but excluding staff support, is \$332,000. Estimate of annual person-years of staff required is 16. Estimate of direct annual costs for administrative support, staff and staff per diem and travel expenses is \$453,000. The National Institute of Education will provide additional administrative and research assistance to the Commission.

Reports

In addition to its final report, which is expected eighteen months from the initial meeting, the Commission submits to the Congress by March 31 of each year an annual report which contains as a minimum a list of the names and business addresses of the members, a list of the dates and places of the meetings, the functions of the Commission, and a summary of Commission activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress. The Commission makes such other reports or recommendations as may be appropriate. A copy of the annual report and other reports is provided to the Committee Management Officer.

Termination Date

It is estimated that the time necessary for the Commission to complete its activities and report is at least 18 months. Therefore, to insure the completion of the report, the Secretary determines that this Commission terminates not later than two years from the date of this Charter.

APPROVED:

August 5, 1981

T.H. Bell, Secretary of Education

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[Recommendations]



[Appendix B: Schedule of the Commission's Public Events]

A Nation at Risk - April 1983

Appendix C: Commissioned Papers

Joseph Adelson, The University of Michigan, Ann Arbor

"Twenty-Five years of American Education: An Interpretation"

Catherine P. Ailes and Francis W. Rushing, SRI International, Arlington, Virginia

"A Summary Report on the Educational Systems of the United States and the Soviet Union: Comparative Analysis"

Alexander W. Astin, University of California, Los Angeles

"Excellence and Equity in American Education"

Alexander W. Astin, University of California, Los Angeles

"The American Freshman, 1966-1981: Some Implications for Educational Policy and Practice"

Herman Blake, University of California, Santa Cruz

"Demographic Change and Curriculum: New Students in Higher Education"

Richard I. Brod, The Modern Language Association, New York, New York

Nicholas Farnham, The International Council on the Future of the University, New York, New York

William V. Mayer, Biological Sciences Curriculum Study, Boulder, Colorado

Robert A. McCaughey, Barnard College, New York, New York

"University Entrance Examinations and Performance Expectations"

Barbara B. Burn and Christopher H. Hurn, University of Massachusetts, Amherst

"An Analytic Comparison of Educational Systems"

Philip Cusick, Michigan State University, East Lansing

"Secondary Public Schools in America"

Paul DeHart Hurd, Stanford University, California

"An Overview of Science Education in the United States and Selected Foreign Countries"

Walter Doyle, University of Texas at Austin

"Academic Work"

Kenneth Duckworth, University of Oregon, Eugene

"Some Ideas About Student Cognition, Motivation and Work" (A Critique of the Symposium on *The Student's Role in Learning*)

Max A. Eckstein, Queens College/City of New York Flushing

Susanne Shafer, Arizona State University, Tempe

Kenneth Travers, University of Illinois, Champaign-Urbana

"A Comparative Review of Curriculum: Mathematics and International Studies in the Secondary Schools of Five Countries"

Eleanor Farrar, The Huron Institute, Cambridge, Massachusetts

Matthew B. Miles, Center for Policy Research, New York, New York

Barbara Neufeld, The Huron Institute, Cambridge, Massachusetts

"A Review of Effective Schools Research: Implications for Practice and Research"

Zelda Gamson, University of Michigan, Ann Arbor

"A Little Light on the Subject: Keeping General and Liberal Education Alive"

William E. Gardner, University of Minnesota, Minneapolis

- John R. Palmer, University of Wisconsin, Madison
"Certification and Accreditation: Background, Issue Analysis, and Recommendations"
- Thomas L. Good, University of Missouri-Columbia
"What Is Learned in Schools: Responding to School Demands, Grades K-6"
- Thomas L. Good and Gail M. Hinkel, University of Missouri-Columbia
"Schooling in America: Some Descriptive and Explanatory Statements"
- Donald B. Holsinger, State University of New York, Albany
"Time, Content and Expectations as Predictors of School Achievement in the U.S.A. and Other Developed Countries: A Review of IEA Evidence"
- Kenneth R. Howey, University of Minnesota, Minneapolis
"Charting Directions for Preservice Teacher Education"
- Torsten Husen, University of Stockholm, Sweden
"A Cross-National Perspective on Assessing the Quality of Learning"
- Nancy Karweit, Johns Hopkins University, Baltimore, Maryland
"Time on Task: A Reserch Review"
- Howard London, Bridgewater State College, Massachusetts
"Academic Standards in the American Community College: Trends and Controversies"
- Martin L. Maehr, University of Illinois, Champaign-Urbana
"Motivational Factors in School Achievement"
- Matthew B. Miles, Center for Policy Research, New York, New York
Eleanor Farrar and Barbara Neufeld, The Huron Institute Cambridge, Massachusetts
"The Extent of Adoption of Effective Schools Programs"
- Barbara Neufeld and Eleanor Farrar, The Huron Institute Cambridge, Massachusetts
Matthew B. Miles, Center for Policy Research, New York, New York
"A Review of Effective Schools Research: The Message for Secondary Schools"
- William Neumann, Syracuse University, New York
"College Press and Student Fit"
- C. Robert Pace, University of California, Los Angeles
"Achievement and Quality of Student Effort"
- Harvey L. Prokop, San Diego Unified School District California
"Intelligence, Motivation and the Quantity and Quality of Academic Work and Their Impacts on the Learning of Students: A Practitioner's Reaction" (A Critique of the Symposium on *The Student's Role in Learning*)
- Lauren B. Resnick, University of Pittsburgh, Pennsylvania
Daniel P. Resnick, Carnegie-Mellon University Pittsburgh, Pennsylvania
"Standards, Curriculum, and Performance: An Historical and Comparative Perspective"
- Frederick Rudolph, Williams College, Williamstown, Massachusetts
"Educational Excellence--The Secondary School-College Connection and Other Matters: An Historical Assessment"
- Clifford Sjogren, University of Michigan, Ann Arbor
"College Admissions and the Transition to Postsecondary Education: Standards and Practices"

Richard E. Snow, Stanford University, California

"Intelligence, Motivation and Academic Work" (A Critique of the Symposium on *The Student's Role in Learning*)

Robert J. Sternberg and Richard Wagner, Yale University, New Haven, Connecticut

"Understanding Intelligence: What's in It for Educators?"

Deborah Stipek, University of California, Los Angeles

"Motivating Students to Learn: A Lifelong Perspective"

Judith Torney-Purta, University of Maryland, College Park

John Schville, Michigan State University, East Lansing

"The Values Learned in School: Policy and Practice in Industrialized Countries"

Beatrice Ward, John R. Mergendoller, and Alexis L. Mitman, Far West Laboratory for Educational Research and Development, San Francisco, California

"The Years Between Elementary School and High School: What Schooling Experiences Do Students Have?"

Jonathan Warren, Educational Testing Service, Berkeley, California

"The Faculty Role in Educational Excellence"

Dean K. Whitla, Harvard University, Cambridge, Massachusetts

"Value Added and Other Related Matters"

Sam J. Yarger, Syracuse University, New York

"Inservice Education"

Herbert Zimiles, Bank Street College of Education, New York, New York

"The Changing American Child: The Perspective of Educators"

Commissioned papers will be available in the ERIC system after July 1983 (See Ordering Information).

Also available through the ERIC system after July 1983:

Clifford Adelman, National Institute of Education, Washington, D.C.

"A Study of High School Transcripts, 1964-1981"

Available through the ERIC system after August 1983:

Fast Response Survey System, National Center for Education Statistics, Washington, D.C.

"School District Survey of Academic Requirements and Achievement"

Fast Response Survey System, National Center for Education Statistics, Washington, D.C.

"Survey of Schools of Teacher Education: Perceptions of Methods for Improvement"

Service Delivery Assessment, Office of Management, U.S. Department of Education, Washington, D.C.

"Study Skills Instruction"

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[Appendix B: Schedule of the Commission's Public Events]



[Appendix D: Hearing Testimony]

We need standards -
Curriculum - state standards -
national standards - we
Clement / Williams -
national

Boley

Curriculum - help improve knowledge + skills of all
American by better used class education + systems
system for US - needs to be driven by ^{word class} standards, class
jobs, accuracy of assessing tools - to show why
they can do - w/ many tests for students +
professors, in schools - + in workplace

"American chore: high skills & low wages."

Butt again → Gods 2000 now w/ol
National School Standards
School to work -
Workforce commitment }

↓ with HRC in 1991 - intellectual freedom
for that process

academic standards
work "

Teaching less standards

Policy + practice

exam system

~~1800~~
state license
low for
classroom
certification -
subsidize

no one
taking
test

1800 candidates per Florida
Set for assessment -
Florida alone - 1800 candidates
set for those
highly qualified teachers -

national standards

State planning meeting

1985 - started to coordinate them

but will now to set good cadre
of states

Teacher quality - entry level teachers
professional certificate

National Bd for Prof Teaching Standards -
they -- and the part for ourselves is it -
they more state to set a board +
enforce more

entry level - nothing has happened -
licensing - not certificate standards - (higher standards)
(minimum standards - to do no harm) -
national teacher certificate - not demanding -
driven by belief / demand of teacher +
understanding per quality - state are
pushing for high standards -
no real incentives - } need external
pressure to
improve -

1) Exam - ETS -
"Standards of Professional"
talking about redoing it
national teacher exam for
entry level teachers -
(do you know / your subject)

States

as new includes to
improve entry level teachers -

not prepared to help students meet
the new standards -

✓ Content / teaching
ability / evaluation -

- 1) goals/standards
- 2) assessment
ties to goals
- 3) curriculum

★ abt 9 states have standards -

but not aligned rest of system not lined up - pieces don't put together -

4) teacher
learn

Progress - in creating goals in every state
now -- setting system aligned

★ been a federal journey to get agencies
local + state = standards + goals as culture -

multiple sets - I have a set of culture

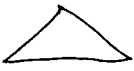
benchmark - show what they know

core/culture benchmarks + skills -

most important - basic academics - good align -
getting there -

next - assessment tools - again
breakthrough - tie them to the goal -
show ^{skills} what they know

next benchmark is curriculum -
tied to assessment -

①  problem solving skill
+ creativity

② drill - skills -
problem solving activities

need to go to concepts

4) Teacher Training:

Investment now - what + why
Standard - teacher development is
getting more focussed -
using professional dev days -

Starting to see measurable measures -
still just begins -

↓
next steps - given our students +
their need - what do we need to do?

★ 1) Lesson: have to get teachers to bring
w/ their bid work w/ the (as a ^{group} _{discussion})

★ 2) model teaching -

3) build 100 day curriculum
we know this can get the
most

new teacher - most likely to be assigned
out of the subject area - less likely to be
successful.

Very predominant / teacher teaching outside
subject areas -

why ?? recruitment / training / retention
system is poor planning

→ so fit w/ what is needed
w/ what is needed.

→ Is paper on this point -
when practicing union - better for the
preference for qualified people in the right
places -

→ unions - (AFT)
take responsibility for recruiting
Rochester, Pillsbury - part of the
contract share that responsibility -

only level exam + professional
standards - so important - they know
this stuff.

- not serious for serious side w/
no quality control -

↓ NRC literacy standards

In many states - Creating benchmarks
4, 8, 10, 11, 12 -

teachers need grade by grade,
if basic literacy skills not there -
but will new network -

now - coming out w/ year by

① please better phone + update Congress

② ID what important thing a kid
need to learn in each grade -

gave
teachers
responsibility -
do the
assessment

→ emphasis on writing as well as reading.

→ [→ handed us note on
pyramids??
tower
standard,

① American choice
recommended in 1985
bipartisan commission -
what led at why school
curriculum was successful -
80% of a school
all had clear, narrow
standards for the students
achievement

Goals +
conclusions

policy

Educators have
to build the
system

② Clinton - carried it through -
③ national business council
took it up - Bush Admin -
Clinton changed it

① Concept / pd + bus in
the
national + state levels -

② wrote an national standard <
Engl / Maths, etc, music, art -

③ new standards in core subjects -
+ applied learning -
problem solving, working w/ others -

(HRC web - benchmark standard for
national - adopted in many places -)

3) who each state started
doing then can - Va diff -
they are standards - better than
nothing -

When we are now -
now -- we have so sets - is this
what we want? Interactions
Benchmarking - Is that important?

4) national level
standard details news
finished -

good news - exam system -
→ innovative system
no more multiple questions for

If HAC would challenge teachers -
What 3 things would you ask them?

national
standards (feed)
↓

- ① know standards better than before
are essential -
- ② participate in what is being
done to help them meet their standards
- ③ be willing to talk about what teachers
think

④ pushing for
curriculum
size
(18)

gap: the more we do on web is to
improve urban / paved / mental health.

everyone can meet then standard
it's up to us / to help them
meet the - our expectations -
they can do this -

- easier to know they are
- instead they choose to use
- rather sure we have
stuff -

for every bid to meet

standard -- 5th

built a ramp up current

pool: set this to fit a

where we work towards

standard -

it's working

standard

school

- 6 week / intense -

after school

programs

} → not babysitting

that's investing more time -

admission - cost work

[can't put out standard school
doing it differently - more time]

clean quality
standard + accountability -

→ Ed + bu / sc) went a system of
community accountability -

rewards

Kentucky they measure
how student are performing

standard - as base -
take into consideration socie-
tal status - reward whole

Schools - \$ - for those who are
making progress

lessens
learned
→ school meets
other schools
→ state
teachers

big area for work

Virginia new standard + exam - if
don't meet then - lose
accreditation -

(punishment)

→ State teachers - (?)
can't tell if it's working -

reconstitution
everyone at
every one

[Community / parents - helping
speaking out if schools are failing]

NY - Rich Mills / Chancellor ^{Chap still stood off}
Regent exam - (College fund + regent ex)

Last year ^{2 kinds of diplomas}
→ all kids should do this -
all kids should be able to get a
regent diploma -

HRC - more than - all kids are
Capable - he was very comprehensive -
- he raised expectations

Also -- parenting of crews - innovative -
but he set bar high - help us get
there -

Sullivan => bandwidth approach
not system "

Varadero - fa elem + secondary
public school choice -
but believe in high level
schools - parental involvement sc
critical

→ no proof that
\$2000 → minutes is important
areas -

under
results
parent
involvement
- not helps to improve public schools
- will wait not date not stand U -

(4) shut up

(5) broader and

Sched

Parents

Census

Unions

not put kids

learn quick
sterling

↓ ^{or Co}
schools
available

↓ had
available
available

What we need to do

helping poor kids - need
after school

(1)

after school
~~Sat school~~ / getting / enroll
the to catch
up

(2) out in the school

Unions - not schools

→ Don't give up -
Some people that have - never of the
we going

→ people don't want to
ever breath -
then what we need to do

1) four car guys
2) —

↓ poor
C) Everyone must
Down? so many of the

Schools / ten areas

Alexandria - 90% minority -

all of a sudden - only city set up
high new standards -

Ypsilanti, Michigan - / Strong manpower

I set the high - I was in teacher -

clear goal + standard - holding the

accountable - extended work day

(start, after school) and to do it -

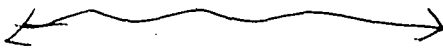
peaks
of
excellence

— Challenge - 7C

begin to serve the

manager + running school -

as an best companies in America -



Nelson as
 ① Park → referendum
 State
 Law
 (Antony) → after Williamson
 Buss/ bu - national standards created -
 gods - alleges sh → most
 (NCC very involve)
 Strong national building concs
 need for national god -

③ → Child - Good 2000
 real god + some
 inevitably -
 all of a sudden - big fish
 → passed legislation which don't
 not meeting the gods
 But agreement to have high
 standards - some delayed -
 some later -
 → almost every state has been
 happy -

④ → national best for kids -
 improve means + results (POTUS)
 not just only who

→ more + more reliance for standards
 inevitably for standards -

good news: enemy concern ↑
 schools held

bad news: so hard to do: abt 3
 concerns - amount of time
 training - if you can measure
 losses -

⑤ not easy
mission ↓ What do we need to do?
 ① we can figure up - see progress
 look at what we were succeeding
 ② Start wars -

President Clinton's Call to Action for American Education in the 21st Century

In his 1997 State of the Union address, the President made clear that his number one priority for the next four years is to ensure that Americans have the best education in the world. He issued a ten-point call to action for American education in the 21st century to enlist parents, teachers, students, business leaders, and local and state officials in this effort:

- **Set rigorous national standards, with national tests in 4th-grade reading and 8th-grade math to make sure our children master the basics.** Every 4th grader should be able to read; every 8th grader should know basic math and algebra. To help make sure they do, the President is pledging the development of national tests in 4th-grade reading and 8th-grade math, and challenging every state and community to test every student in these critical areas by 1999. These tests will show how well students are meeting rigorous standards and how well they compare with their peers around the country and the world. They will help parents know if their children are mastering critical basic skills early enough to succeed in school and in the workforce. Every state and school should also set guidelines for what students should know in all core subjects. We must end social promotion: Students should have to show what they've learned in order to move from grade school to middle school and from middle school to high school. We must make sure a high school diploma means something.
- **Make sure a talented and dedicated teacher is in every classroom.** In addition to the talented and dedicated teachers already in the classroom, 2 million new teachers will be needed over the next ten years to replace retirees and accommodate rapidly growing student enrollments. We must take advantage of this opportunity to ensure teaching quality well into the 21st century by challenging our most promising young people to consider teaching as a career, setting high standards for entering the teaching profession, and providing the highest quality preparation and training. We should reward good teachers, and quickly and fairly remove those few who don't measure up. The President's education budget will make it possible for 100,000 master teachers to achieve national certification from the National Board for Professional Teaching Standards over the next ten years.
- **Teach every student to read independently and well by the end of the 3rd grade.** Reading is the key to unlocking learning in all subjects. While America's 4th graders read on average as well as ever, more than 40 percent cannot read as well as they must to succeed later in school and in the workforce. Research shows that students unable to read well by the end of the 3rd grade are more likely to become school dropouts and truants, and have fewer good options for jobs. The President's America Reads Challenge is a nationwide effort to mobilize a citizen army of a million volunteer tutors to make sure every child can read independently by the end of the 3rd grade. Parents, teachers, college students, senior citizens, and others can all pitch in to give children extra help in reading during the afternoons, weekends, and summers. At the same time, schools must strengthen the teaching of reading in the school day, and the President's budget invests more in programs that address reading achievement in school.
- **Expand Head Start and challenge parents to get involved early in their children's learning.** A child's learning begins long before he or she goes to school. That's why the President's budget expands Head Start to benefit one million children by 2002. Parents are their children's first teachers, and every home should be a place of learning. The President and First Lady will convene a conference this spring to review recent scientific discoveries on early childhood learning and to show how parents, teachers, and policy makers can use this new knowledge to benefit young children. And in June, the Vice President and Mrs. Gore will host their sixth annual family conference, and focus on the importance of parents' involvement throughout a child's education.

- **Expand school choice and accountability in public education.** The President has challenged every state to let parents choose the right public school for their children. Innovation, competition, and parental involvement will make our public schools better. We must do more to help teachers, parents, community groups, and other responsible organizations to start charter schools -- innovative public schools that stay open only as long as they produce results and meet the highest standards. The President's budget doubles funding to help start charter schools so that there will be 3,000 charter schools at the dawn of the 21st century, providing parents with more choices in public education.
- **Make sure our schools are safe, disciplined and drug free, and instill American values.** Students cannot learn in schools that are not safe and orderly and do not promote positive values. We must find effective ways to give children the safe and disciplined conditions they need to learn, such as by promoting smaller schools, fair and rigorously enforced discipline codes, and teacher training to deal with violence. We should continue to support communities that introduce school uniforms and character education, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs. We should also keep schools open later as safe havens from gangs and drugs, expanding educational opportunities for young people in the afternoons, weekends, and summers, and providing peace of mind for working parents.
- **Modernize school buildings and help support school construction.** Just as we face unprecedented and growing levels of student enrollment, a recent report by the General Accounting Office shows that a third of our nation's schools need major repair or outright replacement. To keep children from growing up in schools that are falling down, the Administration has proposed \$5 billion to help communities finance \$20 billion in needed school construction over the next four years.
- **Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.** To prepare ourselves for the 21st century, we must open the doors of college to all Americans and make at least two years of college as universal as high school is today. The President's HOPE scholarship, a \$1,500 tax credit for tuition paid for the first two years of college, would be enough to pay for a typical community college education or provide a solid down payment at four-year colleges and universities. The President also is proposing a \$10,000 tax deduction for any tuition after high school, an expanded IRA to allow families to save tax-free for college, and the largest increase in 20 years in Pell Grants for deserving students.
- **Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.** Learning must last a lifetime, and all our people must have the chance to learn new skills. Basic literacy and adult education are more important than ever for adults as well as children. Adults should take on the responsibility of getting the education and training they need, and employers should support their efforts to do so. The President's G.I. bill for workers would provide a simple skill grant that would enable eligible workers to get the education and training they need.
- **Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.** Our schools must now prepare for a transition as dramatic as the move from an agrarian to an industrial economy 100 years ago. We must connect every classroom and library to the Internet by the year 2000, so that all children have access to the best sources of information in the world. The President is proposing to double the funding for America's Technology Literacy Challenge, catalyzing private-public sector partnerships to put the information age at our children's fingertips. CEOs of some of America's most innovative technology and communications firms have already responded to the President's challenge to work with schools to get computers into the classroom, link schools to the Internet, develop effective educational software, and help train our teachers to be technologically literate.



**Remarks as Prepared for Delivery by
U.S. Secretary of Education Richard W. Riley**

***Education First:
Building America's Future*
The Fifth Annual
State of American Education Speech**

**Seattle, Washington
February 17, 1998**

Good morning. It is my great pleasure to come to Seattle, here in the glorious Pacific Northwest to give my fifth State of American Education Address. It is also a pleasure to listen to the inspiring words of Barbara Morgan, whose love of education clearly defines who she is and what she is about.

Barbara Morgan's exploration of space continues the great American adventure and quest for knowledge that led Lewis and Clark to cross the Rockies and row down the salmon filled Columbia River in 1804 to reach the Pacific Ocean at what is now the southern tip of Washington State. CHECKBOX Barbara Morgan will take our hopes and dreams into space with her. But as she reminded us so eloquently, the American adventure in space begins by placing value on teaching and learning.

Governor Locke, Senator Murray, the many members of Congress who are with us today - Norm Dicks, Jim McDermott, Linda Smith, and Adam Smith; Terry Bergeson, Washington's determined Superintendent of Public Instruction; Seattle's dynamic superintendent John Stanford; Mayor Schell and Ron Sims; my good friend retired General John Shalikavili, ladies and gentlemen.

We are joined here today by educators from Alaska to California including Norma Paulus, Oregon's chief educator, and thousands of Americans at over 150 down link sites across America, including my home town of Greenville, South Carolina. This speech is being webcast on the Internet as well.

In the fall of 1870, on the corner of 3rd Avenue and Madison Street, which is now the center of downtown Seattle, Ms. L.M. Ordway opened the first public school in Seattle. When Ms. Ordway asked her children to pick up their slates and McGuffey readers way back in 1870 I do not think that she could have imagined Slate journal - an on line Internet magazine published here in Washington. We live, my friends, in a world where knowledge is exploding all around us -- where trillions of bits of knowledge move in nanoseconds across the World Wide Web.

Consider, in 1969 there were just four primitive web sites in this world. By 1990, there were 333,000. Today, there are almost 20 million. How many will there be in the year 2000? It's all quite extraordinary. Scientists can land the Sojourner space vehicle on Mars with pinpoint accuracy. At the same time, a cloned sheep named Dolly is chewing her cud in Scotland while world leaders ponder the implications for humankind.

Expanding the horizons of knowledge and giving our children the power to use that knowledge wisely are at the very center of this new Education Era. We can not sit still rooted to the chalk board and pencil at a time when a 12-year old can

literally touch his or her mouse pad and travel from web site to web site around the world.

This is why I am so encouraged by the vibrancy and growing spirit of innovation that comes with charter schools, new technology in the classroom and the demand for higher achievement. At the same time, American education has a deep responsibility to pass on to the next generation the essential elements of good citizenship and mastery of the basics as a stepping stone to more advanced skills.

And this I know for sure -- we are in a new time with new challenges -- and none is more important than this: never has this nation been confronted with the task of teaching so much to so many while reaching for new high standards -- that is the state of American education and America's first challenge.

This is an extraordinary and demanding time for our nation's schools and I ask all Americans to pitch in. Our nation is prosperous and working hard for peace. Surely this is the right time to be optimistic, to roll up our sleeves and get serious about winning America's war on ignorance.

At the same time, we have to contend with a narrow strain in American thinking that casually seeks to dismiss public education as a value from another time. Instead of seeking solutions, these people see only problems. Instead of seeing opportunity, they see only failure.

My friends, if ever there was a time to rally around our nation's schools, it is now. We have so much to do. We have more children in our nation's classrooms than ever before and each year they become more crowded. Our children speak more than 100 languages, eager as they are to learn English. They start kindergarten with high hopes but too many come unprepared.

Reading scores are not where we want them to be. And while we do a very good job at teaching math and science in the early years, we begin to drift in the middle years and fall behind the international standard of excellence.

Drug use is down slightly among teenagers but our vigilance must never end. And we cannot rest when every day another 3,000 young people start smoking. Think about the consequences 1,000 of these young people will die as a result of tobacco related illnesses. Middle schools are ground zero in the battle to protect children's health.

Other trends bear watching. The Hispanic dropout rate remains stubbornly high. Schools are beginning to crack down on violence and disruption. The "street" is not an option, so alternative schools are on the increase. This development is very close to me. Classes for one alternative school are held by my senior staff twice a week. We try to keep in touch with the real problems that face many of our schools.

Eighteen states, from Vermont to Texas, now require schools to issue their own report cards detailing student achievement. This makes good sense to me and I encourage it. Why not every state? Parents ought to know about reading and math scores, safety, and the school's candid assessment of their own "state of education."

As I visit schools around the country I see a renewed interest in arts education and a growing concern about the negative impact of cutting art and music out of the curriculum. The creativity of the arts and the joy of music should be central to the education of every American child.

As we seek to address these many challenges, let's recognize that when we Americans get serious about something and focus on it we usually succeed. That is why today over 60 percent of all graduating high school seniors now go directly to college and 25 percent of all college freshmen have taken Advanced Placement courses.

The "gender gap" is closing in large part because of a federal civil rights law called Title IX. As a result, the United States now leads the world in giving women access to higher education and American women continue to excel in athletics. Now that the American women's ice hockey team has won the gold in Nagano, you can give some credit to Title IX.

Another accomplishment -- new, high standards are here to stay. Five years ago the debate about raising achievement levels was very much up in the air. Today, this debate should be settled.

Every state in the union is in the process of adopting rigorous academic standards and challenging assessments. Washington State is a national leader in this effort. All 50 states are receiving Goals 2000 funds to raise standards in their own way. This commitment to high standards should not be underestimated. This is a fundamental change in the very structure of American education. I applaud it -- our children are smarter than we think.

Milestones in higher education also deserve our attention. Last year, President Clinton took the bold step of asking the American people to consider two very big ideas: one -- that every American has the financial support needed to attend at least two years of college; two -- that we find a way to give every citizen the incentive and opportunity to learn for a lifetime. Congress responded in strong bipartisan fashion. The result: the \$1,500 Hope Scholarship and a 20% Lifelong Learning tax credit worth up to \$1,000 this year and \$2,000 in a few short years. These two ideas are as significant to today's students as the G.I. Bill was to returning veterans.

Every American should be thinking about taking full advantage of these new opportunities. Go back to school. Learn a new skill. Take a course at your community college. Finish that degree.

The Congress also supported the President's call to increase Pell grants for low income students to \$3,000, the largest increase in two decades. Pell Grants are the heart of student financial aid. We propose to increase Pell Grants again this year along with TRIO and work-study.

Now what else must we do to build America's future and get American education moving forward?

President Clinton in his State of the Union message noted that we have the finest system of higher education in the world. Yet too many of our young people show up at college unprepared. This is why the President went on to say that now is the time to "make our public elementary and secondary schools just as good by raising standards, raising expectations and raising accountability." This makes so much sense.

When we think about going to college all of us conjure up the image of high school seniors taking their SAT's and filling out college applications. The truth of the matter is really this -- preparing our children for college and the 21st century begins when a child is born if not earlier. That is an extraordinary statement.

Early Childhood Development: Food for the Brain

New research on the development of the brain tells us that children develop much of their learning capacity during their first three years of life. These remarkable new findings help us understand how brain development in infants actually occurs and what parents can do to help it along.

Every mother and father, every grandparent and caring adult needs to know that they can have an enormous influence in shaping a young child's future. When we sing softly to an infant -- and read slowly to them -- and coo with them -- we are in fact developing their brain power.

Other research tells us of the consequences if parents do not provide a nurturing environment. We now know that as early as first grade there is already a year's difference in achievement levels among children who enter our schools.

In response to this important research on brain development and parental involvement, President Clinton has proposed the single largest national commitment to child care in the history of this nation, including a \$3 billion Early Learning Fund.

In Georgia, Governor Zell Miller is offering free pre-school to every 4-year old child and he is proposing to give every new mother and father a "Beethoven for Babies" C.D. He is making the point that good music is food for the brain.

In North Carolina, Governor Jim Hunt has created "Smart Start," which is a model of excellence for parents who want some pre-school learning activities for their children. In Illinois, Governor Jim Edgar is doubling his state's funding for early childhood education. Thirty-seven states now support some form of pre-school for children. Why not fifty? Let's give parents the help they need.

Becoming a Nation of Readers

Helping children develop is the first step to starting our young people on the path to college. What are the others? In my opinion, mastering the basics is the absolute precondition for a quality education. You can't do much of anything if you lack the ability to read.

This is why I am so encouraged that 36 states are committed to making sure that every child in this nation can read well and independently by the end of the third grade if not earlier. Governor Gary Locke has made reading a priority and I thank him for his effort.

I am pleased to tell you that 915 colleges and universities are supporting the America Reads Challenge by encouraging their work-study students to become reading-tutors and mentors. Twenty-eight colleges and universities here in Washington are now part of this growing effort. But there is so much more to do.

Two years ago, when I began this national effort to improve literacy, I asked the nation's literacy organizations, from the American Library Association to the Girl Scouts to develop a reading guide for parents.

Today, I am releasing this guide entitled "Checkpoints for Progress." The guide offers parents examples of the reading skills that their children should have developed by each grade and tips for how parents can help their children become better readers.

Reducing Class Size

Helping children to be good readers goes to the very heart of President's Clinton's new \$12 billion class size reduction initiative that will add 100,000 well trained teachers to our nation's teaching corps. Common sense tells you that when children are in big classes they don't get the individual attention they need.

This is why we want to lower the average class size to 18 in grades one through three. Reducing class size improves discipline and raises student achievement. More individual attention by teachers early on can help all children and especially those with learning disabilities and other special needs.

One of the great drawbacks to a quality education in America is our tendency to categorize, label and even stigmatize children. America's schools should not be a place where we "sort" our young people into those we assume will achieve and those we assume cannot cut it.

Adopting high standards for all of our young people, including the disabled and those who struggle with poverty, is a statement that no child should be forgotten or left behind. This is a very fundamental change.

In the past, two federal programs that were targeted to help the disabled and the disadvantaged -- IDEA and Title I -- used a watered down curriculum. They assumed that many of these children could not achieve. Not any more. Today, I am proud to say that Title I and IDEA are turning around; in the future these children will be challenged to reach for high standards.

The success of any effort to reduce class size ultimately depends on the quality of the teachers and giving teachers the support, time and tools to succeed. If passed by Congress, this class size initiative will be a wonderful opportunity for current teacher aides to become trained and fully certified as teachers.

States have to do their part as well and make a much more vigorous effort to raise their teacher standards. This is a demanding and exhausting profession and we cannot expect to get good teachers "on the cheap." At the same time, we must expect teachers to stay current in their field and teach to the highest standards.

Modernizing Our Schools

If you reduce class size it makes good sense to build more schools and modernize old ones. America's schools are simply wearing out at a time when we face many years of record breaking enrollment.

In Miami they start serving lunch at some schools at 9:30 in the morning because of overcrowding. In Boston they are trying to put 21st century technology into 19th century school buildings. In Los Angeles, they have to bus kindergarten students out of their neighborhoods because there is literally no space.

This is why I urge Congress to support the President's call for a new \$22 billion school construction initiative to help communities modernize schools and build new ones. Parents are tired of seeing their children go to school in portable classrooms with no windows and they are tired of watching playground space shrink or disappear.

If this school construction initiative is passed, Washington State can borrow \$204 million dollars interest free. Seattle would get an additional \$32 million dollars interest free. This would free up more local funds to modernize and build more

schools.

My friends, Congress needs to act this year. This is an American problem, and it requires an American, not a partisan, response.

As we build new schools, let's also make sure that they are wired "smart." That is why the Federal Communications Commission established the E-rate, a new \$2.25 billion fund available each year to make sure that every school -- public, private and parochial -- and every library will get the technology they need to teach for the future.

Funds from the E-rate will provide an average discount of 60% for all telecommunications services and up to a 90% discount for very poor schools. This is so important. There is a growing concern as we enter the new century that the technology gap will worsen. The E-rate is the best way to make sure that all students in all schools have access to technology.

And there is not a moment to be lost in making sure that America's teachers are up to speed and really know how to integrate technology into their lesson plans. We really ought to be past the time when many students know more about computers than some of their teachers.

Finally, I make a special appeal today to America's senior citizens to support local school bond issues. My wife Tunky and I celebrated our 40th wedding anniversary last year. We have 8 wonderful grandchildren and the ninth is on the way. These children are a joy to both of us.

Now, I know that a great many senior citizens go out of their way to volunteer at schools. There are some older Americans, however, who have raised their own children and are now reluctant to support the building of new schools. I ask all senior citizens to think this out. See your "yes" vote on school bonds as another patriotic contribution to building America's future.

All of the many efforts about which I have spoken -- from early childhood development and the role of parents -- to modernizing our schools -- all of these are part of a growing American consensus to put education first. This mainstream agenda can be the foundation for building America's future if we keep at it and don't lose our focus.

Imagine what this wonderful nation can achieve in the next century if every 4-year old has the opportunity to develop his or her learning skills -- every 8-year old can read well -- every 12-year old can use the Internet -- and every 18 year old is truly prepared to go to college.

Public Support for Voluntary National Tests

If we are going to be successful in preparing our young people to step into the future we must have higher expectations for our children, a commitment to high standards and real accountability.

This is why I support voluntary national tests for 4th grade reading and 8th grade math. Urban school districts like Seattle that signed up to participate in these voluntary national tests ought to have that opportunity. Parents in America should have the right to know if their children have mastered the basics during these critical periods.

When it comes to the 3-R's, I am a conservative and I think most Americans join

me in this view. The truth of the matter is that state standards are very important and improving, but they vary dramatically. The result -- parents in many states think their children are learning what they need to know and that is not always the case.

Voluntary national tests in reading and math would be a powerful tool for change in the hands of parents, principals and teachers. These tests are not just a test of our children but a test of this nation's resolve -- will we make sure that every child has mastered the basics of reading and math?

I believe that the American people want these national standards of excellence and are waiting for the Congress to "catch up."

Vouchers Divide and Undermine Public Education

To lift up student achievement, we must deepen our commitment to public education and not be distracted by vouchers. Some Americans believe that vouchers -- and only vouchers -- are the solution to all that ails American education. My experience has convinced me that the cynics are wrong -- the American people believe in public education, and they are eager to work together to improve it.

When almost 90% of all of our children are attending public schools, it doesn't make a lot of sense to me to use public tax dollars to pay for private school education. I am a strong supporter of private and parochial education. These schools have existed since the founding of this nation and they continue to represent a vibrant source of strength today.

I believe, however, that going down the road toward vouchers would ultimately make these schools less independent and less religious -- and that would be a serious mistake in my judgement. I encourage the growing dialogue between public, private and parochial schools. Each has something to offer -- the discipline of school uniforms, the strength of a core curriculum, or the rich experience that public schools have gained in educating and including the disabled.

The Dogmatism of "Either/or" Thinking

The emerging American consensus on education of which I have spoken is growing stronger every day. I believe it will continue to move forward if we are willing to address the peculiar habit we have of getting stuck in the rut of what I call "either/or thinking."

It's hard to build America's future and put education first when so many debates in education are tinged by a growing sense of rigidity that I find troubling. Sometimes people seem to be hunting for ways to disagree.

Whether it is the current math debate in California, the 30 year debate over school prayer, or the long running debate over phonics vs. whole language -- this unhealthy habit of thinking in dogmatic ways does our children little good.

My friends, we need to step back, lower our voices, truly listen to each other and search for common ground. Healthy debate is essential if we are to advance the future of American education. I respect any parent, teacher or concerned citizen who cares enough about the education of our children to voice their opinion. Too often, however, people are choosing sides instead of choosing solutions.

Let me give you an example. For thirty years the debate about school prayer was cast in stone. One side fervently believed that children should be required to pray in school without regard to a child's religious belief. The other side made every effort to keep any discussion about religion out of the classroom. Both sides, over time, reduced the majesty of the First Amendment to sound bites.

Two years ago, President Clinton sought a third way and came forward with new guidelines on school prayer that have done so much to defuse this debate and find common ground. All sides came together and contributed to finding this solution. I believe we should follow this good example and invest more of our energy in finding common ground.

This is why I want to encourage current efforts by various education groups to end the "reading war." Most children need some combination of phonics and reading comprehension and the emphasis has to be put on what works best for each child.

We must do a much better job of preparing teachers to teach reading well. And this I know for sure, the most important thing we could do to revolutionize American education would be to have a parent read with his or her child at least 30 minutes a day.

I also urge a "cease fire" in the growing math debate about whether adding and subtracting should be emphasized over solving more complex problems. The answer is both, but there must be balance and there must be results.

My friends, we need less ideology and more geometry, less dogmatism and more algebra, and there is nothing "fuzzy" about either of these two subjects. This is why I urge America's middle schools to start teaching some algebra and geometry by the 8th grade. These two courses are the stepping stones to trigonometry and calculus and rigorous science subjects like chemistry and physics.

This is common practice in every developed country in the world and our children are up to the task. The children here at Eckstein Middle School, a school with a diverse student population, prove the point. Every 8th grader takes some algebra -- science is never on the back burner -- and 75% of these children are taking foreign language instruction, from Japanese to Spanish.

In his own way Seattle's Bill Nye, the "Science Guy," who is with us today is the kind of teacher who gets young people excited and engaged in science and math. This is so important. Hundreds of thousands of information technology jobs are going unfulfilled because we don't have enough skilled workers.

Middle Schools: A Turning Point in the Growth of a Child

Now, most Americans just roll their eyes when you start talking about teaching in a middle school. One parent described his 8th grader to me as "hormones in sneakers." But the truth of the matter is that these young people "in the middle" are creative, eager, and inquisitive, and middle school teachers are challenged and love to teach them.

How can we help? We can begin by putting a new focus on the importance of children "in the middle." These pre-teens are making first choices about sex, drugs, and tobacco. Young people who make good choices discover a purpose in life -- and move forward.

But the temptation to experiment is very real. Children who spend more than ten

hours at home alone during the week are more than twice as likely to use drugs regardless of their race, income or ethnicity. This is particularly true for young people who do not have a good relationship with their parents.

This is why we are supporting General Barry McCaffrey's \$50 million dollar effort to put many more drug prevention counselors in middle school. This is also why we ask for your support for a new \$200 million effort to expand after-school activities.

We want to encourage community and school partnerships that engage young people's creativity and energy and keep them safe as well.

I intend to increase our support for service-learning and character education. I am excited about giving middle school students the opportunity to practice democracy through efforts like "Project Citizen."

Character education helps young people think through their choices in life and find strength in basic American values. Good citizenship starts early. My late father used to tell me that the highest compliment that you could give a person would be to call them a "good citizen."

Creating New Partnerships for Public Schools and Higher Education

My friends, the ability of our children to grow up to be good citizens and go on to college depends on some new thinking about public education and our nation's great system of higher education. We cannot build America's future when America's two systems of education remain so disconnected.

The concept of partnership is essential to creating stronger links between all levels of education including our nation's middle schools. Here, I want to stress two ways that higher education can strengthen public education and in doing so strengthen itself. America's system of higher education has to take a searching look at how it is preparing the 2 million teachers we need in the next ten years. What we are doing now simply isn't good enough.

We can't complain that our nation's high schools are sending too many of their graduates directly into college remedial classes and ignore the fact that the process of how we prepare America's teachers is remarkably disjointed.

Our colleges of education cannot continue to be the "forgotten step children" of American higher education. We need more rigor, more practice, and a much greater attention to grounding of new teachers in the pedagogy of their chosen profession. Teaching teachers really has to be the mission of the entire university.

I ask students at all levels, including recent college graduates, to consider teaching as a career. The pay is not great, the hours are long, the children can be demanding, but one child at a time you can literally change the world.

I also urge our nation's colleges and universities to vigorously expand their efforts to establish new "pipelines" that encourage many more minorities to go to college and to prepare them to reach the high standards needed for college success.

Some Americans don't go to college, but every American has to aim high and learn for a lifetime. There are wonderful school-to-work, tech prep, and cutting edge vocational education initiatives that are giving many more Americans the

skills for tomorrow -- and getting them thinking about college. Your Tech Prep Consortium here in Seattle is a wonderful example of such a new and exciting partnership.

For those young people who want to go on to higher education we are proposing a new initiative called "High Hopes for College" to spur them along. High Hopes is very much in the spirit of the University of Washington's "Pipeline Project" and its "Early Scholars Outreach Program" here at Eckstein.

Consider this fact. Low income students who take gateway subjects like algebra and geometry are almost three times as likely to attend college. Unfortunately, too many of these young people never take these courses because they do not even think that college is an option in their lives.

This is one reason why we propose to create 2,500 new partnerships between middle schools and America's colleges and universities to get many more young people on the academic track to go to college.

I believe that diversity matters a great deal in higher education. Affirmative inaction is not the answer. When we learn with each other, from each other and about each other this coming together strengthens our democracy. Vice President Gore may have said it best recently when he said, "diversity is not an idea or agenda; it is a fact of our world."

I was in Richmond, California last Friday and had the opportunity to visit the Adams Middle School, which is part of the Berkeley Pledge program. The Berkeley Pledge was started two years ago by then Chancellor Tien at U.C. Berkeley. Chancellor Tien was confronted by a sharp drop in minority admissions and a growing sense of racial discord. People were once again choosing sides instead of solutions.

In response, Chancellor Tien put a down payment on the future by taking \$ 10,000 out of his own pocket to start the Berkeley Pledge. His goal was to forge a new partnership between local public schools and his great university; to give students who have never been exposed to the rigor of college prep courses the chance to raise their sights. Today, this program is successful and even has the support of critics of affirmative action.

Math scores are up at every grade level. More minority students are better prepared to meet the rigorous standards set by Berkeley. And as Bob Berdahl, the new Chancellor at Berkeley, told me this effort has given these young people, "shining new aspirations" of what they can achieve. The Berkeley Pledge is an example of how a great university can raise standards, open the door to college to those who have been excluded, and encourage racial conciliation. Finding ways to heal racial division is the work of the President's Initiative on Race and all of us can make a positive contribution.

The Berkeley Pledge contributes to racial reconciliation because it sustains two important American principles. If you set high standards for everybody, you have to keep them. At the same time, every effort ought to be made to help people meet those standards, and this is especially true for those Americans who have never had a history or a chance to rise up.

My good friend, who is with us today, General John Shalikasvili, the former Chairman of the Joint Chiefs of Staff, knows first hand that this principled approach to excellence has made the American military not only the finest fighting force in the world but also the most equal and integrated.

Conclusion

So now, my friends, let me close by urging each and every one of you to help build America's future. Invest in our children. Give young people who want to soar like Barbara Morgan the grounding and security of a quality education that prepares them for the 21st century.

Let's win this war on ignorance and make the education of all of our children this nation's first priority. Please find the solutions that strengthen this new American education consensus by reaching for common ground.

Our democracy can only be as strong as the education of our people in these new and challenging times. The power is in the people. If we truly educate the American people and unleash their creativity, our democracy will flourish in so many new ways.

This is America's first challenge and with your good help, we will succeed.

Thank you.

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[Return to Speeches & Testimony page]



Last Updated -- February 19, 1998, (pjk)



Updating Teacher Licensure and Compensation For the 21st Century: A Possible Approach for States

[The Sixth Annual State of American Education Speech]
 [Steps to Address Accountability and Teacher Quality]
 [Webcast of the Secretary's speech]

Policymakers are engaged in a fierce debate over teacher licensure and compensation. Some people argue that current licensure and compensation systems keep talented individuals out of the profession, do not ensure quality, and provide few incentives for teachers to improve their practice. On the other hand, some contend that teacher licensing and certification systems are in place because effective teachers need not only content knowledge, but also teaching skills and knowledge about how children learn. Secretary Riley is calling for an end to this divisive "either-or" mentality. In his speech today, he will outline one possible approach for teacher licensure that includes an initial license, a professional license, and a voluntary advanced license through the National Board for Professional Teaching Standards. Using this approach, states and districts could determine teacher salaries based on the type of license earned, years of teaching experience, and demonstrated knowledge and skills valued by a school district.

The **Initial License** would be granted after a prospective teacher passed a written exam of content and teaching knowledge and an assessment of teaching performance. The assessment of teaching performance could take place through a traditional teacher education program or, for those who enter the classroom through a rigorous alternative route, during the first year of mentored teaching. The initial license would reflect a minimum level of knowledge and skills that individuals must possess in order to be given the responsibility for teaching children. This license would represent a "trial period" during which schools would offer new teachers annual contracts and have the flexibility to terminate those who were not making the grade. The initial period would also allow new teachers to develop their teaching skills before applying for a full professional license. The initial license would not be renewable; new teachers should be able to meet the standards of a professional license within three years.

The **Professional License** would be based on clear standards, developed by states, for what teachers should know and be able to do. Under the current system in most states and school districts, new teachers become fully licensed based on the assessment of one administrator, often with no clear standards and without any rigorous evaluation of classroom performance. Earning a professional license should require teachers to be assessed on their performance through classroom observation by a panel of their peers and a supervisor. Peer reviewers should be trained to assess their colleagues' classroom performance. Teachers should keep their knowledge and skills up to date and the professional license should be renewed periodically.

The voluntary **Advanced License** could use the certification from the

National Board for Professional Teaching Standards (NBPTS). Experienced teachers can choose to pursue this advanced certification, which allows them to measure their practice against the high and rigorous standards for accomplished teaching established by the National Board. A NBPTS certificate attests that a teacher has been assessed by peers to be accomplished, make sound professional judgments about student learning, and act effectively on those judgments. Candidates participate in a two-part assessment that includes a portfolio completed in the classroom and assessment exercises around challenging teaching issues.

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[The Sixth Annual State of American Education Speech]
[Steps to Address Accountability and Teacher Quality]
[Webcast of the Secretary's speech]



Last Updated -- February 16, 1999, (pjk)



Riley Calls for Fundamental Changes to Improve American Education; Announces Steps to Address Accountability and Teacher Quality

[The Sixth Annual State of American Education Speech]
[Updating Teacher Licensure and Compensation]
[Webcast of the Secretary's speech]

In his sixth annual State of American Education Address today, U.S. Secretary of Education Richard W. Riley called on colleges, school districts and states to address teacher quality and make improvements in the recruitment, preparation and training of classroom teachers. Over the next ten years the nation will need to hire more than 2.2 million teachers, most new to the profession, and it is imperative that they be well trained for the challenges of the modern classroom. To help in this effort, Riley outlined a new approach for states to consider in reforming teacher licensure and compensation (attached) and announced that the U.S. Department of Education will take the following steps to address this issue:

National Job Bank and Clearinghouse for Teacher Recruitment

The United States lacks a coordinated infrastructure to help school districts find high-quality teachers and to help prospective teachers learn how to pursue teaching careers and inform them of job opportunities and certification requirements in various communities. The Department will help create a National Job Bank to provide teachers with information on teaching vacancies in states and school districts nationwide and link prospective employers to a pool of potential new hires. A clearinghouse will be established to provide teacher candidates with a searchable database on financial aid, teacher education programs, state certification requirements and local contacts. In addition, a help-line will offer potential teachers individual career counseling services to answer questions about education programs, certification requirements, alternative paths to teaching and related issues.

National Conference on Teacher Quality

The Department, working with the American Council on Education's Task Force on Teacher Education, will sponsor a National Conference on Teacher Quality in Washington, DC, bringing together college and university presidents, teachers and state education leaders to discuss ways that higher education institutions can use their resources to improve teacher education and help states and communities meet their demands for well-qualified classroom teachers. This conference will help inform the Task Force's efforts to develop a report later this year recommending steps to improve teacher preparation.

National Commission on Mathematics and Science Teaching for the 21st Century

The Clinton Administration will establish a commission, chaired by former Senator and Astronaut John Glenn, to focus attention on math and science teacher recruitment, preparation, retention and professional growth opportunities. The Commission will review the current state of

K-12 math and science education and recommend specific action steps to be taken at the federal, state and local level.

National Academy of Sciences Study

Currently 44 states administer some form of teacher tests that range from testing basic skills to assessing teacher performance. However, cut-off scores for passage or failure are often very low, and are not based on mastery of a body of knowledge and skills, but on candidates' performance in relation to other candidates. As state and national leaders explore better ways to evaluate new teachers, they need more information about the strengths and weaknesses of current tests. Therefore, the Department will support a study by the National Academy of Sciences that will analyze the current state of teacher testing, recommend ways to improve existing tests, and suggest viable alternatives.

In addition to these efforts, Riley called for stronger accountability measures, an end to social promotion, turning around failing schools, and phasing out emergency teacher certification. He urged Congress to enact President Clinton's education agenda and FY2000 budget proposal, which provide federal resources to help local communities address critical education needs including school construction, class size reduction, after-school programs and efforts to prepare students early to go to college. The President's initiatives that specifically address teacher quality include: 1) a second installment on class size reduction, which increases funding by \$200 million to \$1.4 billion and enables local schools to hire an additional 8000 teachers nationwide; 2) \$35 million in funding for scholarships to 7,000 outstanding students who commit to teach in high-poverty public schools; 3) \$18 million to extend the Troops to Teachers Program to train and place more than 3000 retired military personnel and other mid-career professionals as teachers in public schools; and 4) \$10 million to begin recruiting and training 1000 Native American teachers who commit to teach in schools with high concentrations on Native American students.

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[The Sixth Annual State of American Education Speech]
[Updating Teacher Licensure and Compensation]
[Webcast of the Secretary's speech]



Last Updated -- February 16, 1999, (pjk)



**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley**

**NCES Press Conference:
*Teacher Quality: A Report on Teacher
Preparation and Qualifications***

**Washington, DC
January 28, 1999**

Secretary's Remarks | Press Release |
New Teacher Initiatives | The Full Report |
Statement of NCES Commissioner

Thank you all for coming.

I want to congratulate Pat Forgione, Marty Orland, John Rolfe and the entire team at the National Commission for Education Statistics. Teacher quality is a big issue that's tough to get your arms around, but a very important issue nonetheless. These biennial reports will help educators get a better handle on the challenges facing teachers in the new millennium.

I'd like to put this data in a broader context. In recent years, school reform efforts have focused primarily on raising student performance. States are raising academic standards and developing tests to measure whether students can meet those standards.

Increasingly, educators and policy makers are concluding that we need to focus on both student performance and teacher quality. To a great extent, top-notch student learning relies on challenging standards and equally challenging teacher learning and performance.

As a result, some states and local schools are beginning to raise expectations and supports for teachers in order to raise student achievement levels further. State leaders, policy makers, and educators at all levels are beginning to rethink many practices used to prepare teachers and support their work in the classroom.

The '80s and '90s produced some changes along those lines. What progress we've seen so far resulted largely from ad-hoc approaches to improving teacher quality that targeted narrowly defined issues in isolation.

More often than not, these well-intended approaches have not treated the preparation, training and support of teachers as a continuum stretching from undergraduate studies through a teacher's career.

The findings in this NCES study underscore this problem. The NCES study reveals several contrasts between teachers' needs and the policies and practices found in most states and local schools:

- The most common form of professional development activities continues to be the kind that teachers tell us are the least beneficial

-- the "one-shot" workshops that typically last no more than a day and often carry little relevance to teachers' work in the classroom.

- New and veteran teachers alike say they do not feel very well prepared to teach effectively to the four fastest changing aspects of the nation's schools - raising standards in the classroom, students with special needs, students from diverse cultural backgrounds, and use of technology. The fact that newer teachers report as much unease as their veteran colleagues indicates that teacher education and professional development programs are not addressing the realities found in today's classroom.
- At a time when we seek to raise standards for teachers, I am disturbed that even the conservative statistical measure used by NCES found far too many teachers teaching out of their field of study. The data show this to be especially true at the middle school level.

It's natural to think about the practice of teaching as an individual process. In reality, teaching is not a solo venture. Our teachers need more support and collaboration than ever to get high standards in the classroom and address more diverse students, technology, and a growing list of other demands that we as a society place on them.

A primary cause for limited professional development opportunities is American custom. While doctors and lawyers routinely confer with colleagues, teachers often remain isolated in classrooms. Among teachers whose schools dedicate time for team planning, 40 percent say it improves their teaching "a lot," and another third say it improves their teaching "moderately." Yet, it is an uncommon practice.

Through this study, teachers are telling us the kinds of support that they need and want - more peer collaboration, team teaching, common planning periods. If we don't listen to them, we will shortchange our children and our teachers by hanging on to comfortable but self-defeating practices.

In the coming decade, America's schools will need more than 2 million new teachers. To cultivate a high-caliber teaching corps for the 21st century, American education must adopt three new R's - Recruit, Retain, and Respect. What do these terms mean in practice?

- Recruitment requires that we find new means of attracting bright teachers of all ages to the classroom, and prepare them to meet higher academic expectations and the challenges posed by an increasingly diverse student body.
- Retention means teachers need support systems that serve two purposes - to help conscientious but inexperienced teachers gain their footing in the classroom, and to provide growth opportunities that enable all teachers to enhance their skills and professional standing.
- Respect calls on us to regard teachers as practitioners of a noble profession, engage them as partners in reforming the profession, and reward excellence accordingly.

The message that I hope people hear from this report is that our teachers

are proud of what they do, and they value opportunities to help them better serve the needs of America's children. We as a nation need to step up our efforts to support them.

I will discuss these issues in greater depth during my annual State of American Education address February 16 on the campus of California State University at Long Beach. I would now like to open the floor for questions.

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[Return to Speeches and Testimony page]



Last Updated -- January 29, 1999, (pjk/gkp)

For Release: October 20, 1998

Contact: Julie Green (202) 401-3026

**Remarks as prepared for delivery by
U. S. Secretary of Education Richard W. Riley
Improving America's Schools Conference
Portland, Oregon**

Thank you, Andrew [Shoals]. And congratulations on your 4.0 average in school. There are some people in our country who think that there's no learning going on at all in America's schools. They should give Andrew a call. He'll set them straight.

I am delighted to be back at one of our big "Improving America's Schools Conferences." It gives me the chance to share ideas with leading education and community leaders such as yourselves and to thank all of you for the wonderful work that you do everyday. No one stands taller than when he or she stoops down to help a child, so I want you to know that you all stand very tall in my eyes.

I am delighted that we have some folks from Alaska with us. It gives me a chance to tell one of my favorite stories. This one's really true. There was a student named Nathan who was the only graduating senior at a tiny high school in Alaska. He was asked how he felt about that. He said there was only one problem -- he didn't have much of a senior prom.

These annual "Improving America Schools" conferences also give me the chance to look back and see what's happened to me personally over the past year. For example, last year at this time, I had only 8 grandchildren. But now, I'm up to number 9, and I am pleased to announce that number 10 is already on the way. My children must feel like Mark McGwire and Sammy Sosa -- the pressure to keep adding to their record must be a terrible strain!

But if you think that the Riley family is having a "baby boom," consider the "baby boom" right here in the West. Over the next 10 years, there will be a 41.8 percent increase in K-12 enrollments in public schools in the West, and no other region will even grow half as much.

That's why, when I think of these challenges, it makes my blood boil to think about the voucher schemes that some people are proposing that would weaken public education. My friends, if we do nothing else at this conference, let's draw a line in the sand and say, "Let's give every American child a great education. Because we believe that all children can learn -- and all means all.

We must also fight proposals to block-grant many of our federal initiatives. Block grants threaten under-served populations and specific programs because money targeted for them could be used for other purposes. So here's another line in the sand I'm drawing: I will oppose any block-grant proposal that undermines the purpose and accountability of federal programs.

Now before I go on, I want to say a special hello to our colleagues from American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, and the Republic of Palau.

Your presence makes me marvel at how education has changed. Today, through the miracle of technology, students from tiny Pacific Islands can have the same computer learning opportunities as students in cities like Portland and San Francisco and Seattle. That's why President Clinton and I are working to connect every classroom to the Internet by the year 2000.

This year, some in the Congress and the phone companies wanted to pull the plug on the E-rate, which will soon give schools and libraries major discounts on Internet connections. We fought that off, and with the help of the Federal Communications Commission, we soon will make \$1.35 billion available to bring the miracle of technology to all schools this year. I'm proud to say that the neediest schools are getting the help first. No child should have to ride the back of the bus on the Information Superhighway.

I like computer learning for a lot of reasons, especially because it can really keep a student focused and disciplined. It's tough when you're a teacher and you're faced with fidgety students.

Education remains President Clinton's and Vice President Gore's number one priority, and supporting you in your efforts to improve your schools remains their first goal. We will never allow the "politics of the moment" to distract us. And I am pleased to announce that thanks to their persistence -- and your encouragement and support -- we won a series of major victories for education just a few days ago that can make a tremendous difference in your work. There have been adjustments in many of your basic programs, like Title I and IDEA, but we've also launched several very important new initiatives that are real eye-openers.

I would like to give you just a short list of some of the truly historic accomplishments that the President, the Vice President, and our allies in Congress fought for and achieved late last week.

- FIRST, the President won approval for his \$1.2-billion "down payment" to help states and school districts to hire 100,000 well-prepared new teachers to reduce class size in grades 1 through 3 to an average of 18. Many in the Congressional majority wanted to ignore the issue. But finally, last Thursday, the President persuaded the previously negative votes by the majority in Congress to join with us and approve this historic action.

In addition to the obvious educational advantages of smaller class size, we have discovered that smaller classes in the early grades is a safety issue, too. When I asked school security personnel what schools need to be safe, I assumed they were going to talk about more metal detectors and such. But surprisingly, they told me, "if you want safer schools, give kids more attention in the early grades." And that's exactly what we intend to do.

- SECOND, to expand on the issue of safety, we held a national White House conference on school safety last Thursday. In addition to providing more personalized attention to very young students, we heard about the importance of forming safety links between schools and communities and law enforcement agencies and parents, the need for mentors, and clear, tough policies against drug and gun possession.

The President also announced an important change in our Safe and Drug-Free Schools program. From now on, schools will have to keep annual crime data to measure their programs' effectiveness.

Before I leave this topic, let me say something that may come as a surprise to many: The vast majority of public schools -- about 90 percent -- are free of violent crime. We still have a big problem, but panicking won't solve it. The most important thing is to make sure that every young person is connected to a responsible adult and that we are all aware of the early warning signs of trouble. We have produced a book entitled, "Early Warning, Timely Response: A Guide to Safe Schools," that can help you stop trouble before it begins. If you'd like a copy, visit our Web site at www.ed.gov.

- THIRD, we have created an initiative called "Gear Up" for College that has the potential to dramatically change the lives of 100,000 disadvantaged students. "Gear Up" will create high hopes for college by building local partnerships that will provide students in high-poverty middle schools with mentoring, tutoring, course and academic guidance, and financial aid information.

"Gear Up" is nothing short of a revolution in high expectations, and it can change the very way that disadvantaged young people think about their educations and their futures.

- FOURTH, we have dramatically expanded opportunities for after-school programs that can serve up to a quarter-of-a-million children. Local partnerships will develop after-school programs that will provide enriched programs in the computers, the arts, the basics, and other areas. Children's brains don't shut down at 3 or 3:30 p.m., and neither should their schools. Let's get kids off the streets and out of the arcades and reassure their worrying working parents that they're doing

something wholesome.

- FIFTH, we have made a major commitment to literacy and the goal of making sure that all children can read well by the end of third grade. The new "Child Literacy Initiative" will help improve teachers' ability to teach reading effectively, promote family literacy, and support quality tutoring through the President's "America Reads Challenge." We have also added \$301 million to Title I.
- SIXTH, the budget includes the President's full proposed increase for Head Start -- \$313 million to create 36,000 new slots. And there is \$491 million for Goals 2000 to keep the movement for high standards marching forward.
- SEVENTH, the budget will include funds to create school-college partnerships to recruit and prepare thousands of teachers to teach in high-poverty schools, and funds to help teachers teach technology more effectively, and

The issue of teaching has emerged in recent months as one of the hottest issues in education. We must recruit over 2.2 million teachers over the next 10 years, and we are kidding ourselves if we think we can improve education without changing the present broken-down system of preparing new teachers. That's why I offered a plan last month to overhaul the system. Some of my suggestions include:

Don't put any warm body in front a class--let's eliminate the practice of emergency licenses in 5 years. Let's raise teacher salaries by paying teachers for increasing their knowledge and skills. Give basic skills tests to students before they enter teacher education programs. End the practice of teaching out of field--every teacher should have at least a minor in the subject he or she teaches. Make new teachers feel welcome-- we can't afford to lose 22 percent of new teachers in the first three years. Create a national job bank to match teachers with openings. Overhaul the certification process, and put more emphasis on the knowledge and skills of future teachers, however they got them. Create rigorous alternative pathways to teaching which can help recruit mid-career professionals.

Those are just a few of the ideas. It's time for real change, and let's keep up a dialogue about it.

I hate to end my address on a "downer," but I'm afraid I have to. One of the great disappointments of last week was the rejection by the majority in Congress of the President's plan to repair, build, or modernize over 5,000 schools nationally.

How can parents rest easy when classrooms are overcrowded, roofs are crumbling, or when schools are so ancient they can't handle computer technology? Who wants to send their kid to a school that was built before George Burns was born?

It drives me a little crazy to see state-of-the-art prisons near ramshackle schools. And when jails become badly overcrowded, judges sometimes make new arrangements to improve conditions. But few seem to care when schools become overcrowded and students and teachers are forced to hold class on hallway floors.

The longer we wait, the worse the problem will become. The time to modernize America's schools is now, while the economy is good.

My friends, I once attended a town meeting on education in West Virginia where I met an interesting gentleman named Jim Archer who said: "A wise man once said that you can lead a horse to water, but you can't make him drink. But I heard a wiser man say, 'If you feed the horse salt, the horse will look for water.'"

Mr. Archer then went on to say, "It's the challenge of everyone in the community to be that salt for our young people" -- to encourage them to search for learning on their own.

Instilling a love of learning in young people is what you do every day, and this has been the philosophy which has guided our new initiatives. We just haven't "thrown federal money at a problem." We've tried

to give you the resources and opportunities to create exciting new community-school partnerships in your home towns. I want to end by challenging each of you to lead those partnerships in your community. Ask a businessman to join "Gear Up" and mentor a needy youngster. Ask a local music teacher to spend time with students after school. Encourage your local colleges to team up with high-poverty schools to fire up young people's dreams of one day becoming a teacher. Be your community's number one advocate for education. Be the salt of the earth for a renewed commitment for better education. Thank you all very much.

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**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley**

Annual Back to School Address National Press Club

**Washington, D.C.,
September 15, 1998**

The Challenge for America: A High Quality Teacher in Every Classroom

Webcast of the Secretary's speech.

Good afternoon. At the beginning of every school year, I have the good fortune to come to the National Press Club to give my "Back to School" address. I have been traveling from Georgia to the Pacific Northwest as part of my annual back to school push, and I can tell you that America's schools are overflowing with children. It is an exciting time for children and parents; but in too many cases our schools are overcrowded, wearing out and in desperate need of modernization.

As I noted in our annual report on the "baby-boom echo" which we released last week, we are once again breaking the national enrollment record. There are currently 52.7 million young people in school and more on the way. And in the next ten years we will need to recruit 2.2 million teachers to teach them.

This is why I believe that the education of our children should be this nation's number one national priority in this time of peace and prosperity. I also believe that this is the patriotic thing to do as well.

Like many of you I had the opportunity to see the movie, "Saving Private Ryan." It is a wonderful movie that acknowledges the sacrifice of a generation of Americans who did their duty in World War II. Tom Hanks plays Captain Miller, an English teacher, who does what he has to do, even at the risk of his own life. I believe that the new patriots of our time will be those Americans, young and old, who go into teaching to educate this generation of children.

And I will tell you this -- as I travel around the country, parents tell me again and again that they have very clear priorities about what we should be doing here in Washington. They want safe schools, our help in building new schools and modernizing old ones, smaller classes, and the assurance that there is a good teacher in every classroom. This is the nation's business and we need to get on with it.

If Congress is serious about getting dollars to the classrooms, I urge them to enact our legislation to modernize our schools and reduce class size by hiring 100,000 new teachers. Rearranging existing programs, which seems to be the intent of the Congress, does nothing to address the real challenges facing schools today. In addition, Congress should fully fund

the President's initiatives in the Appropriations bill that they are now considering.

The focus of my speech is on what we must do to prepare the next generation of teachers and this is why I am releasing a report today entitled, "Promising Practices" which highlights new ways that we can improve teacher quality. This publication was developed following a national search for models of excellence that address the needs at every stage of a teacher's career.

In preparing my remarks I have had the good advice of three members of my staff -- two former National Teachers of the Year -- Terry Dozier and Mary Beth Blegen -- as well as that of Paul Schwarz, the former principal of a nationally recognized high school -- Central Park East in New York City. Like all good teachers Terry, Mary Beth and Paul have clear opinions about how we can improve American education. In other words, they do not mince words. So I won't either.

Missing the Mark in Recruiting New Teachers

I am concerned that we are missing the mark when it comes to preparing the next generation of teachers. We do not seem to recognize the magnitude of the task ahead. In the next ten years, we need to recruit 2.2 million teachers. One-half to two-thirds of these teachers will be first time teachers.

We have more than a million veteran teachers on the verge of retiring. The first chart attached to my speech makes this point very vividly. By my reckoning, we are about five years away from a very dramatic change in our teaching force.

The vast majority of these experienced teachers who are about to retire are women. This, in fact, may be the last generation of women who went into teaching because there were limited opportunities in other fields. In 1998, women have many more career options -- and that is a very good thing for our nation. These new opportunities for women will require us, then, to work much, much harder to recruit and train a new generation of teachers.

Many people ask me whether we have a teacher shortage. My answer is yes. We face a shortage of high quality teachers. We are already seeing spot shortages developing in specific fields of expertise -- math, science, special education and bilingual education. The recent news that New York City recruited math teachers from Austria highlights this growing dynamic.

School districts usually find a way to put somebody in front of every classroom, and that is the problem. Too many school districts are sacrificing quality for quantity to meet the immediate demand of putting a warm body in front of a classroom. This is a mistake. Even now, too many school districts are issuing emergency licenses.

Many of these emergency teachers are dedicated and want to do their best. But I have heard about and read too many horror stories about provisional teachers who are teaching by the seat of their pants with no preparation and no guidance.

The coming wave of retirements has enormous implications in our continuing effort to raise standards, to develop successful recruitment strategies, and prepare new teachers. We also need to recognize that the teaching profession is dramatically changing -- the use of computers, teaching in teams, and the recognition that children learn in many different ways -- are just three of the many factors reshaping this demanding profession.

Three other dynamics also require our attention: the increasing diversity of our classrooms and the lack of diversity of our teaching force; the increasing number of special education children and Limited English Proficient (LEP) children in the regular classroom and teachers who lack the training to teach them; and the need for many more incentives to keep veteran teachers up-to-date and in the classroom.

What is Wrong with the System

I believe we also need to take a hard look at the very structure of our current teaching system and get on with the task of modernizing it as well. We cannot allow an outdated teaching system to frustrate and even destroy the hopes and dreams of too many teachers.

The task is multi-dimensional. For example, too many teacher education programs are focused on theory and not enough on clinical experience.

Also, the current certification process is a cumbersome obstacle course that has little to do with excellence and much more to do with filling out paperwork.

And once a new teacher enters the classroom we allow a perverse "sink or swim" approach to define the first years in teaching. New teachers are usually assigned the most difficult classes in addition to all the extra-curricular activities that no one else wants to supervise. Then we wonder why we lose 22% of new teachers in the first three years -- and close to 50% in our urban areas.

This churning process and over-reliance on emergency teachers just doesn't cut it in my opinion. Imagine the outcry if a quarter of all new doctors left the profession after their first three years. This is why I encourage local school districts to develop some type of long-term induction or mentoring program to help new teachers stay in the profession.

Creating a National Partnership

Education, as I have said many times before, is a state responsibility, a local function and a national priority. We cannot address the task at hand in a piecemeal fashion. We need a nationwide partnership among K-12 leaders, our higher education community, and political leaders at all levels.

Now a great deal of effort has gone into improving and supporting the teaching profession in the last decade. The National Commission on Teaching led by Governor Jim Hunt of North Carolina and Linda Darling Hammond has provided an excellent "road map" to improve the teaching profession. This is all to the good. But now we need to make things happen and go to a new level of intensity.

And I assure you -- we will place a very strong emphasis on teacher quality when we ask the Congress to reauthorize the Elementary and Secondary Education Act next year. The bipartisan leaders of the Congressional education committee understand that need, and we will be working with them to shape that legislation.

Improving Recruitment

There are other steps we can take now to encourage more Americans to enter the teaching profession.

The Clinton Administration strongly supports the Feinstein-Boxer Amendment to the Higher Education Act that will provide Pell Grants for a fifth year to those college students who want to become teachers and need another year to meet state fifth year requirements. This is particularly important to the state of California which has the daunting task of recruiting 250,000 teachers in the next decade.

I am pleased that strong support is developing in the Congress for improvements in teacher education and standards. The Administration will continue to press the Congress to pass our proposal to recruit nearly 35,000 teachers over the next five years for underserved areas. As members meet today to advance this higher education legislation, I urge them to support our recruitment proposals.

This important piece of legislation will almost certainly include valuable new teacher loan forgiveness provisions that have been championed by Senator Kennedy.

I also urge Congress to fund the President's initiative to train new teachers in technology.

I support the creation of some type of national job bank to match teachers with districts with a growing shortage of quality teachers. There are wide regional variations in the need for teachers. We can do a lot to help get teachers in different parts of the country matched with school districts in other regions that are facing growing shortages.

At the same time, the increasing mobility of Americans is going to require states and school districts to take a serious look at the portability of teacher credentials, their years in service, and pensions. We do not need artificial shortages developing because states have not brought their policies up-to-date.

Our federal efforts to enlist millions of Americans to go into teaching can have an impact. Our best hope, however, is the strong encouragement of parents and grandparents whose lives have been touched by good teachers. I get distressed when I hear stories about parents discouraging their children from going into teaching. Teaching is about serving your country and being patriotic.

I also challenge the myth that teaching is only for those who can't cut it in other professions. Anyone who has ever spent an hour in a classroom full of demanding second graders or had the challenge of motivating a group of teenagers knows how difficult the job can be.

America's teachers are some of the most idealistic and patriotic Americans in this country. I am extremely proud of them. So many of them have entered teaching because they want to change the world and many of them do.

What are our other challenges?

Challenges to America's Higher Education Community

I challenge the leaders of America's great colleges and universities to make teacher education a much higher day-to-day priority. Teaching teachers has to be the mission of the entire university. Our nation's colleges of education can no longer be quiet backwaters that get a mere mention in the annual report to university trustees. College administrators who complain about the high cost of remedial classes would do well to pay more attention to how they prepare teachers. Here several suggestions come to mind.

First, colleges of education should give basic skills tests to students entering teacher education programs prior to their acceptance and at the same time hold themselves more accountable for their graduates. This is why I endorse the thrust for accountability by Senator Bingaman and Representative George Miller.

Second, stronger links must be developed between our colleges of arts and sciences and colleges of education. Future teachers should major in the subject they want to teach, and that type of course work takes place in the colleges of arts and sciences.

Third, I urge teacher prep programs to put a much stronger focus on giving future teachers rigorous grounding in developing the skills they need to teach. It is harder than you think. Knowing your content is not enough. There is a skill and a craft to it all, and that is especially true when it comes to teaching reading. This is why I believe that every teacher who is seeking a certificate in elementary education should have solid preparation in reading.

One of the major aspects of the reading bill now up in the Congress is strong support for increased professional development for reading. I support this effort and ask the Congress to pass this needed legislation. We will never raise standards if we just stay with the status quo when it comes to improving literacy.

Fourth, colleges of education need to recognize that our special education and LEP populations are growing and deserve much more of their attention as they prepare teachers.

Finally, I urge colleges and universities to develop much stronger links with local schools. The El Paso school district, which we feature in our report "Promising Practices," has dramatically improved its test scores by working hand-in-hand with the University of Texas in El Paso to improve teacher education.

Challenges to State Government and Local School Districts

State governments and local school districts have a powerful role to play

in reshaping the teaching profession.

This is why I challenge every state to create a demanding but flexible certification process. Becoming a teacher should not be an endurance test that requires future teachers to overcome a bureaucratic maze of hoops and paperwork.

I believe a much stronger focus should be placed on assessing the knowledge and skills of future teachers however they got them. This is why I support rigorous alternative pathways to teaching which can be so helpful in recruiting mid-career professionals to the teaching profession.

I challenge every state to eliminate the practice of granting emergency licenses within the next five years. You cannot set standards and then immediately discard them when the need for another warm body arises. New York State has taken the lead in doing away with emergency licenses and other states should follow this good example.

At the same time, we cannot challenge high poverty schools to raise their standards and then shortchange them by doing nothing to help them recruit the best teachers. This is why we are pushing the Congress to pass our strong teacher recruitment initiative. At the same time, our nation's urban areas have to do their part as well. Outdated hiring practices sometimes seem to be the reason that they are losing good candidates for teaching positions to suburban school districts.

State and local school districts must also end the practice of teaching "out of field." (Over 30% of all math teachers, for example, are now teaching out of field.) I believe that every teacher, at a minimum, should have a minor in the subject that they teach.

I cannot even begin to tell you how baffled foreign education ministers are who visit me when I explain our unusual habit of allowing teachers to teach "out of field."

Incentives for Veteran Teachers

As we seek to raise standards for our students, we need to work much harder at giving veteran teachers the opportunity to keep on learning. Current professional development courses with their emphasis on workshops that put a premium on "seat time" really need to become a thing of the past.

We are developing more and more evidence that school districts that invest in quality professional development for their teachers see positive results in the classroom. The good work of Tony Alvarado in District 2 in New York City, who made sure learning new skills was an everyday experience for his teachers is a wonderful national model.

We need other incentives as well. The current system of providing salary increases for credits earned seems flawed. There is often no connection between the credits earned by a teacher and what he or she actually teaches in the classroom. And, there is little incentive to encourage teachers to gain more knowledge or improve specific skills for their classrooms. Excellence, in a word, is not rewarded.

Only 14 states, for example, currently provide salary supplements to

those teachers who set out to become master teachers through the National Board Certification process. As a result many of the best teachers leave the classroom to get a bigger paycheck as a school administrator.

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This is why I ask states and local school districts to take a good look at a new and developing concept called "knowledge and skill-based pay." Put simply, teachers are paid extra for new skills and knowledge they acquire. Teachers under this system get rewarded for specific skills and knowledge that help a school reach its own established goals.

Now, a word about teacher salaries. As I have said many times before, we cannot expect to get good teachers on the cheap. Mary Beth Blegen, the national teacher of the year in 1996, was being paid a \$36,000 salary with 30 years of experience -- a fraction of what she deserved -- and what other professionals expect after years in service.

If we are going to entice more Americans to enter teaching we need to offer them fair and competitive salaries. And, if we are going to ask teachers to meet new and demanding standards we also need to pay them for their effort.

States like Connecticut and North Carolina have had the good sense to raise standards for teachers and raise salaries at the same time. The results in the classroom are promising. I believe every state would be wise to follow their good example.

If we really want to recruit and retain good teachers we need to let them teach in first class school buildings. What kind of message do we send our children and our teachers when we ask them to go to a run down school building just a mile down the road from an immaculate prison? President Clinton has proposed a very strong school construction initiative. Congress needs to get off the dime and pass it.

In this speech, I have challenged many different groups to come forward and join a national partnership for excellence in teaching. It seems appropriate to end my remarks by taking a moment to talk to America's teachers. You are the heart and soul of the renaissance of American education. As I travel throughout the country, I have the opportunity to meet many of you. Each time I am struck by how important, yet how difficult, your job is.

As teachers, you are being asked to know more and do more than ever before. Please continue your good work and go out of your way to recruit new teachers. Let others know the joy you get from teaching. Help the struggling teacher to improve -- and help to counsel out of the profession those who cannot. And make the effort to measure yourselves against the best.

I end now with a quote from an old friend of mine from South Carolina, the writer Pat Conroy. This quote is from his novel *Prince of Tides*. In this passage, Tom, a teacher who is the main character of the book is asked why he chose to "sell himself short" when he was so talented and could have done anything in his life.

Tom's reply goes like this, " There's no word in the language that I revere more than "teacher." None. "My heart sings" he says, "when a kid refers to me as his teacher and it always has. I've honored myself and the entire family of man by becoming a teacher."

With that I thank all teachers on behalf of the American people. Thank you.

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[Return to Speeches and Testimony page]



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**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley**

Early Childhood Conference

**Atlanta, Georgia
September 11, 1998**

I'd like to open with a story that's a favorite of one of America's greatest business minds --Warren Buffett --a man who personifies some of the best American values of plain-spokenness, self-reliance, and as this story shows, common sense.

The story Mr. Buffett likes to tell involves a man who is new to town. To get a sense of the place, the man walks to the town square, where he encounters a local resident and a tough-looking German shepherd.

The newcomer asks the local: "Does your dog bite?" The man replies, "No." So the visitor reaches down to pet the German shepherd --only to have the dog lunge at his arm and tear the sleeve of his coat to shreds.

As the newcomer collects himself after this scare, he glares at the local man and says: "I thought you said your dog doesn't bite." The man replied: "I did. THIS is not my dog." The point of Mr. Buffett's story, of course, is to highlight the importance of asking the right question. Which brings me to a troubling recent episode.

Some of you may have seen the September 7th issue of Newsweek magazine. The photo featured a couple cradling a newborn child above a headline that read --"DO PARENTS MATTER?" The question referred to a story about a new book called "The Nurture Assumption."

The book's author, Judith Rich Harris, argues that peers provide the strongest influence on children. But, she saves her most outrageous argument for parents. She says to parents: "Parenting has been oversold. You have been led to believe that you have more of an influence on your child's personality than you really do."

She says the belief "that what influences children's development ... is the way their parents bring them up ... is wrong." The Newsweek reporter sums up Harris' thesis this way --"What genes don't do, peers do." This work gained credibility and notice recently when it received a prize from the American Psychological Association.

Now, I'm not a psychologist, but I am the father of four and grandfather of nine. Through personal experience and years as an advocate for better education, I can say that I don't buy her arguments.

I was glad to read in that article that many leading child development experts don't give her much credence, either. But it worries me to see such an influential magazine give such high-profile attention to this book. This sort of intellectual flame-throwing may be an effective strategy for selling books or magazines, but the children are most at risk for getting singed.

You better believe parents matter --a lot. Parenting is the most important job that every parent will perform in their life. No other activity in our lives carries the same degree of responsibility, or influence. That's why the basic question for parents, educators and policy makers in the 90's should be --"How can we all work together to create a healthy and nurturing environment for all of America's children?"

Child psychiatrist Robert Coles talks about the influence of parents in his book, "The Moral Intelligence of Children" --he draws on decades of research to describe it this way:

[Children] absorb and take stock of what they observe, namely, us --we adults living and doing things in a certain spirit, getting on with one another in our various ways. Our children add up, imitate, file away what they observe and so very often later fall in line with the particular moral counsel we wittingly or quite unself-consciously offer them.

That makes sense. And I'm here to say no time matters more for parents than during a child's earliest years --when a healthy home environment can lay the groundwork for future success.

We've all heard the phrase "Home is where the heart is." I want to paraphrase that saying to emphasize the message every parent needs to hear --"Home is where a good start is." The parent is a child's first and most influential teacher --we must do more to reach out to families with a message about what every adult in a child's life can do in the early years to help children learn and grow.

Dr. Coles' comments explain why children whose parents are involved in their education are more likely to enjoy school and do well academically. They explain why parental attitudes about the importance of reading influence a child's literacy development. If parents set the tone early that education is important, their children are more likely to get off to a good start and want to succeed.

For millions of American families, a quality pre-school experience is also a key part of getting children prepared to learn in school. We know that children who get an early start in pre-school are most likely to succeed academically and to continue their education the longest. And yet, the level of pre-school opportunities that are now available covers less than half of all American children.

Because of the importance of these early years, when I was governor of South Carolina in the early 1980's, I made it a focus of one of my inaugural addresses, I said that if we can't be first in education overall, we can be first in the first grade where it counts.

As a result, we started one of the largest early childhood programs for 4-year olds in the nation, and it was chosen as a national model by the National Governor's Association. We energized much greater parent involvement starting at birth and we made kindergarten mandatory. And over the years it has made a real difference in school readiness and into the later grades. That's why I'm so proud of the vision and hard work of Governor Zell Miller, and his staff here in Georgia. What a tremendous legacy he will leave his state --the first state in the nation to make pre-school universally available for every 4-year-old. Zell has spent his tenure as Governor showing the country how to take the lead in

education, and the families of Georgia are the beneficiaries.

We can find more innovation and inspiration just up Interstate 85 in North Carolina. That state's Smart Start program --developed by Governor Jim Hunt --empowers local officials to decide how best to use their Smart Start resources --child care, health care, training for care providers, or another area related to children's needs. This venture shows the collaborative power of public-private cooperation, and it's a model worth emulating.

The Georgia and North Carolina programs are just two of the most progressive efforts that are making a difference in children's lives. They capitalize on some of the latest information available, and they tackle some of the most critical needs facing America's children. Their example points up what I consider the four critical issues that we must keep in mind as we work to enhance early childhood education and services.

The first of those is readiness. The latest research on how the brain takes shape has shown us the pivotal importance of the first few years of a child's life. Researchers are only beginning to learn how a young child's environment affects the development of his or her brain --and the direct link that strong parenting plays in that development.

Our Department co-sponsored a conference late last year on this very subject --bringing together researchers, policy makers, educators and others to talk about what we know and how we can make the best use of that information. What we know can be summarized this way --the quality of experiences in the early years matters, and there appears to be critical periods in the first few years of life for acquiring certain language and cognitive skills.

Therefore, the stakes are highest in the earliest years --the stage in life when children are their most vulnerable, and the stage when it has proven hardest to build support for public investment. I know from personal experience the unique challenges that this poses ...

Now, I might not have won the support of Rodney's mother that day. But, I found through that campaign that people are hungry for information about how to meet their children's needs. It is incumbent upon all of us to reach out to families to drive home the importance of providing a mentally challenging and stimulating home environment. We need intensive public awareness campaigns to make people aware of these new findings.

I want to encourage the use of programs that prepare early childhood teachers and para professionals to include the latest neuroscience findings in their curriculum.

New teachers and teaching assistants need to understand how these findings relate to a child's emotional and intellectual development, and they need teaching strategies that capitalize on these findings.

Brain research findings about learning at the very earliest of ages are particularly critical for infants, toddlers and pre-schoolers with disabilities and their families. This research reinforces the need to identify children who are displaying any delay in development including physical, communication, social and emotional as early as possible to enable appropriate interventions to be provided. These interventions are best provided when families are integrally involved and are learning how they

can work with their child to facilitate learning. This should occur in partnership with well trained personnel in the areas of health, child care, and education.

This year our Office of Special Education and Rehabilitation Services working directly with all 50 states and territories reported that approximately 200,000 children under the age of three and their families and over 600,000 children ages three to five received early childhood services which we know is helping these children develop.

The children will be better prepared to learn when they enter school. Another issue we must address aggressively is quality child care. This issue has grown more complicated in the era of welfare reform. Working parents need a nurturing, stimulating environment for their children during the workday. To my mind, the massive scope of this issue makes it a prime candidate for cooperation between the public and private sectors to leverage our resources most effectively.

If the public and private sectors join forces, I am confident that we can find solutions to problems like poor training or inadequate child care providers, the quality of child care facilities, and even the matter of low pay for care givers. The research findings should motivate to do whatever possible to prevent the warehousing of our children, and to ensure that child care centers offer children a safe home away from home.

A third area of need is improved coordination between schools and agencies that provide early childhood services. Look at all the people who work with children before they get to a kindergarten class --we have Head Start professionals, child care providers, public pre-school programs, church-sponsored pre-schools, and so on --with virtually no regular linkages.

We have no consensus on what to do to help children come to kindergarten prepared to learn.

I want to challenge everyone in this room to make it a priority to build stronger ties between these sorts of agencies in your communities --and you would do well to include your local and state education agencies in this network because they can be a player in pre-K programs.

Develop strategies to cultivate early literacy skills -- Look for ways to share resources --Get together regularly to share information. When you go back home, I also urge you to sponsor and visit both early childhood programs and your local kindergarten and first grade programs. Do this for your teachers, parents, and students. We are all in this together.

We are increasing collaboration at the federal level right now. The Early Childhood Institute in our Department convened an early childhood working group with representatives from 35 federal agencies.

The group is developing an "Early Childhood Agenda" that will bring some coordination and linkages to the research areas that focus on young children and their families. We're still a year or two away from producing this agenda. But, the group is already making a difference by bringing together people and organizations that have in the past shared missions but not information.

Finally, we must continue to improve in an area that I have covered throughout this speech --parental involvement. Parents who work with

their children's educators --who closely monitor homework and grades --who encourage their children to study hard --their children are the most likely to enjoy school and do well.

A report issued after the conference on brain research that I mentioned earlier said this: "Participants agreed that parenting skills are paramount to raising healthy and literate children, and that schools have an important role to play in teaching today's students --tomorrow's parents --about what it takes to nurture a child." I could not agree more.

You know, the joys of parenthood --and grand parenthood --are many. Along with those joys come the responsibility of giving your son or daughter every chance in the world to be a strong student --a lifetime learner --a caring citizen.

That's why we must take new steps to inform parents about the significance of reading to their young children at least 30 minutes every day --the intellectual and emotional value of family gatherings such as mealtime --the need for enriching educational experiences to fertilize the growth of the circuitry in a child's brain. Parents who make these connections with their children will go a long way toward harvesting a more rewarding and fulfilling relationship with the people who represent their greatest legacy.

I want to close with a mention of a book that President Clinton recommended to me recently --a memoir by the sports columnist Mitch Albom called "Tuesdays with Morrie." When Mitch discovered that his beloved college professor, Morrie, was dying, Mitch decided to spend some time with him.

In one of his best lessons, Morrie told Mitch: "The way you get meaning in your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose... "

I can think of no higher purpose than helping the next generation of Americans to grow and prosper. Your service to the children of your communities is a service to the future of America. Thank you all for your enthusiasm and dedication.

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[Return to Speeches and Testimony page]



Last Updated -- October 12, 1998, (pjk)

THE JOINT CENTER FOR POLITICAL AND ECONOMIC STUDIES

1998 NATIONAL OPINION POLL: EDUCATION

The Joint Center for Political and Economic Studies 1998 National Opinion Poll, a national survey of 1,606 adults, was conducted between September 5 and September 27, 1998. The survey's questions cover a broad range of topics including politics, education, social security, devolution, health care, the environment, and deregulation.

The survey has two components: a sample of 850 adults from the national population (including 94 African Americans) and a sample of 850 adults from the national African American population. The first two releases of the findings from the survey cover opinions on politics and education. This release is on education. In the following months, the Joint Center will release findings on the other topics identified above. The survey methodology is described in an accompanying appendix.

SUMMARY

In the closing days of the 105TH Congress, education is one of the most prominent issues being debated. In many of this year's political campaigns, at every level—federal, state, and local—education is one of the major election issues. In the 1998 Joint Center National Opinion Poll report on politics, education ranked near the top of respondents' lists of the nation's most important problems.

Three areas of education policy have been dominant in defining much of 1998's debate: quality of schools, school spending, and vouchers. In the Joint Center's 1998 poll, these policy issues received special focus. The 1998 results show some interesting changes from 1997. In particular, African Americans expressed greater satisfaction with their schools than they did last year—and in the process their attitudes much more resembled those of the general population than in the past. Further, compared with the Joint Center's 1997 survey, there has been a significant decline in support for school vouchers in both the black and general populations.

HIGHLIGHTS

Rating Public Schools

Whites remain more likely than blacks to voice satisfaction with their local public schools, but the gap between the races on this issue has narrowed greatly (from 26 percentage points to 12 points) since 1997. This year, 45.8 percent of African Americans rated their schools as excellent or good, compared with 57.4 percent of whites.

Are Schools Improving?

Very little difference is evident between the races in their opinion on whether public schools have improved over the last five years. Among blacks and whites, roughly 26 to 29 percent felt schools have improved, while 26 to 28 percent felt they had grown worse. There were significant differences by income.

Should We Spend More on Schools?

A strong majority of Americans of both races feel that too little is being spent on education, though this view is more strongly held among blacks (76.4 percent) than whites (59.7 percent).

Support for School Vouchers

Since the Joint Center's last (1997) survey, support for school vouchers has declined by 16 percent among blacks, from 57.3 percent to 48.1 percent. A similar decline occurred among whites,

where support dropped from 47 to 41.3 percent. Among blacks, support varies notably by age group and by region, with baby boomers and those living in the Northeast and Midwest most supportive.

Voucher Policies

A hypothetical voucher system described in the survey as means-tested (based on income) received majority support from African Americans (53.1 percent) and plurality support from whites (43.9 percent).

A more complex picture emerged when respondents were asked how much money vouchers should be worth to be effective: 33.6 percent of blacks and 46.4 percent of whites said they did not know. While the amounts cited varied widely among subgroups of both races, the most common response among blacks (19.7 percent) was \$10,000 and, among whites (18.2 percent), \$5,000.

When asked how much they could afford to contribute to supplement a voucher payment to send a child to a desirable school, even larger proportions of respondents answered that they didn't know or that it didn't concern them (nearly two-thirds of whites answered this way). Among people with children, the most commonly cited amount among both blacks and whites was a contribution of \$2,000 - \$5,000.

ANALYSIS

Rating Public Schools (Table 1)

While whites expressed more satisfaction with their local public schools than did blacks, the gap between the two populations narrowed significantly since the 1997 survey. This year a majority of whites (57.4 percent) rated their local public schools as excellent or good, while 45.8 percent of blacks did so. While this 11.6 percentage point gap is significant, in 1997 the racial gap was 26.4 points. This narrowing was due to a modest but real increase among blacks in their satisfaction with their schools, as the following table shows:

	Black Population			General Population		
	Excellent/ Good	Fair	Poor	Excellent/ Good	Fair	Poor
%	%	%	%	%	%	%
1996	41.0	37.0	16.5	63.7	22.7	7.4
1997	34.3	37.7	23.3	56.9	26.2	13.3
1998	45.8	30.4	16.8	54.4	25.3	16.1

Since the last survey, among blacks there has been a 33 percent increase in those rating their local public schools excellent or good, and a corresponding decline in those rating them poor (down from 23.3 percent to 16.8 percent).

There were several subgroup differences among blacks in rating their local public schools. Majorities of older (50+ years) blacks rated these schools as excellent or good, as did blacks in the Northeast (65.1 percent), liberals (52.9 percent), Christian conservatives (51.0 percent), and college graduates (54.3 percent). Younger blacks tended to rate their local public schools more critically, with the 26-35-year-old cohort most critical (only 38.0 percent excellent or good and 25 percent poor).

In the general population, majorities of most subgroups rated their schools excellent or good with no major exceptions.

School Progress (Table 2)

To further examine how people feel about their local schools, respondents were asked whether over the past five years schools were getting better or worse. Somewhat surprisingly, blacks and whites (in the aggregate) assessed changes over that time period quite similarly. In the black population, 28.5 percent believed schools were getting better, 27.6 percent believed they were getting worse, and 36.9 percent thought they were the same. Slightly fewer whites than blacks answered better (26.1 percent) or worse (25.7 percent), and the collective views of the two populations were largely in agreement.

Noticeable age differences appeared in the black population, with younger blacks (ages 18-25: 36.7 percent better/41.4 percent worse) being both more positive and negative than older blacks (age

65+: 22.0 percent better/3.6 percent worse). Lower-middle income (42.8 percent better) and upper-income blacks (\$75,000+) clearly felt that the schools have improved. Low-income (40.9 percent worse) and middle-income (44.3 percent worse) African Americans were two groups that saw little school progress, as were westerners (41.9 percent worse) and political moderates (40.6 percent worse).

There were no interesting subgroup differences in the general population.

School Spending (Table 3)

The school spending debate in Washington and elsewhere is not surprising, since large majorities of all Americans think too little is being spent on education. Among African Americans surveyed, 76.4 percent indicated that they believe too little money is being spent on schools; 59.7 percent of whites

subgroups expressed this view, the main differences being matters of degree. Younger blacks (under 35) supported increased school spending more than black seniors (83 vs. 69.9 percent). Strong black support also was voiced by southerners (82.4 percent), moderates (85.7 percent), Christian conservatives (83.5 percent), and low-income (86.8 percent) and middle-income people (87.9 percent).

In the general population, there was widespread support for more school spending except among seniors (only 44 percent think too little is being spent) and Christian conservatives (40.3 percent).

School Vouchers (Table 4)

Support for school vouchers in the Joint Center's 1998 survey shows a 16 percent decline from the 1997 results among African Americans. In the 1997 survey, a majority of blacks (57.3 percent) supported school vouchers; in the 1998 survey, only 48.1 percent did. There was a similar decline among whites, with the majority being opposed in 1998 (50.2 percent opposed vs. 41.3 percent in favor) from an even split (at 47 percent) in 1997.

The clear generational division on school vouchers which was seen in the Joint Center's 1997 survey was more muted in 1998, principally because the youngest blacks (ages 18-25) opposed vouchers this year, unlike in 1997. Solid majorities of baby boomers and those ages 26 to 35 supported vouchers; blacks over age 50 opposed them, although black seniors' substantial opposition (in 1997) was more muted.

Regional differences among African Americans in 1998 are as interesting as generational differences. African Americans in the Northeast (69 percent) and Midwest (64.6 percent) supported vouchers, while those in the South and West opposed them. Women (54.3 percent) and people with children (50 percent) supported vouchers more than men and people without children.

In the general population, younger people were more supportive of vouchers than those over age 50 and, surprisingly, liberals (50.7 percent) were more supportive than moderates or conservatives. As in the black population, people with children in the general population supported vouchers (50.6 percent).

Progressive School Vouchers (Table 5)

Most school voucher initiatives that have been put in place (e.g., in Milwaukee and Cleveland) have focused on vouchers for children from poor families. In order to assess the public's views on this, respondents were asked whether a hypothetical voucher system should provide the same money to all children or whether it should be based on income. Among African Americans a majority (53.1 percent) supported progressive, income-based voucher amounts (or means testing); pluralities of whites (43.9 percent) and of the general population (46.8 percent) also supported this position.

Among the black population, all major groups supported means testing except the youngest age group (54.0 percent of whom favored the same amount for all) and black midwesterners (a plurality of 45.7 percent favored the same amount). In the general population, the only major subgroup opposing means testing was secular conservatives (47 percent for the same amount vs. 41.7 percent for means testing).

School Voucher Amounts (Table 6)

Another major issue surrounding the school voucher debate is how much school vouchers should be worth if they are to have their intended effect of genuinely expanding educational opportunity. In the survey, respondents were given four choices for voucher dollar amounts— \$2,000, \$3,200, \$5,000, or \$10,000 or more—and asked how much was necessary to ensure a good education. A large proportion of blacks (33.6 percent) and an even larger proportion of whites (46.4 percent) stated that they didn't know how much money was necessary, which is indicative that this policy area still represents uncharted territory for many people. This uncertainty is similarly reflected in the fairly disordered (almost random) choices made by those who picked a specific amount.

Among African Americans, the modal (i.e., most often given) response was \$10,000 (19.7 percent), closely followed by \$5,000 (18.2 percent); \$5,000 was the modal response for whites (18.2 percent). There was great variation in responses across the subgroups of both populations. Among blacks, a majority of 18-25-year-olds opted for \$2,000 or \$3,200, while a majority of 26-35-year-olds thought \$5,000 or \$10,000 a better amount; a majority of blacks in the Northeast also opted for the more expensive choices, as did a plurality of liberals. In the general population, except for the two youngest age cohorts, who tended to favor higher rather than lower dollar amounts, there were no intelligible subgroup differences.

Supplementing Voucher Dollars (Table 7)

Finally, respondents were asked if they were to receive a voucher for an amount insufficient for a desired school, how much they could contribute themselves to have their child attend the desired school. Even more so than with the basic voucher amount discussed above, on this question there was great uncertainty. First, 57.6 percent of the black respondents and 67.1 percent of the white respondents indicated either that they didn't know or that it didn't concern them (e.g., they did not have children). Again, as noted in the previous question, the responses were somewhat disorderly.

Among African Americans, the modal response was that they could afford to contribute between \$1,000 and \$2,000 (17.8 percent); 7.6 percent of those responding said they could contribute nothing. Near while 25.3 percent of those without high school diplomas responded that they could contribute nothing.

The modal response for whites was between \$2,000 and \$5,000 (11.3 percent); 9.7 percent said they could contribute nothing. This (\$2,000-\$5,000) was also the modal response for both blacks and whites with children.

TABLE 1. How would you rate your local public schools—would you say they are excellent, good, only fair, or poor?

	Black Population						General Population					
	Excellent %	Good %	Fair %	Poor %	D/K %	(N)	Excellent %	Good %	Fair %	Poor %	D/K %	(N)
Total	12.7	33.1	30.4	16.8	7.1	850	17.2	37.2	25.3	16.1	4.2	850
White	-	-	-	-	-	-	18.2	39.2	24.4	14.0	4.2	709
Men	8.0	33.6	33.9	17.4	7.1	400	15.5	39.1	27.4	14.8	3.2	412
Women	16.8	32.7	27.3	16.2	7.0	450	18.7	35.4	23.3	17.4	5.3	438
18-25 yrs.	12.5	34.4	33.0	14.8	5.3	127	20.2	33.7	28.1	18.0	-	89
26-35 yrs.	12.0	26.0	27.3	25.0	9.8	168	22.9	21.7	35.5	18.7	1.2	166
36-50 yrs.	15.4	28.1	30.4	18.3	7.8	257	15.9	42.2	20.9	17.3	3.7	301
51-64 yrs.	12.2	41.8	28.0	18.0	-	175	12.7	45.2	25.3	12.7	4.2	166
65+ yrs.	9.3	45.6	27.8	1.3	16.0	88	16.4	38.8	17.2	13.8	13.8	116
Northeast	8.7	58.4	7.2	15.1	10.6	153	18.0	30.2	34.9	9.9	7.0	172
Midwest	26.9	22.8	23.5	24.0	2.9	156	21.0	36.1	24.9	13.7	4.4	205
South	8.5	33.1	35.6	15.3	7.4	452	18.6	39.9	20.6	17.6	3.4	296
West	15.4	7.7	56.0	14.4	6.5	88	9.6	40.7	24.3	22.6	2.8	177
Liberal	15.9	37.0	19.6	16.7	10.7	333	18.8	42.4	24.0	10.5	4.4	229
Moderate	10.4	26.1	38.4	21.0	4.1	354	18.4	35.3	28.6	16.1	1.6	255
Secular Conservative	-	38.6	53.7	7.6	-	24	22.0	29.5	27.3	19.7	1.5	132
Christian Conservative	8.6	42.4	38.7	3.1	7.1	115	13.8	41.8	20.4	19.4	4.6	196
Less than HS	2.4	43.1	31.2	15.9	7.5	97	15.7	33.3	27.5	15.7	7.8	51
HS Graduate	13.5	29.4	32.7	18.5	5.9	277	10.5	41.2	24.1	19.3	4.8	228
Some College/Tech	11.8	31.2	20.3	26.3	10.5	184	19.2	38.1	24.7	14.6	3.3	239
College Degree+	15.2	39.1	32.5	6.7	6.7	259	20.3	33.3	27.0	15.9	3.5	315
Less than \$15,000	17.2	32.5	22.8	25.2	2.4	75	31.1	13.3	26.7	24.4	4.4	45
\$15-\$35,000	-	62.2	29.0	3.2	5.6	129	12.1	45.9	30.6	7.6	3.8	157
\$35-\$60,000	14.1	34.8	33.5	13.7	3.8	211	16.3	38.9	28.0	12.5	4.3	257
\$60-\$75,000	-	-	31.0	45.6	23.4	39	8.5	38.0	35.2	15.5	2.8	71
\$75-\$90,000	35.5	24.8	19.6	22.0	-	41	21.8	41.8	18.2	14.5	3.6	55
More than \$90,000	16.0	35.6	42.2	6.3	-	63	28.4	34.9	11.0	25.7	-	109
Children	13.1	33.2	30.8	20.4	2.5	326	17.0	46.5	16.4	19.5	0.6	318
No Children	11.0	34.3	29.6	14.0	11.0	460	17.0	30.4	29.8	15.5	7.2	470

TABLE 4. Would you support a voucher system where parents would get money from the government to send their children to the public, private, or parochial school of their choice?

	Black Population				General Population			
	Yes %	No %	D/K %	(N)	Yes %	No %	D/K %	(N)
Total	48.1	39.8	12.1	850	42.0	50.2	7.8	850
White	-	-	-	-	41.3	50.2	8.5	709
Men	41.0	47.0	12.0	400	39.1	54.1	6.8	412
Women	54.3	33.5	12.2	450	44.7	46.6	8.7	438
18-25 yrs.	37.3	51.5	11.2	127	46.1	46.1	7.9	89
26-35 yrs.	64.6	29.3	6.0	168	45.8	39.8	14.5	166
36-50 yrs.	55.2	34.6	10.2	257	48.2	49.8	2.0	301
51-64 yrs.	33.7	43.3	23.0	175	33.1	60.2	6.6	166
65+ yrs.	38.4	49.9	11.7	88	31.9	56.9	11.2	116
Northeast	69.0	17.6	13.4	153	42.4	48.3	9.3	172
Midwest	60.3	32.6	7.1	156	47.8	48.8	3.4	205
South	38.3	47.4	14.3	452	38.9	57.4	3.7	296
West	39.9	52.7	7.4	88	40.1	41.8	18.1	177
Liberal	46.2	35.3	18.4	333	50.7	40.6	8.7	229
Moderate	50.9	44.5	4.6	354	32.9	55.7	11.4	255
Secular Conservative	7.6	92.4	-	24	44.7	53.0	2.3	132
Christian Conservative	49.4	28.6	22.1	115	47.4	47.4	5.1	196
Less than HS	42.5	30.0	27.5	97	47.1	37.3	15.7	51
HS Graduate	52.1	35.4	12.5	277	31.6	55.3	13.2	228
Some College/Tech	58.7	41.3	-	184	45.2	46.4	8.4	239
College Degree+	38.6	45.3	16.1	259	45.7	51.7	2.5	315
Less than \$15,000	28.0	51.6	20.4	75	48.9	42.2	8.9	45
\$15-\$35,000	47.4	32.2	20.4	129	30.6	59.9	9.6	157
\$35-\$60,000	52.4	39.9	7.7	211	38.9	54.9	6.2	257
\$60-\$75,000	26.3	73.7	-	39	42.3	52.1	5.6	71
\$75-\$90,000	50.4	49.6	-	41	61.8	38.2	-	55
More than \$90,000	65.0	35.0	-	63	56.0	42.2	1.8	109
Children	50.0	36.9	13.1	326	50.6	42.1	7.2	318
No Children	46.8	40.5	12.8	460	37.4	55.3	7.2	470

TABLE 5. If a voucher system were implemented, do you think that the government should provide the same amount of money for all children, or do you think that the voucher amount should be based on family income with poorer children receiving more money?

	———Black Population———				———General Population———			
	Same Amount %	Means Test %	D/K %	(N)	Same Amount %	Means Test %	D/K %	(N)
Total	33.7	53.1	13.2	850	36.9	46.8	16.2	850
White	-	-	-	-	39.1	43.9	17.1	709
Men	31.1	55.3	13.7	400	37.4	47.3	15.3	412
Women	36.1	51.1	12.8	450	36.5	46.3	17.1	438
18-25 yrs.	54.0	39.6	6.4	127	30.3	66.3	3.4	89
26-35 yrs.	33.9	59.5	6.6	168	41.0	49.4	9.6	166
36-50 yrs.	27.4	55.1	17.5	257	39.2	45.8	15.0	301
51-64 yrs.	32.1	51.9	16.0	175	38.0	39.2	22.9	166
65+ yrs.	14.0	64.7	21.2	88	29.3	43.1	27.6	116
Northeast	29.9	61.9	8.2	153	37.8	47.1	15.1	172
Midwest	45.7	36.3	18.0	156	39.5	47.3	13.2	205
South	32.6	52.7	14.7	452	35.1	48.3	16.6	296
West	25.0	69.4	5.7	88	35.2	43.5	20.3	177
Liberal	15.1	65.3	19.6	333	27.9	58.5	13.5	229
Moderate	47.0	47.1	5.9	354	36.1	42.0	22.0	255
Secular Conservative	73.0	27.0	-	24	47.0	41.7	11.4	132
Christian Conservative	46.1	39.8	14.1	115	40.3	46.4	13.3	196
Less than HS	9.8	79.6	10.6	97	19.6	72.5	7.8	51
HS Graduate	37.0	43.5	19.5	277	34.6	46.9	18.4	228
Some College/Tech	25.9	68.2	5.9	184	36.4	49.8	13.8	239
College Degree+	39.2	46.4	14.4	259	43.2	39.7	17.1	315
Less than \$15,000	28.0	60.0	12.0	75	26.7	48.9	24.4	45
\$15-\$35,000	21.4	72.3	6.3	129	28.7	57.3	14.0	157
\$35-\$60,000	43.7	42.4	13.8	211	41.2	41.2	17.5	257
\$60-\$75,000	31.0	64.4	4.6	39	32.4	62.0	5.6	71
\$75-\$90,000	55.6	44.4	-	41	56.4	32.7	10.9	55
More than \$90,000	31.7	68.3	-	63	49.5	39.4	11.0	109
Children	34.0	52.2	13.8	326	39.0	47.8	13.2	318
No Children	30.7	55.0	14.4	460	34.7	47.4	17.9	470

TABLE 6. How much money do you think school vouchers should provide in order to ensure that children get a good education—\$2,000 per year, \$3,200, \$5,000, or \$10,000 or more?

	Black Population						General Population					
	\$2,000 %	\$3,200 %	\$5,000 %	\$10,000 %	D/K %	(N)	\$2,000 %	\$3,200 %	\$5,000 %	\$10,000 %	D/K %	(N)
Total	13.4	15.0	18.2	19.7	33.6	850	12.9	15.1	19.3	7.4	45.3	850
White	-	-	-	-	-	-	13.3	15.1	18.2	7.1	46.4	709
Men	9.4	15.7	19.4	13.4	42.2	400	12.6	15.0	16.7	9.2	46.4	412
Women	17.0	14.4	17.2	25.3	26.1	450	13.2	15.1	21.7	5.7	44.3	438
18-25 yrs.	21.6	33.2	3.7	20.2	21.2	127	4.5	24.7	28.1	13.5	29.2	89
26-35 yrs.	8.2	16.1	27.6	24.4	23.8	168	15.1	14.5	19.9	14.5	36.1	166
36-50 yrs.	17.2	6.6	25.6	17.1	33.5	257	13.6	17.9	23.6	5.3	39.5	301
51-64 yrs.	2.0	15.9	12.5	19.5	50.1	175	9.6	12.0	8.4	4.8	65.1	166
65+ yrs.	9.1	9.3	16.5	19.5	45.6	88	14.7	6.9	18.1	1.7	58.6	116
Northeast	22.7	0.6	24.0	30.7	22.0	153	12.2	15.1	13.4	9.9	49.4	172
Midwest	14.6	12.3	17.6	23.4	32.1	156	11.2	22.4	23.9	7.8	34.6	205
South	10.7	19.1	18.5	15.3	36.5	452	15.2	12.5	18.2	8.1	45.9	296
West	9.5	24.0	8.2	16.4	41.9	88	11.9	10.7	21.5	3.4	52.5	177
Liberal	8.6	11.0	15.1	26.4	38.9	333	13.1	12.7	26.2	2.6	45.4	229
Moderate	20.1	12.9	20.7	19.6	26.6	354	9.4	12.2	18.8	4.7	54.9	255
Secular Conservative	38.6	53.7	-	7.6	-	24	10.6	30.3	9.1	10.6	39.4	132
Christian Conservative	4.7	28.5	27.4	7.1	32.3	115	21.4	14.3	19.9	9.2	35.2	196
Less than HS	9.8	4.7	16.9	25.2	43.4	97	11.8	19.6	25.5	7.8	35.3	51
HS Graduate	10.6	23.0	17.5	12.8	36.0	277	9.2	18.9	14.0	4.4	53.5	228
Some College/Tech	17.2	17.8	21.8	19.3	23.9	184	18.0	13.4	20.5	8.4	39.7	239
College Degree+	12.9	7.1	16.6	24.6	38.7	259	12.7	13.7	22.2	7.9	43.5	315
Less than \$15,000	3.6	-	27.7	13.2	55.5	75	22.2	8.9	28.9	4.4	35.6	45
\$15-\$35,000	13.6	9.8	22.1	19.6	34.8	129	11.5	18.5	12.7	8.3	49.0	157
\$35-\$60,000	17.6	25.5	14.5	21.4	21.0	211	12.1	8.6	25.3	7.8	46.3	257
\$60-\$75,000	23.4	-	4.6	52.7	19.3	39	18.3	16.9	11.3	14.1	39.4	71
\$75-\$90,000	19.6	-	-	22.0	58.3	41	3.6	21.8	30.9	-	43.6	55
More than \$90,000	3.5	15.7	25.5	23.5	31.7	63	12.8	24.8	25.7	7.3	29.4	109
Children	16.1	13.6	20.7	20.9	28.7	326	14.5	17.9	25.2	9.1	33.3	318
No Children	8.9	16.0	15.6	19.4	40.1	460	10.2	13.8	17.4	6.0	52.6	470

TABLE 7. If you received a school voucher for your child, and it was not enough to send your child to the school you wanted, how much money could you personally add to the value of the voucher in order to send your child to a school of your choice?

	Black Population							General Population						
	\$0 %	\$0-\$1k %	\$1k-\$2k %	\$2k-\$5k %	\$5k+ %	D/K %	(N)	\$0 %	\$0-\$1k %	\$1k-\$2k %	\$2k-\$5k %	\$5k+ %	D/K %	(N)
Total	7.6	5.5	17.8	9.2	2.3	57.6	850	9.5	2.1	6.7	10.7	4.0	66.9	850
White	-	-	-	-	-	-	-	9.7	2.5	5.8	11.3	3.5	67.1	709
Men	4.8	-	25.1	8.3	2.6	59.3	400	8.0	1.9	8.0	10.0	4.9	67.2	412
Women	10.0	10.4	11.4	10.0	2.0	56.1	450	11.0	2.3	5.5	11.4	3.2	66.7	438
18-25 yrs.	1.8	6.4	22.8	15.7	5.4	47.9	127	10.1	-	6.7	6.7	6.7	69.7	89
26-35 yrs.	8.3	18.3	18.4	-	1.1	54.0	168	9.6	1.8	8.4	10.2	7.8	62.0	166
36-50 yrs.	9.8	3.2	18.4	11.2	-	57.4	257	9.6	3.0	11.3	15.9	5.0	55.1	301
51-64 yrs.	13.2	-	12.8	8.7	-	65.4	175	6.0	1.8	1.2	5.4	-	85.5	166
65+ yrs.	-	-	7.8	8.2	9.5	74.4	88	14.7	2.6	-	9.5	-	73.3	116
Northeast	11.2	15.3	15.5	17.0	1.8	39.2	153	12.2	3.5	6.4	12.8	2.3	62.8	172
Midwest	11.0	4.6	23.1	4.2	2.9	54.3	156	8.8	1.0	3.9	10.2	2.4	73.7	205
South	6.0	3.6	17.7	7.9	1.9	62.8	452	10.1	1.7	10.1	10.5	5.7	61.5	296
West	3.3	-	13.1	11.0	3.9	68.6	88	6.8	2.8	4.5	9.6	4.5	70.1	177
Liberal	9.6	4.9	23.1	1.0	2.7	58.7	333	11.8	2.6	9.2	12.2	5.7	58.5	229
Moderate	2.0	8.7	13.2	14.5	2.9	58.7	354	11.8	3.1	4.7	5.5	3.9	71.0	255
Secular Conservative	-	-	53.7	38.6	-	7.6	24	6.1	1.5	7.6	15.9	3.8	65.2	132
Christian Conservative	22.1	-	13.3	6.3	-	58.3	115	5.1	1.0	6.1	12.2	3.1	72.4	196
Less than HS	25.3	-	14.1	15.9	-	44.7	97	-	3.9	11.8	3.9	15.7	64.7	51
HS Graduate	-	5.5	20.9	4.5	0.7	68.4	277	9.2	3.5	5.7	7.5	0.9	72.4	228
Some College/Tech	9.8	3.9	7.9	7.8	3.9	66.7	184	6.7	0.8	10.9	9.6	2.9	69.0	239
College Degree+	5.4	9.4	22.6	13.9	-	48.8	259	12.7	1.9	3.8	15.6	5.4	59.4	315
Less than \$15,000	-	-	12.1	20.4	-	67.5	75	4.4	8.9	4.4	-	-	82.2	45
\$15-\$35,000	19.6	6.3	34.4	-	-	39.7	129	14.0	1.3	10.2	8.9	5.1	60.5	157
\$35-\$60,000	10.0	14.5	7.0	13.2	3.4	51.9	211	9.3	1.6	6.2	12.8	1.9	68.1	257
\$60-\$75,000	-	-	54.4	-	-	45.6	39	5.6	5.6	8.5	14.1	5.6	60.6	71
\$75-\$90,000	-	-	22.0	19.6	-	58.3	41	3.6	-	7.3	18.2	3.6	63.6	55
More than \$90,000	-	-	12.5	30.3	2.8	54.4	63	10.1	-	4.6	16.5	11.9	53.2	109
Children	4.2	14.4	13.8	16.3	0.6	50.8	326	9.7	1.9	9.7	14.8	8.5	55.4	318
No Children	9.1	-	21.1	5.3	1.5	62.9	460	10.2	2.6	5.1	9.4	1.5	71.3	470