EDUCATIONAL INPUTS:
Comparative Spending Levels in the G-7

Total Expenditures From Public Sources
Per Student in Equivalent US Dollars Converted Using Purchasing Power Parities (PPPs), 1988


Enrollment in Higher Education in the G-7

Note: Numbers inside bars indicate total enrollment; numbers above bars are enrollment per 1,000 population.
EDUCATIONAL INPUTS: Spending for R and D in the G-7

(1990 Data)

Gross Domestic Expenditure for R & D

- US: $149,225
- Japan: $66,965
- Germany: $32,328
- France: $23,760
- UK: $20,150
- Italy: $11,964
- Canada: $7,199

Per Capita

- US: $593
- Japan: $542
- Germany: $511
- France: $421
- UK: $351
- Italy: $208
- Canada: $270

Higher Education Sector Expenditure for R & D

- US: $23,871
- Japan: $11,761
- Germany: $4,646
- France: $3,463
- UK: $2,972
- Italy: $2,481
- Canada: $1,801

Business Expenditures for R & D

- US: $104,344
- Japan: $47,451
- Germany: $23,276
- France: $14,363
- UK: $13,419
- Italy: $6,977
- Canada: $3,918

EDUCATIONAL OUTPUTS: Comparative Student Performance
(1991 Data)

Mathematics: Dismally Low Scores By US Kids

<table>
<thead>
<tr>
<th>Country</th>
<th>9 year olds</th>
<th>Average Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>74.8%</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>68.1%</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>67.8%</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>64.4%</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>61.9%</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>59.9%</td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>59.5%</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>58.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>13 year olds</th>
<th>Average Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>73.4%</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>72.7%</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>64.2%</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>64.0%</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>55.4%</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>62.0%</td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>60.6%</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>55.3%</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>63.1%</td>
<td></td>
</tr>
</tbody>
</table>

Science: Not Dismal, But Still Weak

<table>
<thead>
<tr>
<th>Country</th>
<th>9 year olds</th>
<th>Average Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>67.9%</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>66.9%</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>64.7%</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>62.8%</td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>62.9%</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>61.7%</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>61.2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>13 year olds</th>
<th>Average Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>77.5%</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>69.9%</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>75.6%</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>67.0%</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>68.8%</td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>68.7%</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>67.5%</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>69.7%</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>68.6%</td>
<td></td>
</tr>
</tbody>
</table>


Reading Scores: A Bright Spot

<table>
<thead>
<tr>
<th>Country</th>
<th>9-10 year olds</th>
<th>14-15 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>569</td>
<td>560</td>
</tr>
<tr>
<td>US</td>
<td>547</td>
<td>535</td>
</tr>
<tr>
<td>France</td>
<td>531</td>
<td>549</td>
</tr>
<tr>
<td>Italy</td>
<td>529</td>
<td>515</td>
</tr>
<tr>
<td>Spain</td>
<td>504</td>
<td>490</td>
</tr>
<tr>
<td>W. Germany</td>
<td>503</td>
<td>522</td>
</tr>
<tr>
<td>Canada</td>
<td>500</td>
<td>522</td>
</tr>
<tr>
<td>E. Germany</td>
<td>499</td>
<td>526</td>
</tr>
</tbody>
</table>

Note: Reading scores are based on an international scale with a mean of 500.
OUTPUTS:
U.S. Performance Up

Math Proficiency
(Percent of students scoring at these levels)

Key: 150=Simple math; 200=Uses basic operations to solve simple problems; 250=Intermediate level skills; 300=Understands/solves more complex problems; and 350=Understands more advanced math concepts.

Science Proficiency
(Percent of students scoring at these levels)

Key: 150=Knows everyday science facts; 200=Understands and applies simple scientific principles; 250=Uses scientific procedures and analyzes scientific data; 300=Understands and applies scientific and principles; 350=integrates scientific information and experimental evidence.

Reading Proficiency, 1990
(Percent of students scoring at these levels)

Key: 150=Simple tasks; 200=Understands specific related information; 250=Searches for specific information; 300= Finds, understands, summarizes complicated information; and 350= Synthesizes/learns from specialized reading materials.

Note: Since 1971, the NAEP has been the major source of information on US standards performance research, conducted nationally by the US Department of Education.

OUTPUTS: HIGH ATTAINMENT

The Nobel Prize

US Share of All Nobel Prize
Winners, 1901-1993

62% 38%

US Share of All Nobel Prize
Winners, 1980-1993

42% 58%

US Share of All Nobel Prize Winners, 1980-1993
(By Subject Area)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>US Number</th>
<th>US Percent</th>
<th>Canada/Europe Number</th>
<th>Canada/Europe Percent</th>
<th>All Other Countries Number</th>
<th>All Other Countries Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>13</td>
<td>52%</td>
<td>12</td>
<td>48%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>15</td>
<td>60%</td>
<td>8</td>
<td>32%</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Physiology/Medicine</td>
<td>20</td>
<td>65%</td>
<td>9</td>
<td>29%</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>21%</td>
<td>5</td>
<td>36%</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>Economics</td>
<td>14</td>
<td>82%</td>
<td>3</td>
<td>18%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Question:** Please show whether you would like to see more or less government spending. Remember that if you say "much more," it may require a tax increase to pay for it.

**Source:** Survey by the International Social Survey Program (ISSP), 1990.

**Canada**

**Question:** How do you feel about the level of government funding of the public education system in your province. Would you favor or oppose increased funding for the elementary/public schools?

**Source:** Survey by Gallup Canada, August 6-10, 1992.

**Great Britain**

**Question:** Do you think the government is spending too much, too little, or about the right amount on...education and schools?

**Source:** Survey by Social Surveys Ltd. (Gallup), April 1991.

---

**US**

**Question:** ...Tell me whether you think we're spending too much money on it, too little money, or about the right amount on...improving the nation's education system?

**Source:** Survey by the National Opinion Research Center, February-April 1993.

---

**The Grass Looks Greener Everywhere**

**Canada**

**Question:** Thinking about the quality of Canadian education compared to other industrialized countries, would you say...the Canadian educational system is better, worse or about the same as it is in other industrialized countries?

**Source:** Survey by the Angus Reid Group, January 20-30, 1993.

**Great Britain**

**Question:** From what you know, do you think that on the whole they have better systems of education in continental countries like France and Germany, or do we have a better system of education in this country?

**Source:** Survey by Social Surveys Ltd. (Gallup), April 27-May 3, 1993.

---

**US**

**Question:** Now let's compare the US to...other major western countries in the world...Would you say today that the US is very strong, strong, weak, or very weak compared to other countries in...the system of public education?

**Source:** Surveys by the Gallup Organization for CNN/USA Today, latest that of June 29-30, 1993.
PUBLICS' JUDGMENTS

US Middle-of-the-Pack in Professed Dissatisfaction with School Performance

Question: Please tell me if you agree or disagree...the government-run public school provides quality education?

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>1990</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Canada</td>
<td>1990</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>UK</td>
<td>1990</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>US</td>
<td>1990</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>Italy</td>
<td>1990</td>
<td>57</td>
<td>56</td>
</tr>
<tr>
<td>Japan</td>
<td>1990</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>France</td>
<td>1990</td>
<td>56</td>
<td>44</td>
</tr>
</tbody>
</table>

Note: National samples were drawn for the US (700) and Canada (1,003). Two hundred interviews were secured from each of the other countries with interviewing only in major cities: Germany (9 cities), UK (8), Italy (5), and France (8). Source: Survey by the Angus Reid Group for CNN, March 1992.

Canada

Question: On the whole, would you say that you are satisfied or dissatisfied with the education children are getting today?

1973
- Dissatisfied: 41%
- Satisfied: 59%

1992
- Dissatisfied: 56%
- Satisfied: 44%

Source: Survey by Gallup Canada, latest that of August 6-10, 1992.

Great Britain

Question: Thinking back over the last few years, in your opinion have standards of achievement at schools gone up, gone down or remained about the same?

- Same: 22%
- Up: 16%
- Down: 53%

Source: Survey by Social Surveys Ltd. (Gallup), May 1993.

But While the Nation's Schools Are Criticized, "My School" is Pretty Good

US

Percent saying "A" or "B"

- 1974: 48%
- 1975: 71%
- 1976: 72%
- 1977: 47%
- 1978: 20%
- 1979: 19%

Question: What grade would you give the public schools here—A, B, C, D, or Fail? How about the public schools in the nation...? ...What grade would you give the school your oldest child attends?

Source: Survey by the Gallup Organization for Phi Delta Kappa, latest that of May 21-June 9, 1993.
EDUCATION:

Seen Important Everywhere

**Question:** ...Compared to a generation ago, a good many more young people are going to college today...With which point of view do you agree—that the more college trained people the better, or that there's too much emphasis on higher education?

- **US:**
  - More the Better: 61%
  - Too Much: 33%

- **Germany:**
  - More the Better: 34%
  - Too Much: 60%

- **Canada:**
  - More the Better: 24%
  - Too Much: 50%

- **Great Britain:**
  - More the Better: 24%
  - Too Much: 50%

**Source:** Survey by the Roper Organization, latest that of May 15-22, 1993.

**Question:** How important is a college or university education today? Is it very important, fairly important, or not too important?

- **Canada:**
  - Not Too Important: 2%
  - Fairly Important: 18%
  - Very Important: 77%
  - DK: 3%

- **Germany:**
  - Undecided: 15%
  - Not So Important: 28%
  - Good Education Important: 57%

**Source:** Survey by Gallup Canada, May 20-26, 1993.

**Source:** Survey by the Instituti fur Demoskopie Allensbach, October 1985.

**But US Shows Strikingly Different Priorities**

**Question:** How do you feel about opportunities for young people to go to college... Should opportunities be increased a lot, increased a little, kept the same as now, reduced a little, or reduced a lot?

- **US:**
  - More Increased: 69%
  - Slightly Increased: 58%

- **Great Britain:**
  - More Increased: 69%
  - Slightly Increased: 58%

- **Italy:**
  - More Increased: 69%
  - Slightly Increased: 58%

- **West Germany:**
  - More Increased: 69%
  - Slightly Increased: 58%

**Percent saying "Opportunities should be increased a lot"**

**Source:** Survey by the ISSP, 1985.

**Question:** ...Should the government provide grants that would not have to be paid back, provide loans which the student would have to pay back, or should the government not provide any financial assistance...for students whose parents have a low income?

- **US:**
  - More Grants: 82%
  - Loans: 78%
  - No Assistance: 53%

- **Great Britain:**
  - More Grants: 82%
  - Loans: 78%
  - No Assistance: 53%

- **Italy:**
  - More Grants: 82%
  - Loans: 78%
  - No Assistance: 53%

- **West Germany:**
  - More Grants: 82%
  - Loans: 78%
  - No Assistance: 53%

**Percent saying "government should provide grants"**

**Source:** Survey by the ISSP, 1985.