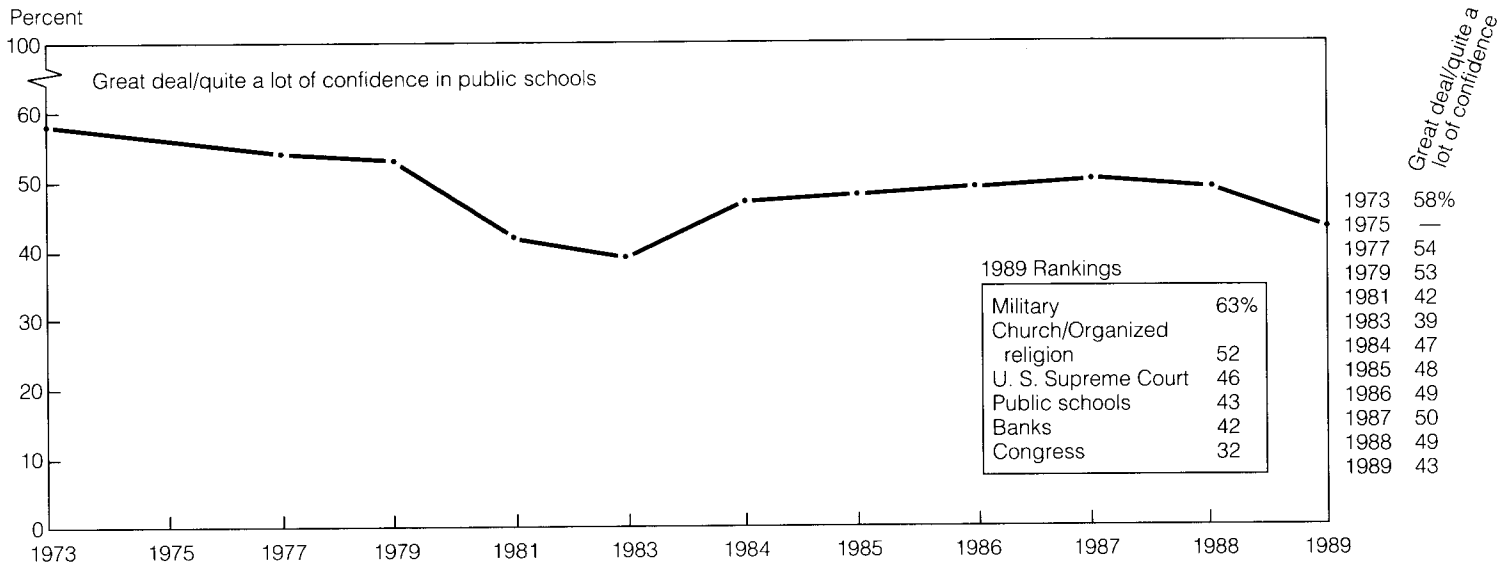


# EDUCATION PRINCIPLES

**Question:** I am going to read you a list of institutions in American society. Please tell me how much confidence you, yourself, have in each one—a great deal, quite a lot, some or very little.

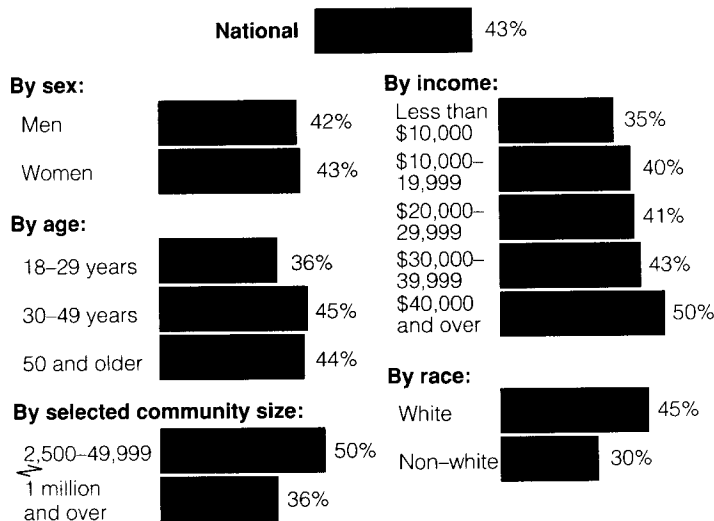


Source: Surveys by the Gallup Organization, latest that of September 7-10, 1989.

**Question:** Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded the same way. What grade would you give the public schools here—A, B, C, D, or FAIL?

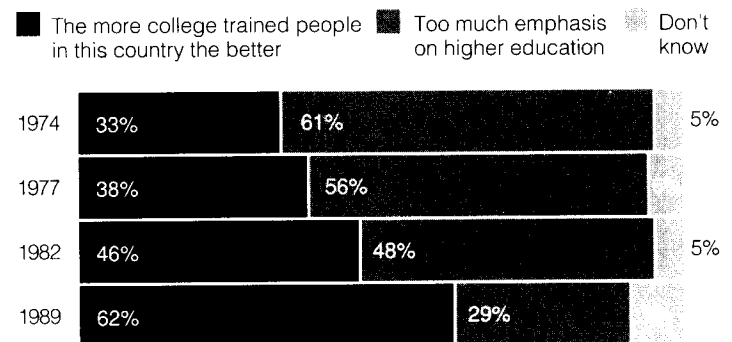
## Grade for the public schools in this community

### A and B combined



Source: Survey by the Gallup Organization for Phi Delta Kappan, May 5-June 11, 1989.

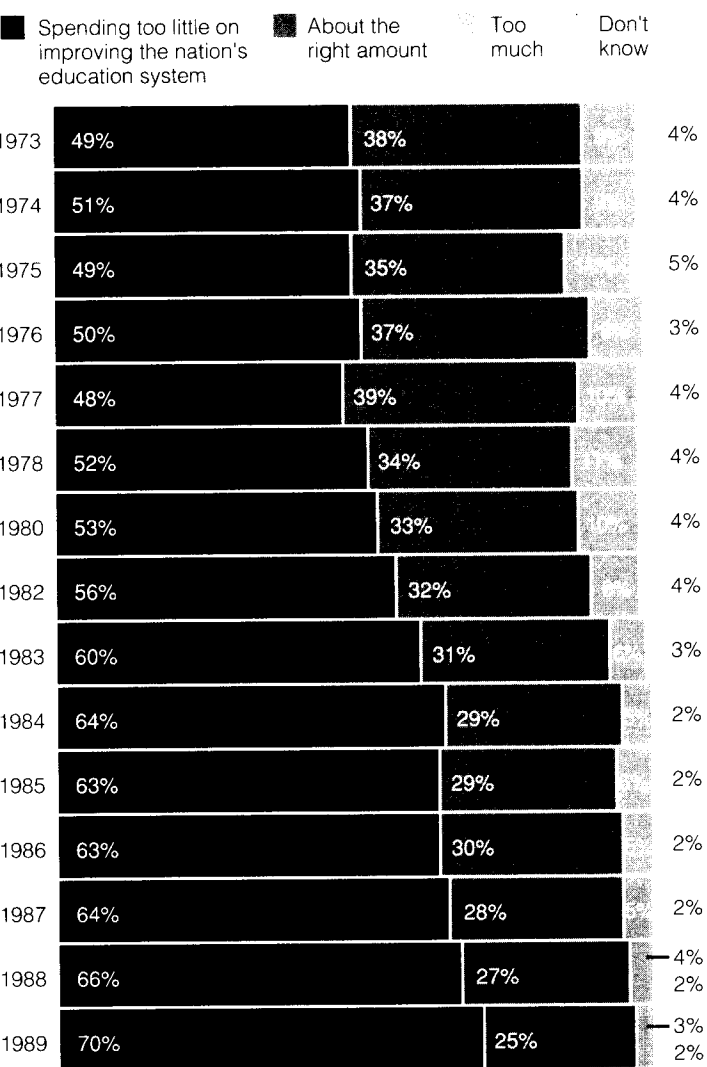
**Question:** Turning now to another subject, as compared to a generation ago, a good many more young people are going to college today. Some people think this is a great thing and that the more college trained people there are in the country, the better off we will be. Other people think there is too much emphasis on higher education and a lot of college students are just wasting their time and would be better off entering one of the trades that don't require a college education. With which point do you agree—that the more college trained people the better, or that there's too much emphasis on higher education?



Source: Surveys by the Roper Organization (Roper Reports 89-6), latest that of May 6-20, 1989.

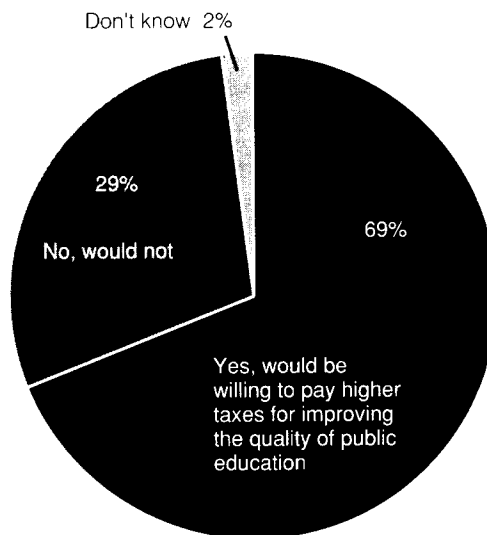
The data in the next nine pages show that Americans are dissatisfied with the education system's performance. Those expressing confidence in the public schools declined from 58% in 1973 to 43% in 1989. Yet, commitment to education has remained high.

**Question:** We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much money on it, too little money, or about the right amount. First, are we spending too much, too little, or about the right amount on...improving the nation's education system?



**Source:** Surveys by the National Opinion Research Center (General Social Surveys), latest that of February-April 1989.

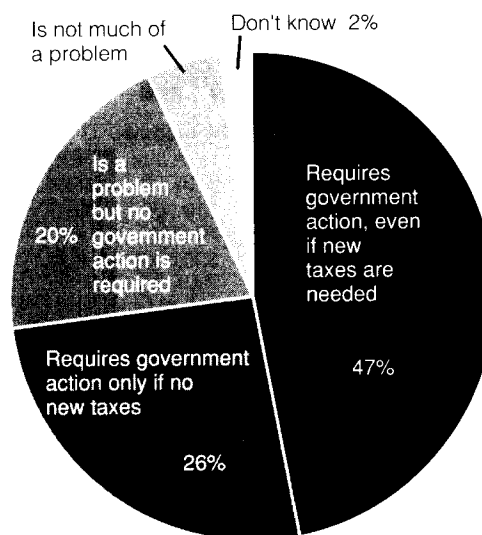
**Question:** Would you be willing to pay higher taxes for...improving the quality of public education?



**Source:** Survey by the Marist Institute, January 29-February 1, 1989.

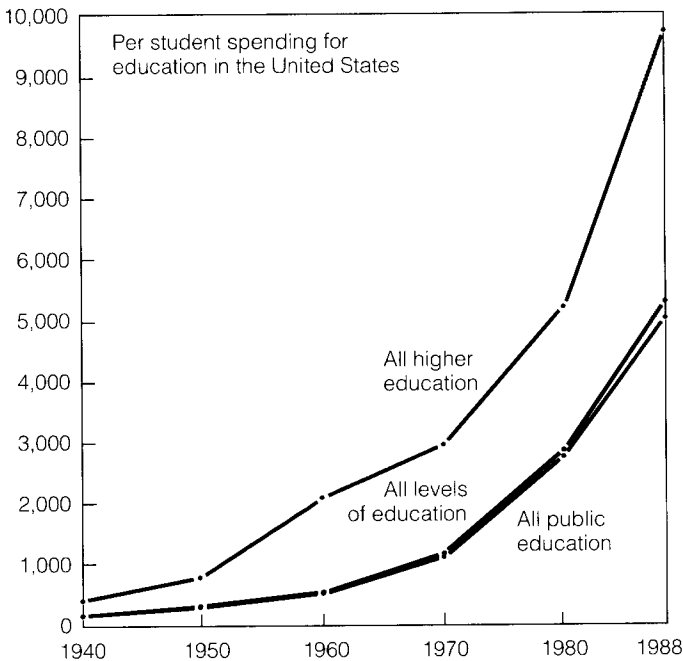
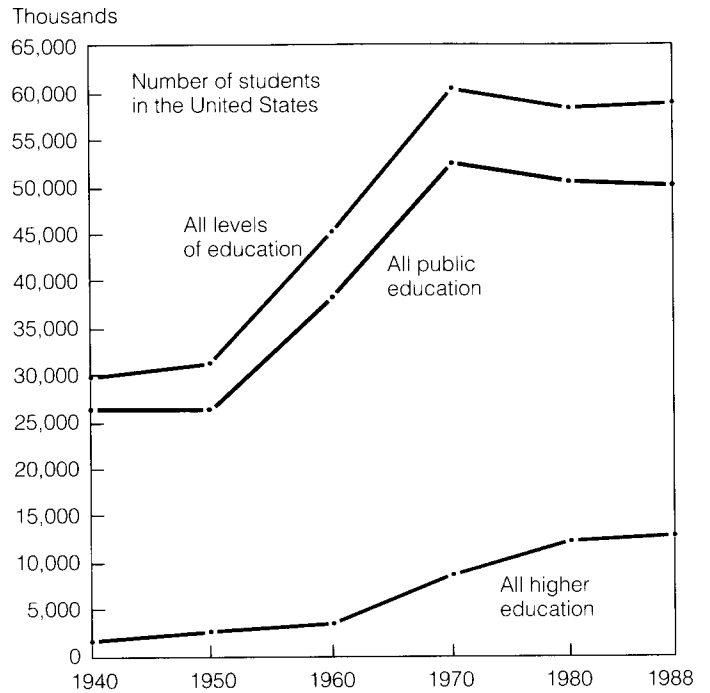
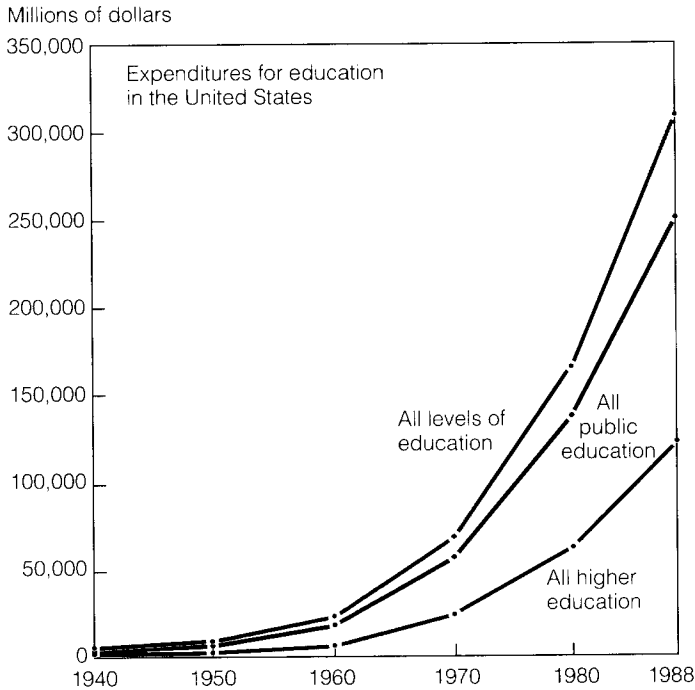
**Question:** I am going to read you a list of problems facing the United States, and for each one, please tell me whether you think it is not much of a problem, is a problem but no government action is required, is a problem that requires government action but only if no new taxes are needed, or is a problem that requires government action even if new taxes are needed.

**Improving the quality of education in the public school system ...**



**Source:** Survey by the Gallup Organization, May 13-22, 1988.

Our commitment to education remains strong, as the chart on the left shows. We are willing to spend substantial sums and even support tax increases to pay for improvements.



**EXPENDITURES FOR EDUCATION IN THE UNITED STATES**  
(in millions of \$)

	All Levels of Education	All Public Education	All Higher Education
1940	\$3,200	\$2,697	\$606
1950	8,796	7,057	2,123
1960	23,860	19,517	7,147
1970	68,459	56,915	25,276
1980	165,627	137,396	62,465
1988	308,800	251,000	124,000

**NUMBER OF STUDENTS IN THE UNITED STATES**  
(in thousands)

	All Levels of Education	All Public Education	All Higher Education
1940	29,751	26,230	1,494
1950	31,319	26,467	2,659
1960	45,228	38,105	3,435
1970	60,406	52,337	8,581
1980	58,415	50,444	12,097
1988	58,700	50,100	12,559

**PER STUDENT SPENDING FOR EDUCATION IN THE UNITED STATES**

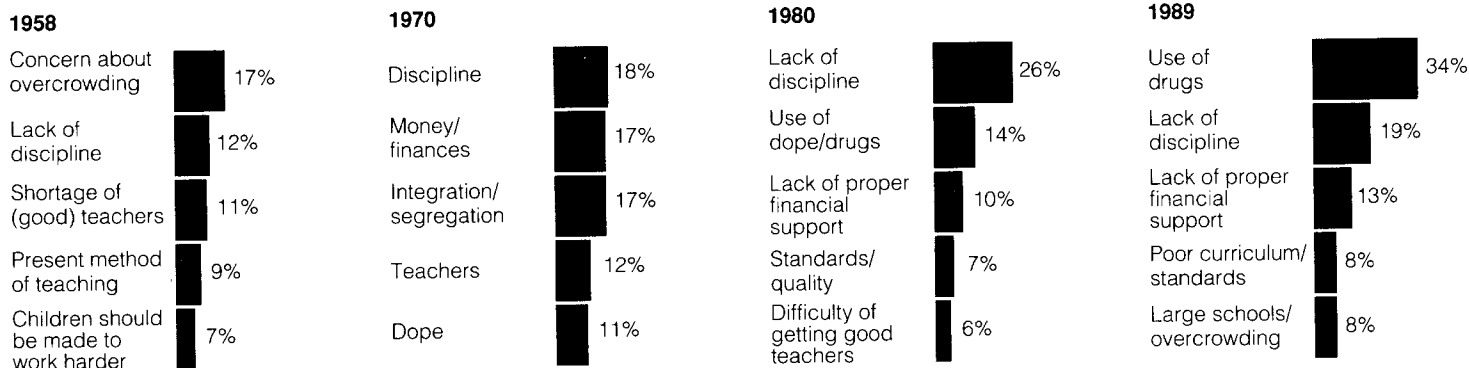
	All Levels of Education	All Public Education	All Higher Education
1940	\$108	\$103	\$406
1950	280	267	798
1960	528	512	2,081
1970	1,133	1,087	2,946
1980	2,835	2,724	5,164
1988	5,261	5,010	9,733

Source: Statistical Abstract of the United States, 1989 and selected earlier years.

These three charts demonstrate that lack of resources is not the source of our education problem. Although inflation exaggerates the climb shown here, spending per pupil, and overall, has risen dramatically.

**Question:** There's been a lot of talk recently about what's wrong with the schools in the U.S. What do you think is the single biggest thing wrong with our schools?

**Question:** What do you think are the biggest problems with which the public schools in this community must deal?



**Note:** Top five categories shown. In 1970, 11% of respondents also chose "facilities." In 1980, 6% of respondents also chose "parents' lack of support," "busing," "teachers' lack of interest," and "overcrowded schools."

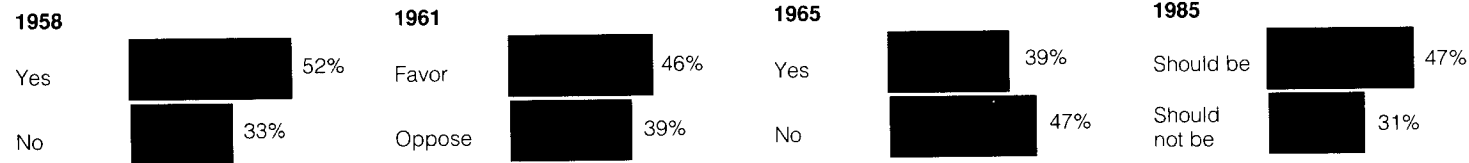
**Source:** Surveys by the Gallup Organization, 1958; the Gallup Organization for the Charles F. Kettering Foundation, 1970, 1980; the Gallup Organization for *Phi Delta Kappan*, May 5-June 11, 1989.

**Question:** Should high school students be required to put in more hours of homework each week?

**Question:** Would you favor or oppose increasing the amount of school work done at home by students...in high schools?

**Question:** Should high school students be required to put in more hours of homework each week?

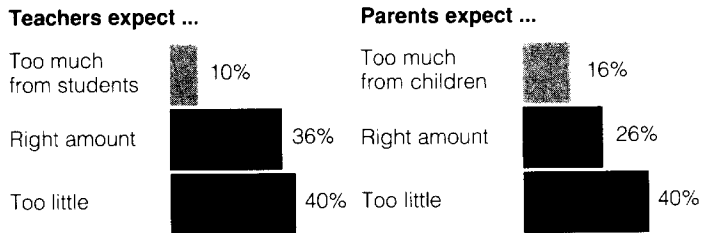
**Question:** Do you think high school students in the public schools here should be assigned more homework or not?



**Source:** Surveys by the Gallup Organization, 1958, 1961, and 1965; the Gallup Organization for *Phi Delta Kappan*, May 17-26, 1985.

Since the 1950s, the problems Americans see in our schools have been fairly constant. Drugs and discipline generally top the list. One remedy: attention to the basics, starting with homework.

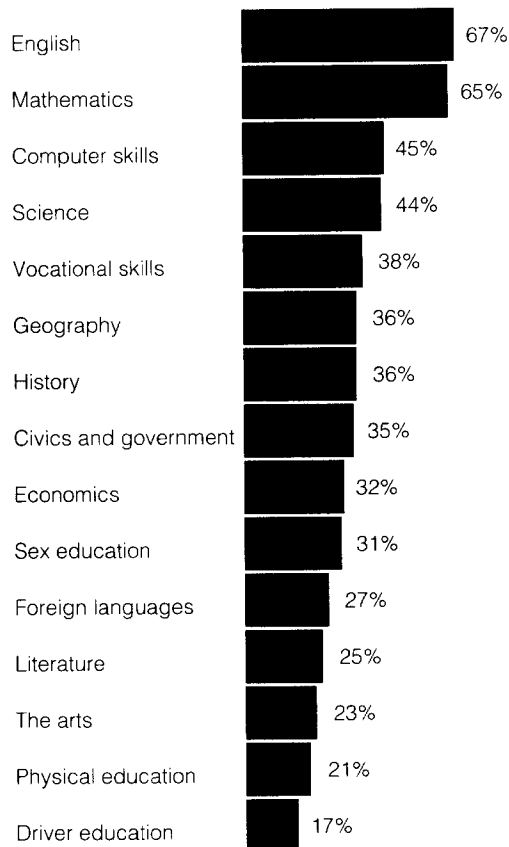
**Question:** Do you think most of the (teachers/parents) in your community expect too much from their (students/children), too little, or about the right amount?



**Source:** Survey by the Roper Organization (Roper Reports 89-6), May 6-20, 1989.

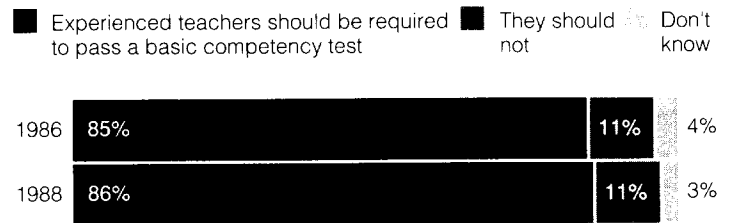
**Question:** Here is a list of some subjects that are taught in the public schools. (Card shown respondent) Some you may feel are overemphasized these days, some you may feel are underemphasized, and some you may feel are treated about right. First, would you read down that list and call off all those you think should be given a lot more attention in public school?

**Should be given a lot more attention in public school**



**Source:** Survey by the Roper Organization (Roper Reports 89-6), May 6-20, 1989.

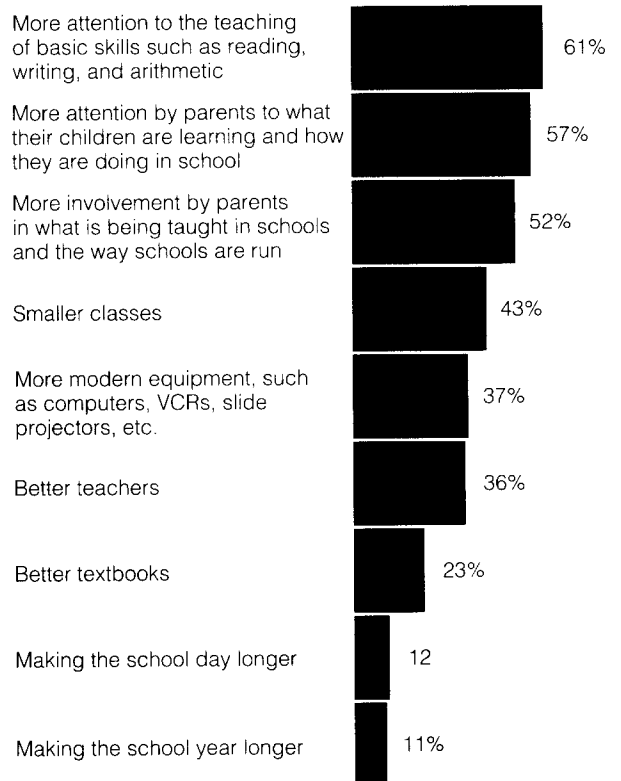
**Question:** In your opinion, should experienced teachers be periodically required to pass a statewide basic competency test in their subject area or areas, or not?



**Source:** Surveys by the Gallup Organization for Phi Delta Kappan, latest that of April 8-10, 1988.

**Question:** Here is a list of ideas which have been suggested to improve the quality of education. (Card shown respondent) Would you read down that list, and any time you come to one you think would improve the quality of education in your local schools tell me?

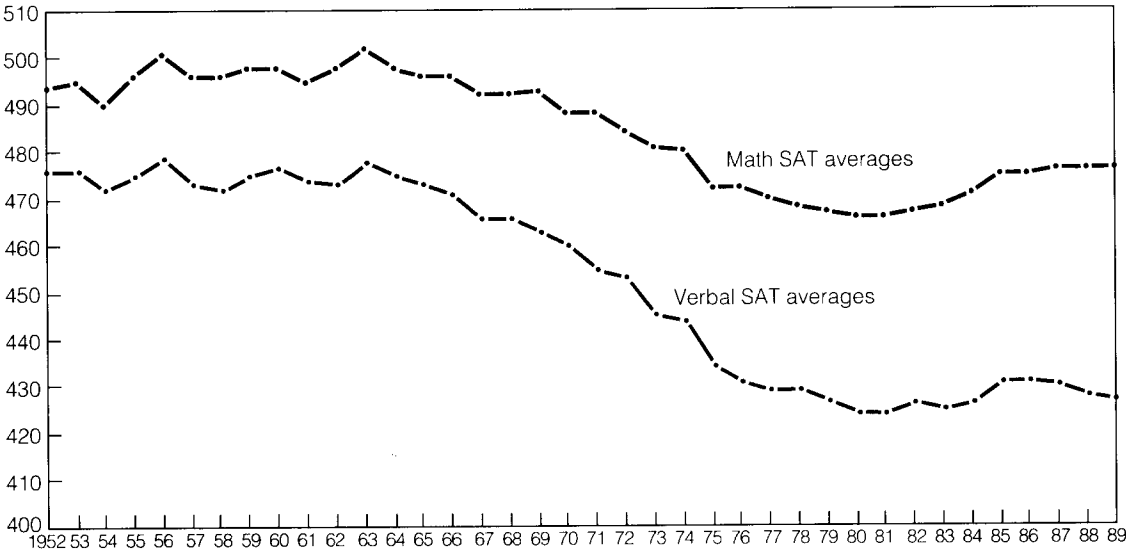
**Would improve the quality of education in your local school**



Another problem is that parents' and teachers' expectations are too low. Teachers' competency tests and emphasis on the basics point us in the right direction.

# EDUCATION PERFORMANCE

SAT averages



	Verbal	Math		Verbal	Math
1952	476	494	1971	455	488
1953	476	495	1972	453	484
1954	472	490	1973	445	481
1955	475	496	1974	444	480
1956	479	501	1975	434	472
1957	473	496	1976	431	472
1958	472	496	1977	429	470
1959	475	498	1978	429	468
1960	477	498	1979	427	467
1961	474	495	1980	424	466
1962	473	498	1981	424	466
1963	478	502	1982	426	467
1964	475	498	1983	425	468
1965	473	496	1984	426	471
1966	471	496	1985	431	475
1967	466	492	1986	431	475
1968	466	492	1987	430	476
1969	463	493	1988	428	476
1970	460	488	1989	427	476

SAT averages

**By parental income:**

	Verbal	Total	Math
Less than \$10,000	360	780	420
\$10,000-19,999	389	829	440
\$20,000-29,999	412	870	458
\$30,000-39,999	426	898	472
\$40,000-49,999	438	924	486
\$50,000-59,999	448	944	496
\$60,000-69,999	455	959	504
\$70,000 and over	471	996	525

**By parental education\*:**

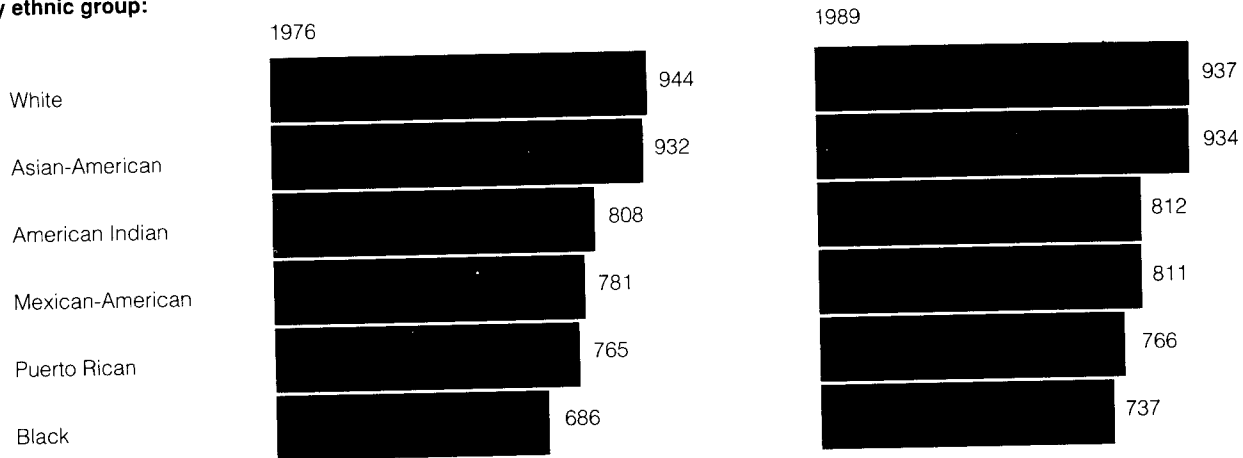
	Verbal	Total	Math
Less than high school	345	757	412
High school graduate	400	847	447
Some college	412	870	458
College graduate	446	943	497
More than college graduate	477	1003	526

Note: \* = level of education of parent with most education.

Both verbal and math SAT scores have dropped—most notably during the 1970s. Test-takers with the most-educated and wealthiest parents continue to outscore those with lower socioeconomic status.

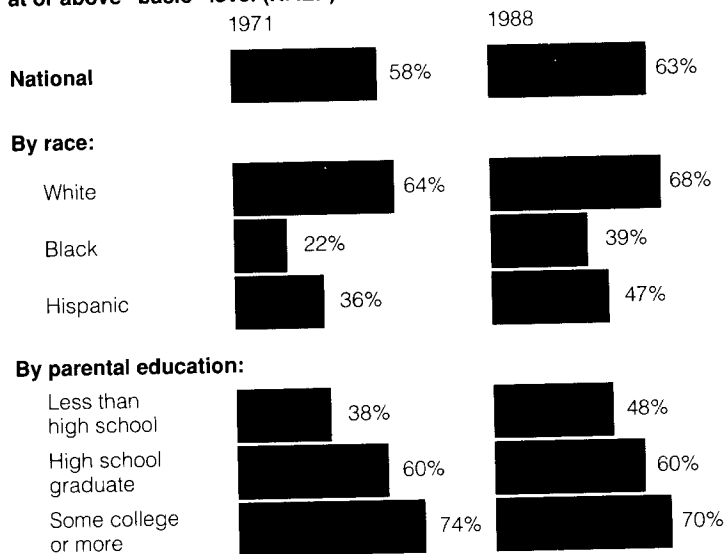
**SAT averages**

**By ethnic group:**

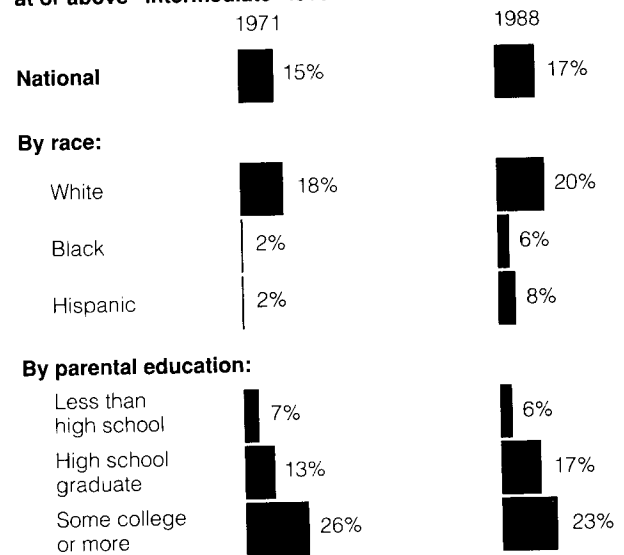


The National Assessment of Educational Progress (NAEP) conducts periodic national studies in reading, math, science, writing, and history/geography. The NAEP categories used here denote levels of reading proficiency. The "basic" reader understands specific or sequentially related information. The "intermediate" reader searches for specific pieces of information, relates them, and makes generalizations. The "adept" reader locates, understands, summarizes, and explains relatively complicated information. The "advanced" reader can extend and restructure ideas in specialized texts similar to those in professional work environments.

**Percentage of 9-year-old students with reading proficiency at or above "basic" level (NAEP)**

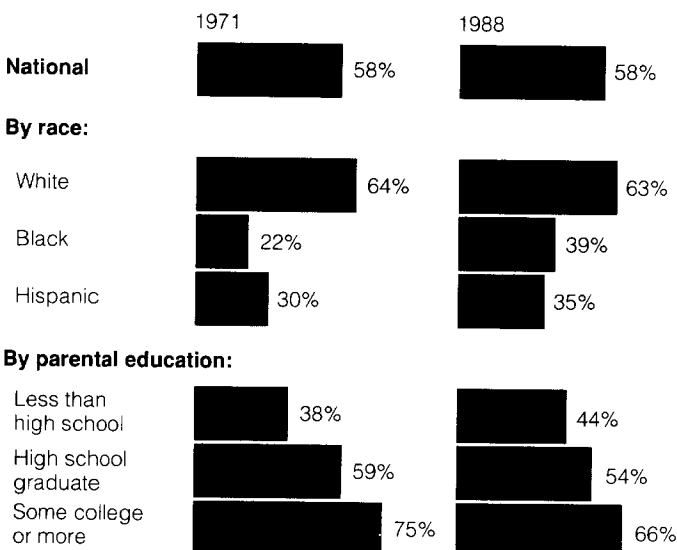


**Percentage of 9-year-old students with reading proficiency at or above "intermediate" level**

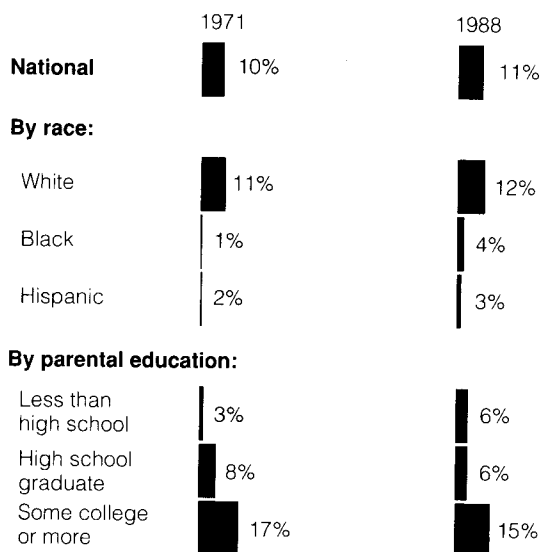


Performance data for the last 13 years show that blacks and Mexican-Americans have made substantial gains in SAT tests. Meanwhile, white and Asian-American scores have stagnated.

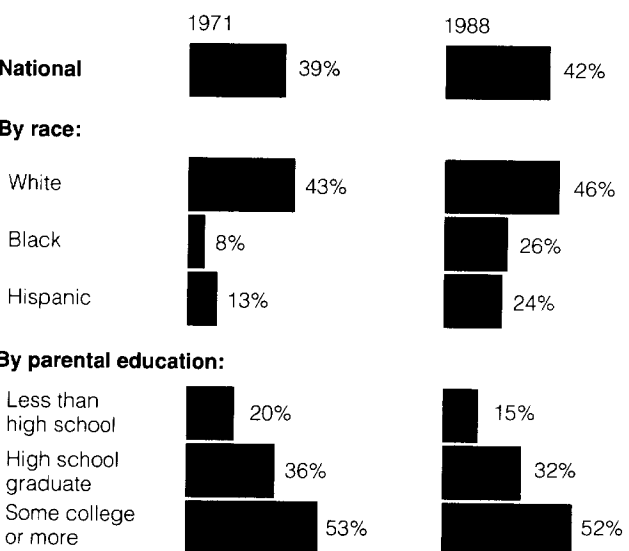
**Percentage of 13-year-old students with reading proficiencies at or above "intermediate" level (NAEP)**



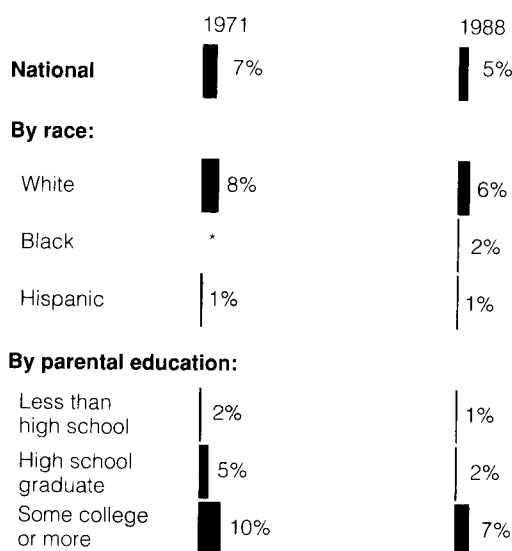
**Percentage of 13-year-old students with reading proficiencies at or above "adept" level**



**Percentage of 17-year-old students with reading proficiencies at or above "adept" level (NAEP)**



**Percentage of 17-year-old students with reading proficiencies at or above "advanced" level**



**Note:** \* = under 1%. For 1971, white includes Hispanics.

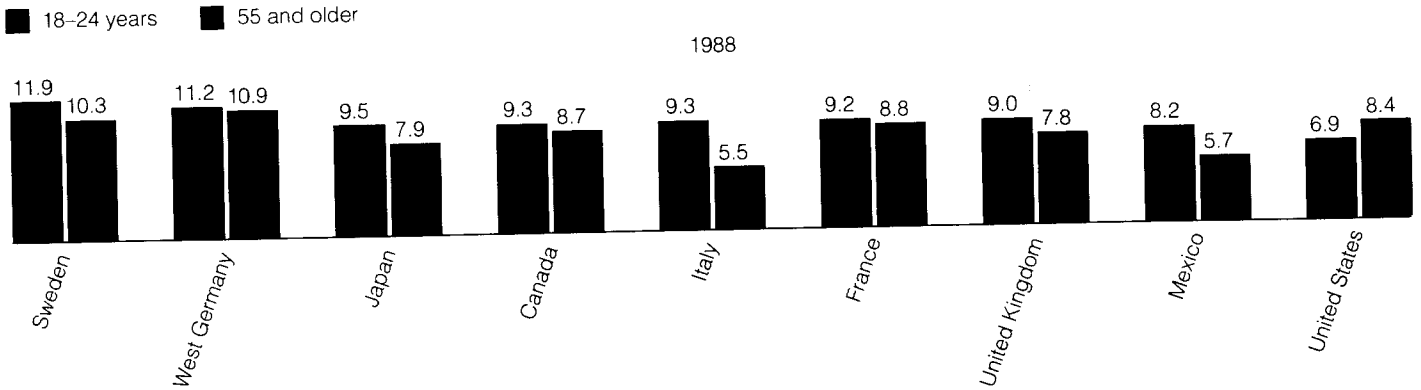
**Source:** Surveys by the National Assessment of Educational Progress, latest that of 1988.

Once again, the level of parental education correlates strongly with achievement on these tests. Unfortunately, the test scores of children of college-trained parents have slipped over the last two decades.

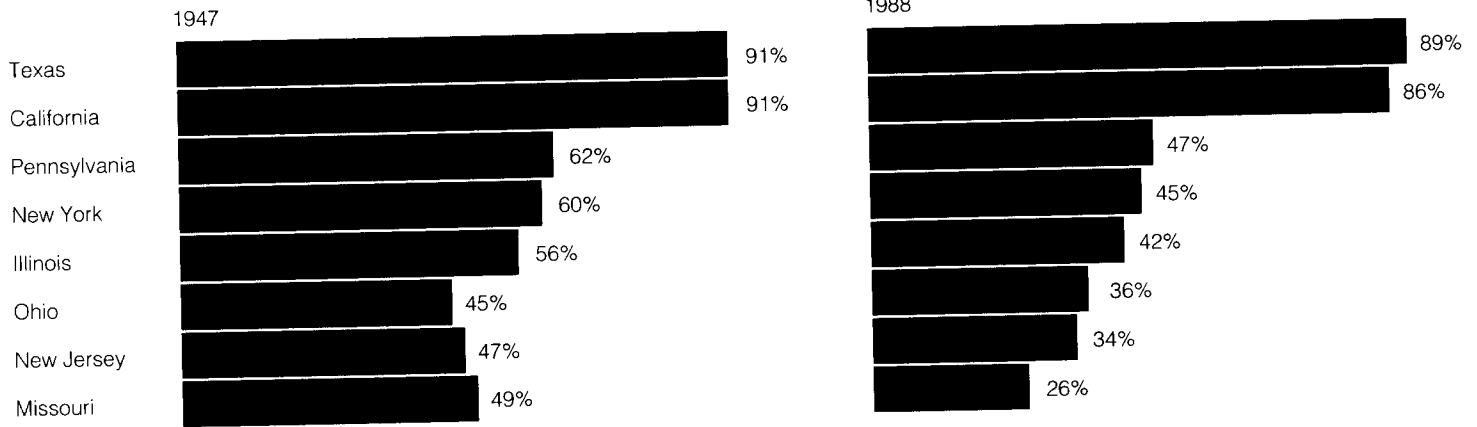


In 1988, the Gallup Organization updated work that it had done in the late 1940s to assess the extent of basic geography literacy. Some of the results of these international surveys, sponsored by the National Geographic Society, are shown below.

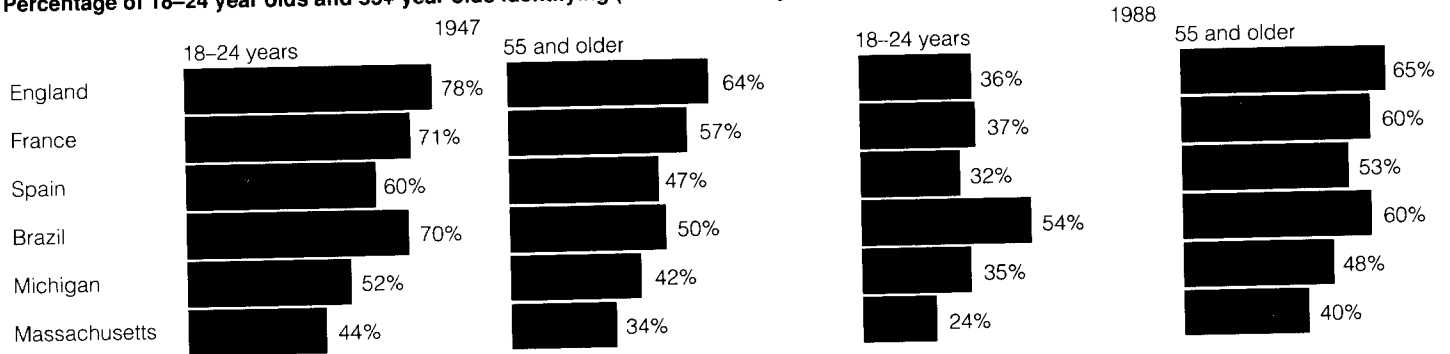
Mean number of countries correctly identified out of 16 on a world map by respondents from (name of country)



Percentage of 18-24 year olds identifying (name of state) on map of United States



Percentage of 18-24 year olds and 55+ year olds identifying (name of country or state) on a map



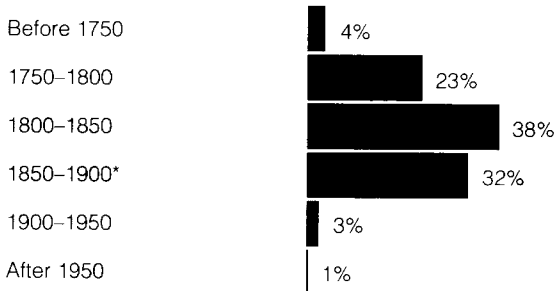
Source: Surveys by the Gallup Organization for the National Geographic Society, latest that of April-May 1988.

The United States is the only country represented where the oldest age group outperforms the younger generation on this geography test. Americans 18-24 years old show a dramatic falloff in knowledge from 1947 to 1988.

These knowledge questions are from the National Assessment of Educational Progress's survey of eleventh graders.

**Question:** When was the Civil War?

**Civil War was ...**



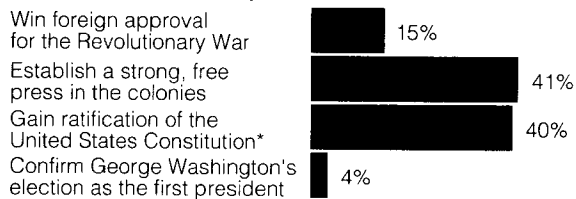
**Question:** From 1890 through 1910, there was a large increase in the number of immigrants coming to the United States from ...

**Immigrants came from ...**



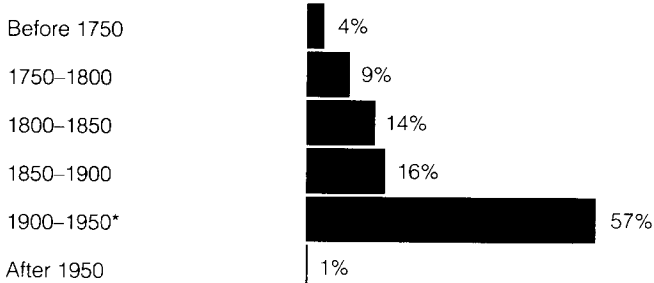
**Question:** The purpose of the authors of *The Federalist Papers* was to ...

**Purpose of *The Federalist Papers* was to ...**



**Question:** When was the First World War?

**First World War was ...**



**Question:** *The Return of the Native*, *Tess of the D'Urbervilles*, and *The Mayor of Casterbridge* were written by ...

**The novels were written by ...**



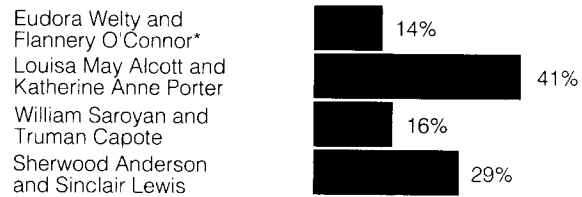
**Question:** *Julius Caesar* by Shakespeare is a play about Caesar's ...

***Julius Caesar* is about Caesar's ...**



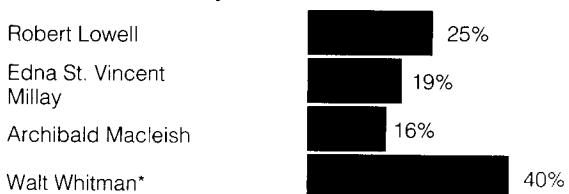
**Question:** Two authors who are known for their well-crafted stories set in the American South are ...

**Authors are ...**



**Question:** Which American poet wrote the volume of poetry *Leaves of Grass*, which includes the line, "I celebrate myself and sing myself"?

***Leaves of Grass* written by ...**



**Note:** \* = correct responses.

**Source:** Survey by the National Assessment of Educational Progress, appearing in *What Do Our 17-Year Olds Know?* by Diane Ravitch and Chester E. Finn, Jr., 1987.

Nearly everyone agrees that our education system is not performing well. The answers to these questions about history and literature—core educational subjects—show a striking lack of basic knowledge.