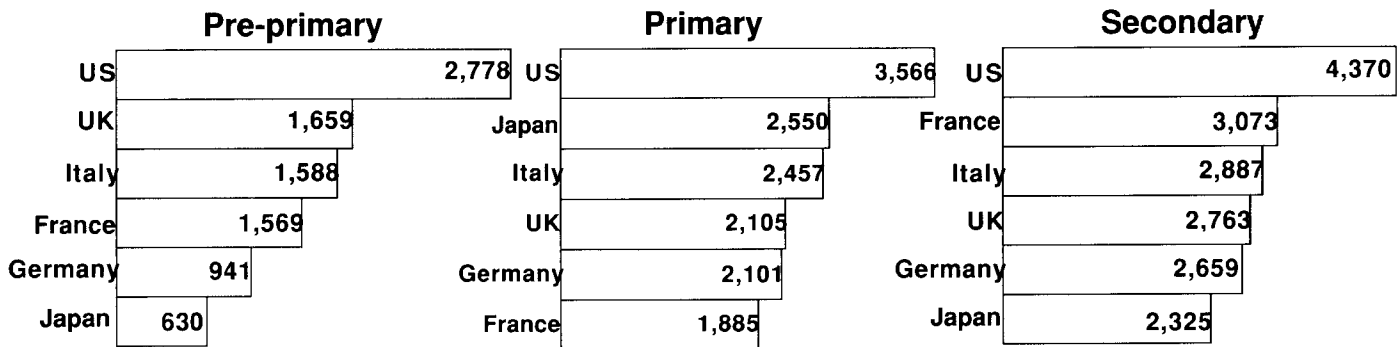
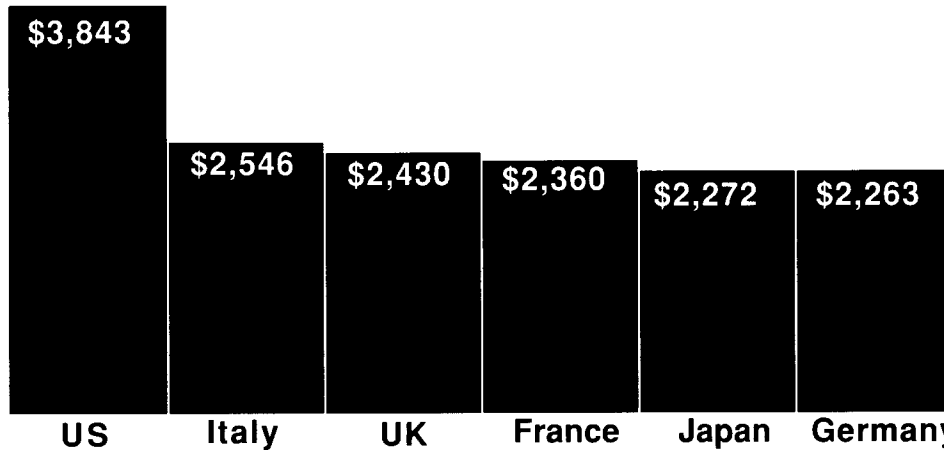


EDUCATIONAL INPUTS:

Comparative Spending Levels in the G-7

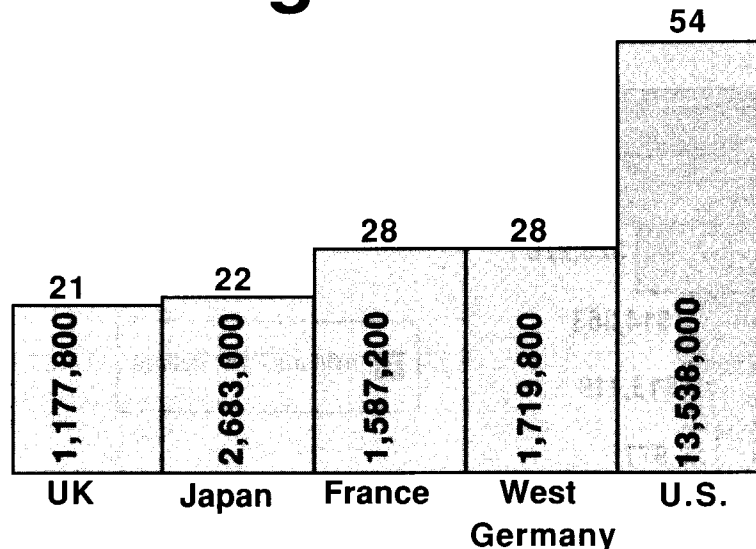
Total Expenditures From Public Sources

Per Student in Equivalent US Dollars Converted Using Purchasing Power Parities (PPPs), 1988



Source: Center for Educational Research, *Education At A Glance* (Paris: OECD, 1992).

Enrollment in Higher Education in the G-7



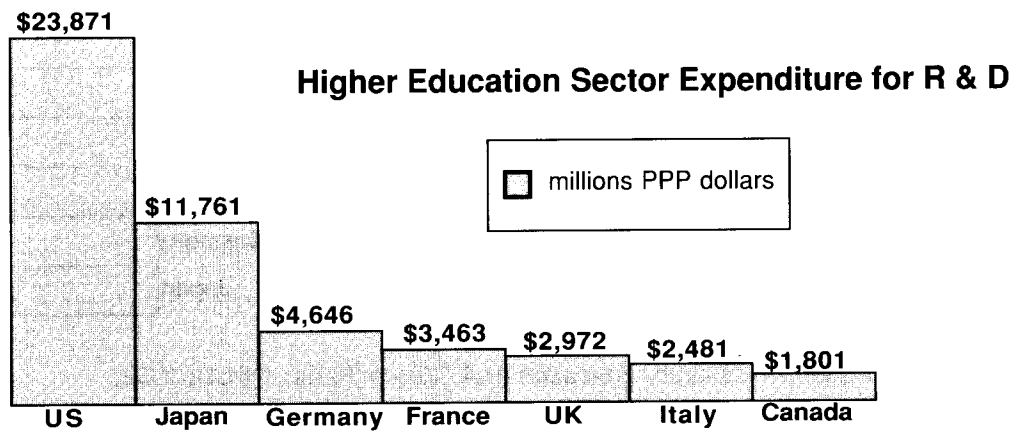
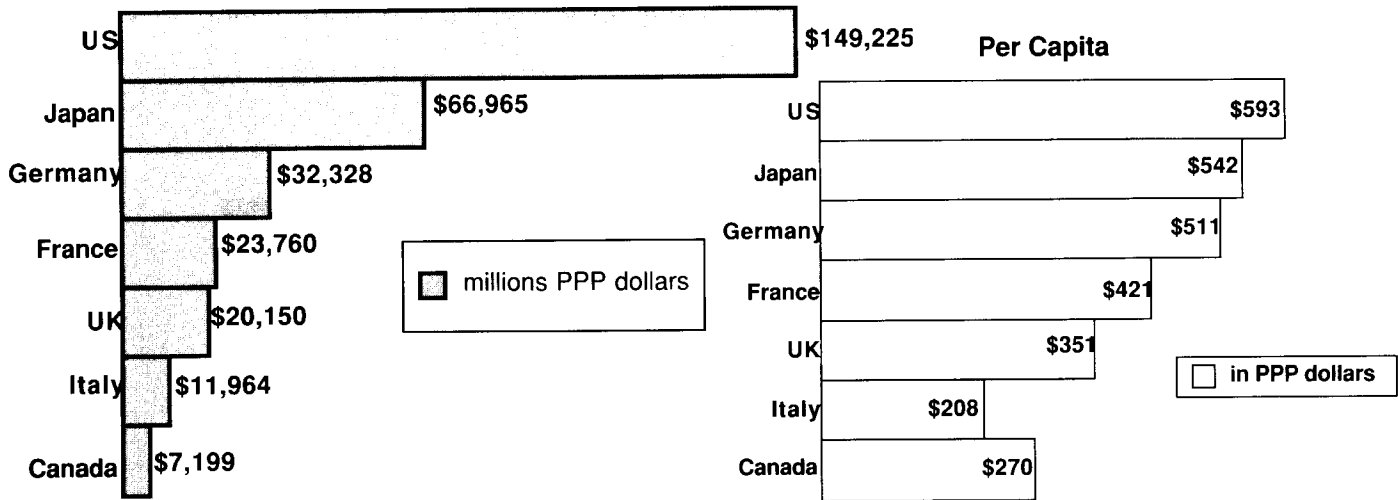
Note: Numbers inside bars indicate total enrollment; numbers above bars are enrollment per 1,000 population.

Source: OECD, *Education in OECD Countries, 1989-90* (Paris: OECD, 1993), p. 63; and *OECD in Figures, 1993*, pp. 48-49.

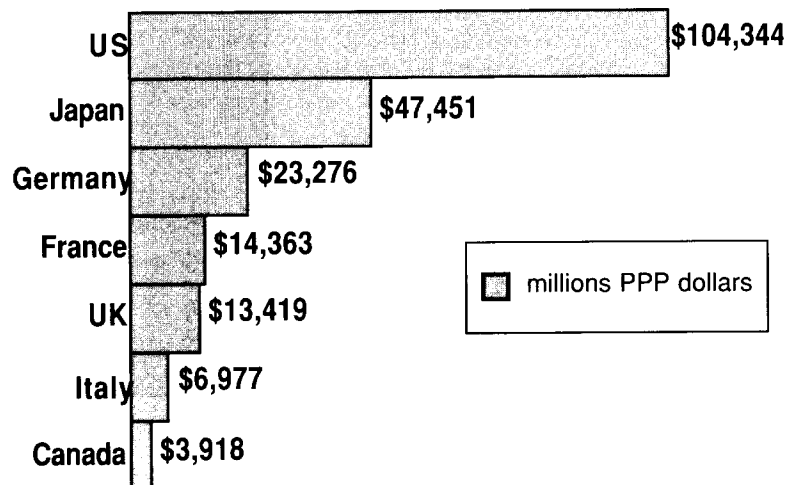
EDUCATIONAL INPUTS: Spending for R and D in the G-7

(1990 Data)

Gross Domestic Expenditure for R & D



Business Expenditures for R & D

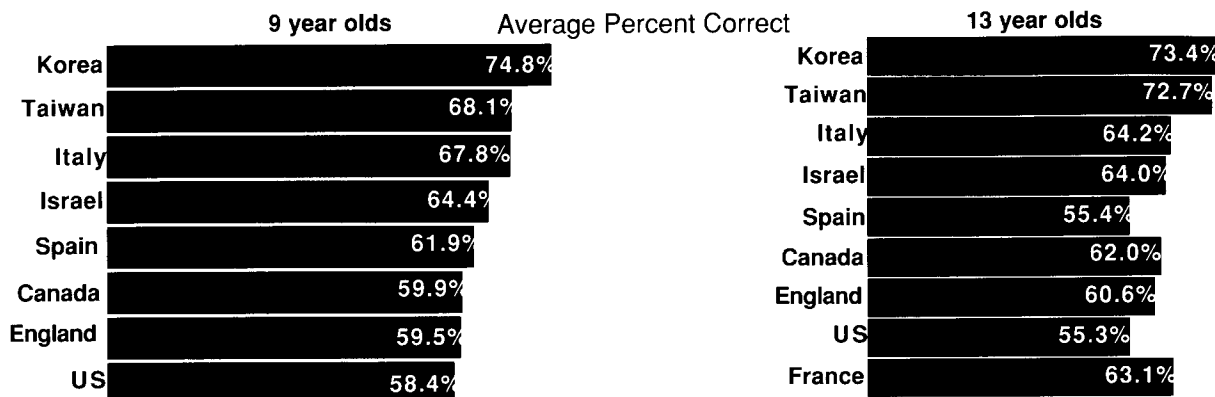


Source: OECD in Figures: Statistics on the Member Countries, 1993.

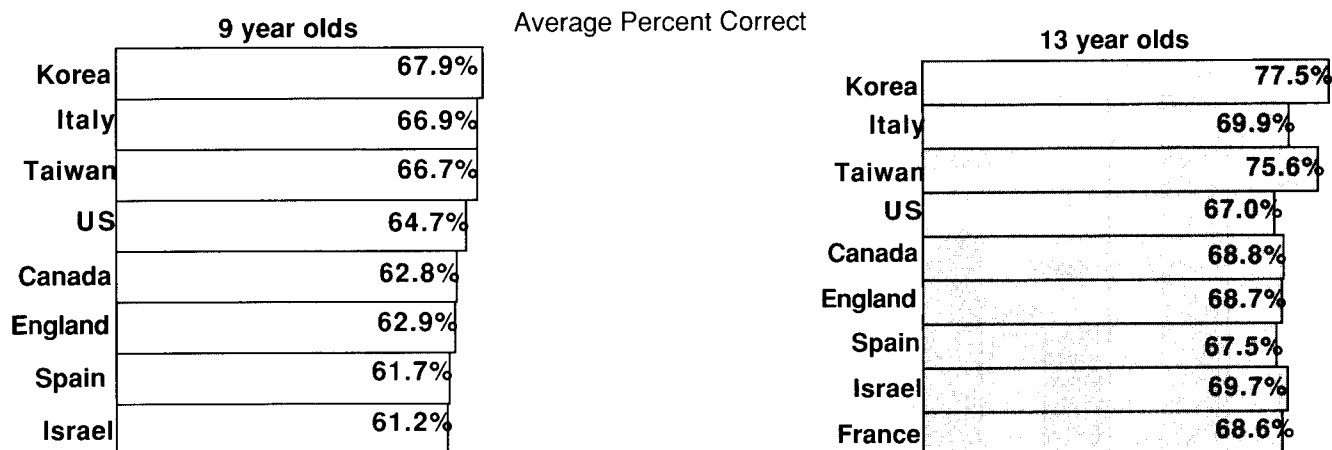
EDUCATIONAL OUTPUTS: Comparative Student Performance

(1991 Data)

Mathematics: Dismally Low Scores By US Kids

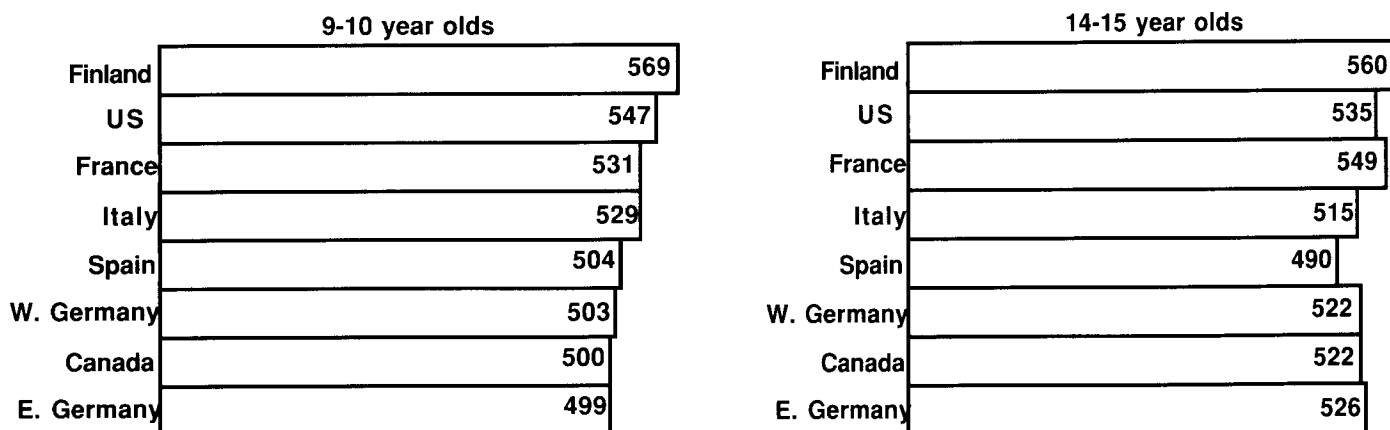


Science: Not Dismal, But Still Weak



Source: Data collected by Educational Testing Service, International Assessment of Educational Progress, as cited in *The Condition of Education*, National Center for Education Statistics, 1992.

Reading Scores: A Bright Spot



Note: Reading scores are based on an international scale with a mean of 500.

Source: Warwick B. Elley, *How in the World Do Students Read?: IEA Study of Reading Literacy*, International Association for the Evaluation of Educational Achievement, 1992.

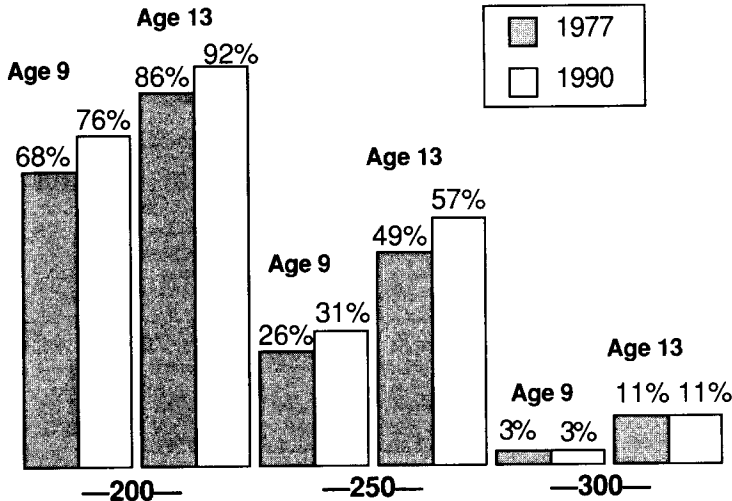
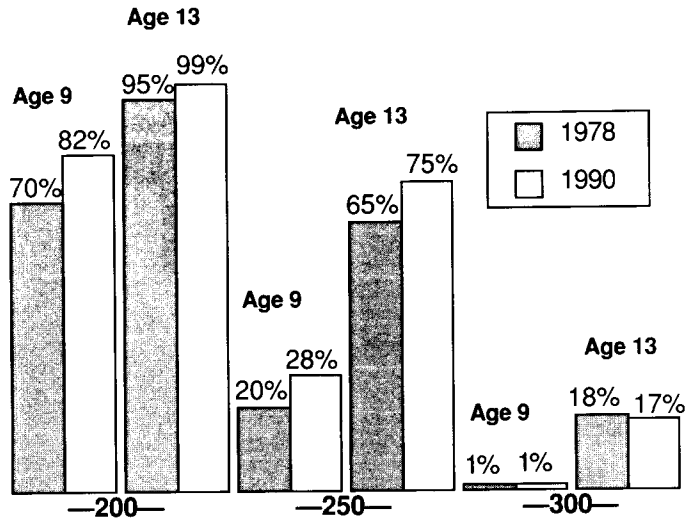
OUTPUTS:

U.S. Performance Up

Math Proficiency

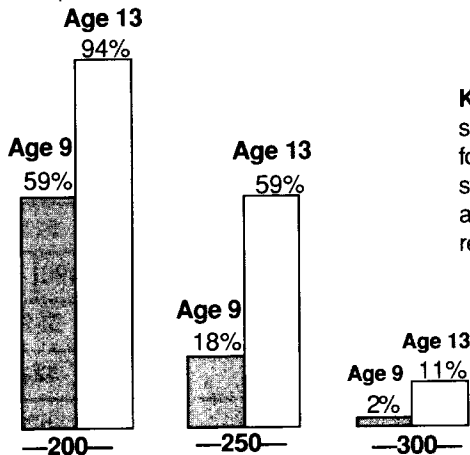
(Percent of students scoring at these levels)

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.



Reading Proficiency, 1990

(Percent of students scoring at these levels)



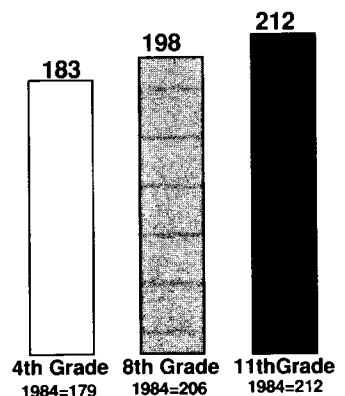
Key: 150=Simple tasks; 200=Understands specific or related information; 250=Searches for specific information; 300= Finds, understands, summarizes complicated information; and 350=Synthesizes/learns from specialized reading materials.

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 information and principles; 350=Integrates scientific information and experimental evidence.

Writing Scores, 1990



Key: 100=Unsatisfactory; 200=Minimal; 300=Adequate; and 400=Elaborated.

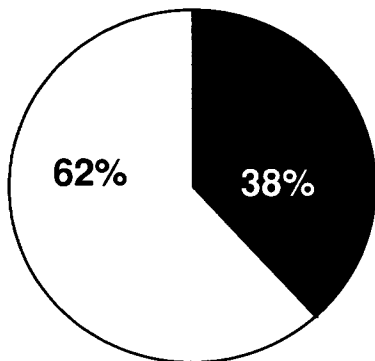
Note: Since 1971, the NAEP has been the major source of information on US standards performance research, conducted nationally by the US Department of Education.

Source: National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of American Students in Science, 1969-70 to 1990, Mathematics, 1973 to 1990, Reading, 1971 to 1990, Writing, 1984 to 1990, 1991.*

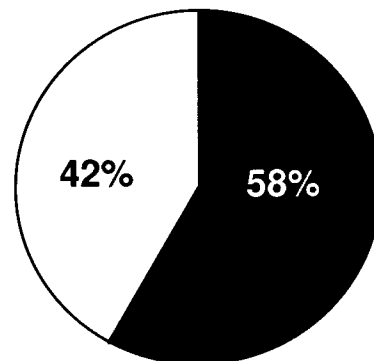
OUTPUTS: HIGH ATTAINMENT

The Nobel Prize

US Share of All Nobel Prize
Winners, 1901-1993



US Share of All Nobel Prize
Winners, 1980-1993



■ US
□ All Other Countries

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

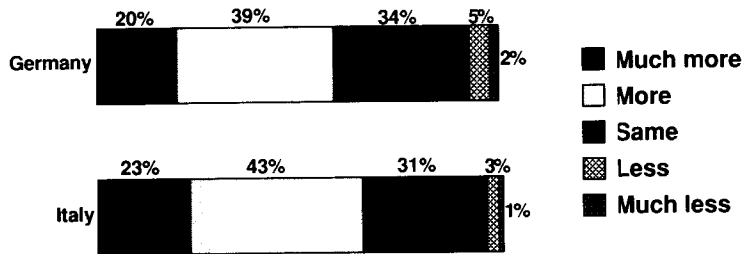
	US		Canada/Europe		All Other Countries	
	Number	Percent	Number	Percent	Number	Percent
Physics	13	52	12	48	0	0
Chemistry	15	60	8	32	2	8
Physiology/Medicine	20	65	9	29	2	7
Literature	3	21	5	36	6	43
Economics	14	82	3	18	0	0

Source: Data for 1901-1991, *The World Almanac and Book of Facts, 1993*; 1992-93 data provided by the Swedish Embassy, Washington, DC.

EDUCATION...

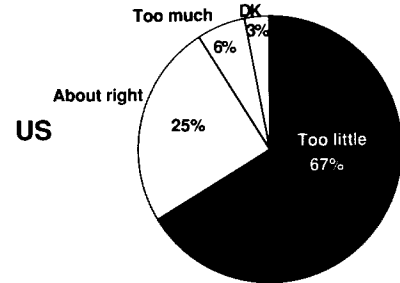
High Levels of Support for Spending Everywhere

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.

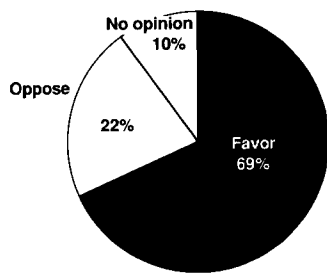
Question: ...Tell me whether you think we're spending too much money on it, too little money, or about the right amount on...improving the nation's education system?



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

Canada

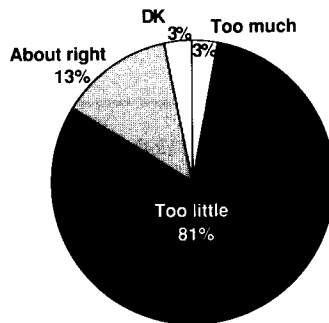
Question: How do you feel about the level of government funding of the public education system in your province. Would you favor or oppose increased funding for the elementary/public schools?



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

Great Britain

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



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

US

Question: ...how much does the amount of money spent on a public school student's education affect the quality of his or her education—a great deal, quite a lot, not too much, or not at all?

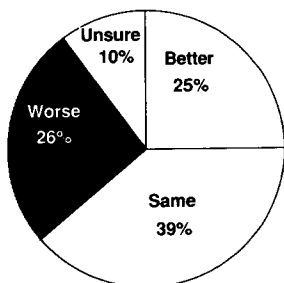


Source: Survey by the Gallup Organization for Phi Delta Kappa, May 21-June 9, 1993.

The Grass Looks Greener Everywhere

Canada

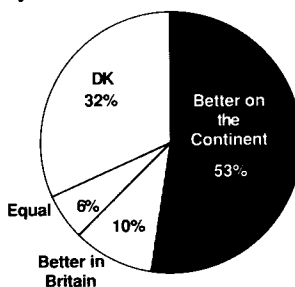
Question: Thinking about the quality of Canadian education compared to other industrialized countries, would you say ...the Canadian educational system is better, worse or about the same as it is in other industrialized countries?



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

Great Britain

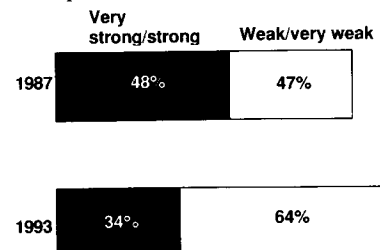
Question: From what you know, do you think that on the whole they have better systems of education in continental countries like France and Germany, or do we have a better system of education in this country?



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?

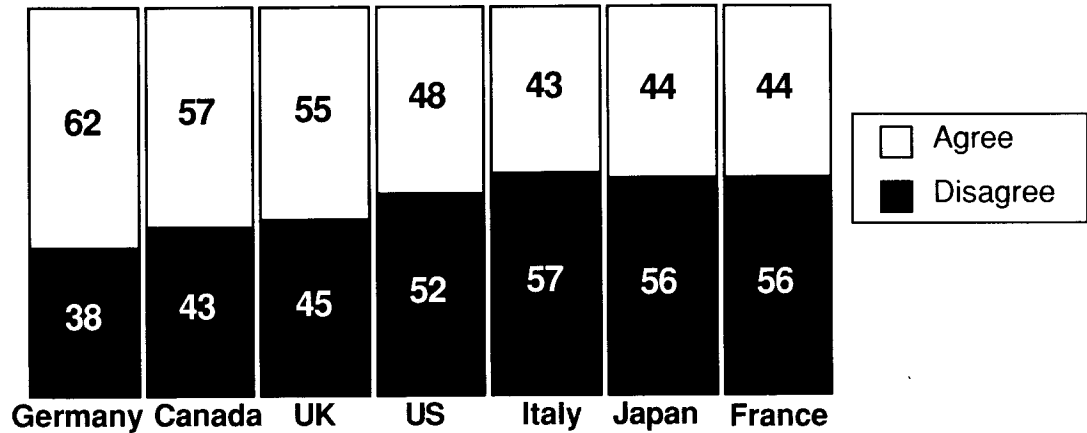


Source: Surveys by the Gallup Organization for CNN/USA Today, latest that of June 29-30, 1993.

...PUBLICS' JUDGMENTS

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

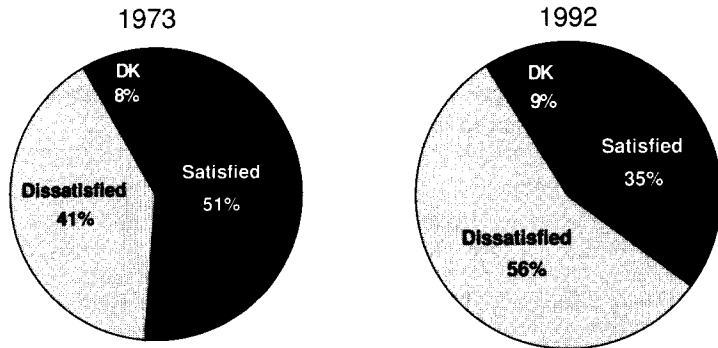
Question: Please tell me if you agree or disagree...the government-run public school provides quality education?



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.

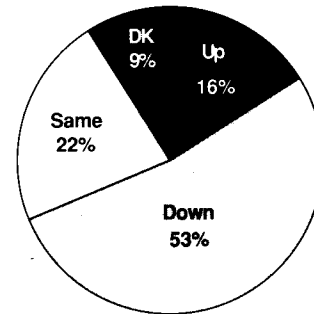
Canada

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



Great Britain

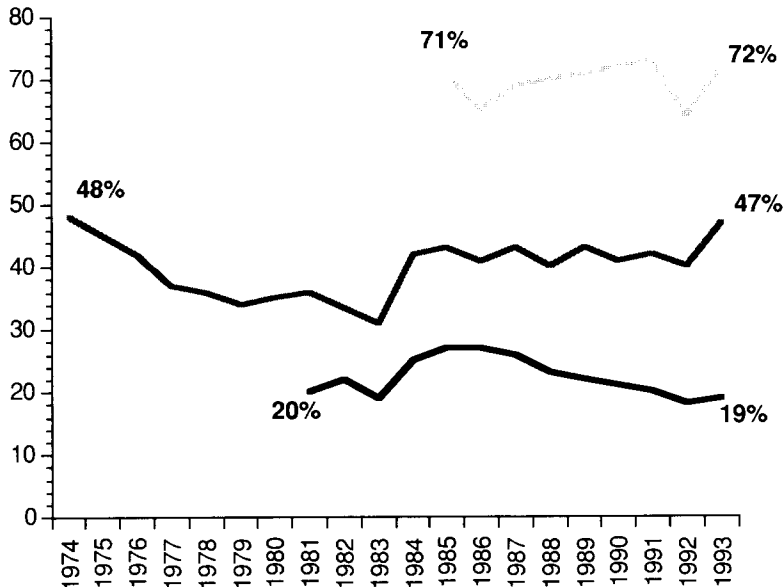
Question: Thinking back over the last few years, in your opinion have standards of achievement at schools gone up, gone down or remained about the same?



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

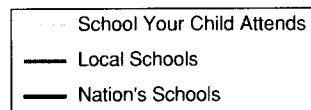
Source: Survey by Social Surveys Ltd. (Gallup), May 1993.

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



US

Percent saying "A" or "B"



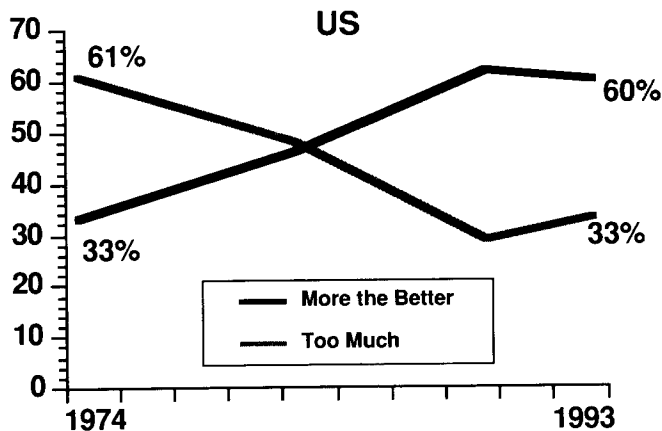
Question: What grade would you give the public schools here—A, B, C, D, or Fail? How about the public schools in the nation...? ...What grade would you give the school your oldest child attends?

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

EDUCATION:

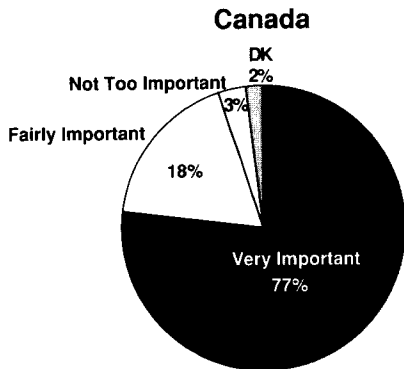
Seen Important Everywhere

Question: ...Compared to a generation ago, a good many more young people are going to college....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?



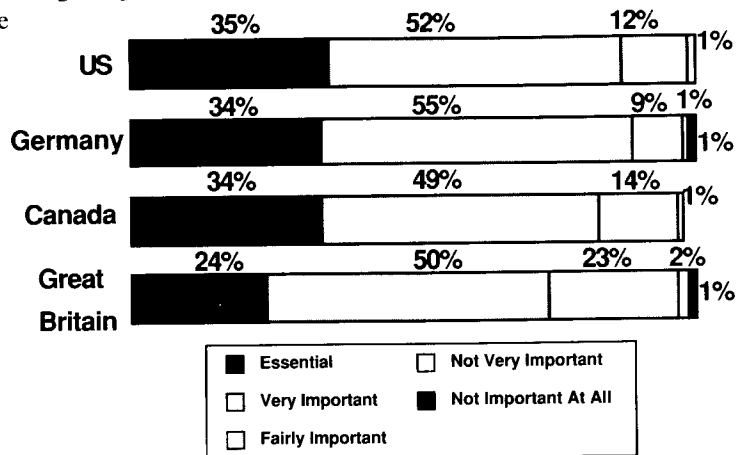
Source: Survey by the Roper Organization, latest that of May 15-22, 1993.

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



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

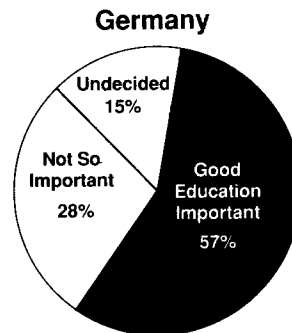
Question: Please show...How important you think it is for getting ahead in life...Having a good education yourself?



Note: These are preliminary (unweighted) results.

Source: Survey by the International Social Survey Program (ISSP), 1992.

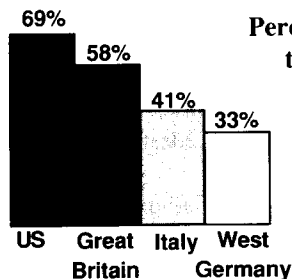
Question: ...With which would you agree?...The most important thing today is a good education...one should send one's children onto higher education. (OR) Today there are many occupations where one can get ahead without higher education...advanced schooling is...not so important?



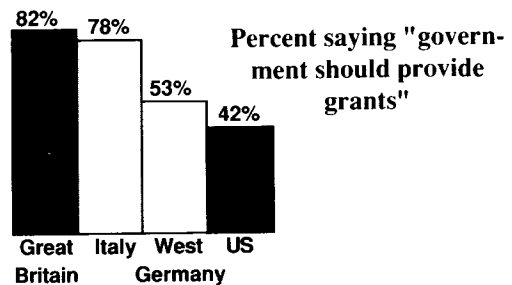
Source: Survey by the Institut für Demoskopie Allensbach, October 1985.

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?



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?



Source: Survey by the ISSP, 1985.