

Originally Processed With FOIA(s):
1998-0004-F[2]

FOIA Number:
S

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the George Bush Presidential
Library Staff.**

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Chief of Staff, White House Office of
Series: Sununu, John, Files
Subseries: Issues Files

OA/ID Number: 29153
Folder ID Number: 29153-006

Folder Title:
Education 1991

Stack:	Row:	Section:	Shelf:	Position:
G	15	25	1	5

An AMERICA 2000 Guide for Members of Congress

How to Help Your Communities Reach the National Education Goals

STEP 1

- Designate a staff member to coordinate with the Department of Education and your Governor/ Mayor/County Executive.
- Have your coordinator call the AMERICA 2000 office (202-401-3000) for additional information and materials.

STEP 2

- Set up a series of town hall meetings to inform your communities about AMERICA 2000.
- Ask each community to work toward the six national education goals by doing four things:
 1. Adopt the national goals for the community;
 2. Craft a local strategy to meet the goals;
 3. Design a report card to measure results;
 4. Plan for and support a New American School.
- Devote at least one newsletter to AMERICA 2000.
- Encourage your constituents to get started.
- Schedule SCHOOL DAY visits to community education programs and schools in your district.

STEP 3

- Help your communities form local AMERICA 2000 steering committees (Memphis 2000, Omaha 2000, etc.) that are bipartisan and representative of the community.
- Encourage them to involve everyone and to build on existing programs and partnerships.

- Tell them to call the toll-free AMERICA 2000 hotline (1-800-USA-Learn) for additional information and materials.
- Attend their official kick off or announcement event.
- Help them identify community needs and resources and develop a strategy to meet the national education goals.

STEP 4

- Encourage your Governor to recognize your communities as AMERICA 2000 communities once they complete the four-part Presidential challenge.
 - Support funding for at least one New American School in your district.
-

The National Education Goals

In the year 2000...

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will be competent in the core subjects -- English, math, science, history and geography.
4. U.S. students will be first in the world in science and math.
5. Every adult American will be literate and possess the skills to compete in a world economy.
6. Every school in America will be safe and free of drugs.

CONGRESSMAN BILL PAXON



THE CHIEF of STAFF
has seen

Office**Phone****Fax**

☐ 5500 Main Street
Willamsville, NY 14221

(716)634-2324

(716)631-7610

☒ 1314 Longworth
Washington, DC 20515

(202)225-5265

(202)225-5910

☐ Ontario County Courthouse
Canandaigua, NY 14424

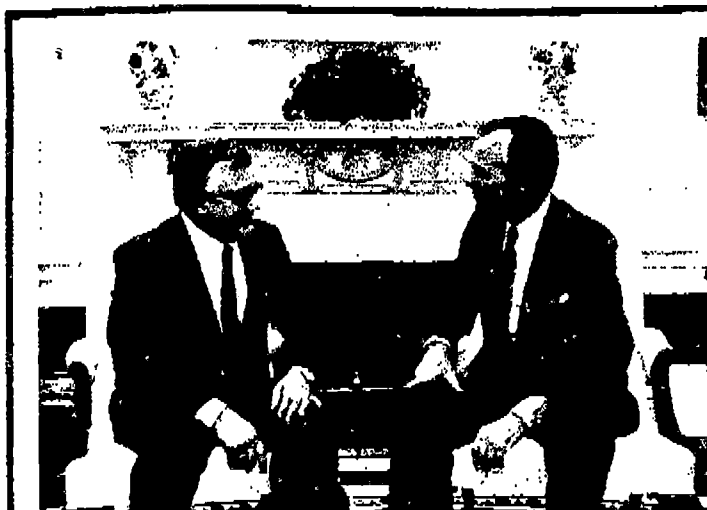
(716)396-4481

To: GARY ANDRES

From: BILL PAXON

Number of Pages (including cover) 5

Comments:



President Bush and Rep. LaFalce in the Oval Office.

Congress of the United States
House of Representatives
Washington, D.C. 20515
Official Business

John J. LaFalce

M.C.
BULK RATE
CAR-RT. PRESORT

POSTAL PATRON — LOCAL
32nd Congressional District
New York

THE ISSUE: EDUCATION IN AMERICA

Dear Friend:

As Chairman of the House Small Business Committee, I was recently invited to the White House by President Bush to participate in a ceremony honoring small entrepreneurs. Afterwards, the President invited me to talk with him in the Oval Office. While there are many issues of import to the President and to me, none is more important to me than education.

Throughout my life, I have stressed the importance of education — personally and societally. Indeed, I believe education is the key to our nation's future. Decades ago I came across the quote on the right by an anonymous author which best expresses my view of education.

But, I am deeply troubled by the state of education in America. Far too many of our students do not graduate from high school, and far too many graduates lack the skills needed for successful employment and full citizenship. These trends jeopardize our economic and social well-being.

We must improve education in America. To do that, the pursuit of excellence in education must become a national imperative.

As your representative, I would like to learn your thoughts about our present system of education, and your ideas for reform. Thus, I invite you to attend one of my scheduled **Town Meetings on Education**; alternatively, please share your thoughts with me in a letter. I would truly like to hear from you.

Sincerely,

John J. LaFalce

"I bear the torch that enlightens the world, fires the imagination of man, feeds the flames of genius. I give wings to dreams and might to hand and brain.

From out of the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air and sea; it is for him I leash the lightning, plow the deep, and shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, art, and science are tools in my mind. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the doors to opportunity. I am the source of inspiration; the aid of aspiration . . . I am irresistible power.



TOWN MEETINGS



on EDUCATION

Please join me so I can listen to your thoughts and
your concerns about education in America.

Saturday, November 16, 1991

9 a.m. - 10 a.m.

GATES

TOWN HALL ANNEX
1605 Buffalo Rd.

1 p.m. - 2 p.m.

LOCKPORT

CITY HALL

(Council Chambers)
One Locks Plaza

11 a.m. - 12 noon

ALBION

MIDDLE SCHOOL
254 East Ave.

3 p.m. - 4 p.m.

HERBERT HOOVER
ELEMENTARY SCHOOL

199 Thorncliff Road
Town of Tonawanda

I AM EDUCATION."

INSIDE THIS NEWSLETTER . . .

A Nation Still At Risk.....	p. 2
Educational Reform.....	p. 3
Education: The Key to Jobs.....	p. 4
Improving Access To Higher Education.....	p. 4

A NATION STILL AT RISK

"Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. . . . 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 . . . We have, in effect, been committing an act of unthinking, unilateral educational disarmament." — From "A Nation at Risk: The Imperative for Educational Reform," April, 1983.

In April of 1983, a report commissioned by the President and Secretary of Education concluded that ours was "A Nation at Risk." The report was a modern-day equivalent of Paul Revere's ride, waking us from relative complacency to spread the alarm about imminent danger to our nation. Pointing to the poor educational achievement of American students when compared to those in other industrialized nations, the report warned about diminished



Carm Granto, Deputy Superintendent of Schools in Niagara Falls, and Ida Massaro, a teacher at LaSalle Senior High School, met recently with Rep. LaFalce.

U.S. capacity to compete with our international rivals and forecast stagnant or decreased growth for the American economy.

This critical report sparked extensive and diverse educational debate. Blue ribbon panels, commissions, conferences, policymakers — all have struggled to reform our schools and improve our students. *Yet seven years after the release of the report, we are a nation still at risk.*

Recent domestic measures of student achievement documented by the bi-partisan National Commission on Children are startling:

- Fewer than half of American 17-year-olds who are in school possess the skills and basic knowledge required for college and many entry level jobs;

- Only 59 percent can compute with decimals, fractions and percents or solve simple equations;

- Many are so limited in their command of written English that they are unable to communicate a reasoned point of view. These figures are for those students who are

- Only one percent have advanced math skills.

International comparisons of educational achievement dramatize the growing risk we face from our global competitors:

- Among students from 20 nations surveyed, American students rank 10th in arithmetic, 12th in algebra, and 16th in geometry;

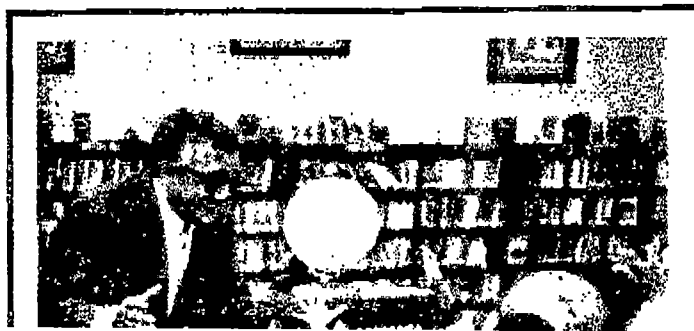
- Even our top students fare poorly in international comparisons: among the top one percent of high school seniors, American students ranked last;

- In comparisons of science achievement among 14-year-olds in 17 countries, our students tie for 14th place with children in Singapore and Thailand.

"Human history becomes more and more a race between education and catastrophe."
—H.G. Wells

Lasting and beneficial educational reform will require a national and local commitment of finances. Indeed, a study by the Economic Policy Institute revealed that among Japan, England, France, Canada, and 12 other industrialized nations they studied, the U.S. ranked fourteenth in public and private spending on pre-primary, primary and secondary education.

Yet increases in spending will not be sufficient. Our students and educators must meet higher standards. Our schools must be safe places of learning. Children must come to school ready to learn. Above all, parents and communities must become actively involved in their children's education. In short, we must bring to education reform the same resolve we bring to fighting a war. If we are willing and able to rally parents, teachers, students, senior citizens, businesses, policy experts and politicians around education, we can make the improvements so vital to our future.



point of view. These figures are for those students who are in school. The millions of American students who drop out typically have much lower levels of achievement.

Moreover, problems are both national and local. The National Assessment Governing Board, a federal agency that oversees standardized tests given to public school children, released a report on September 30, 1991, that shows math achievement in individual states. More than four-fifths of all eighth graders in New York State — some 83.7 percent — have only basic or below basic skills in math:

- Some 42.5 percent of eighth graders in New York State have below basic math knowledge and skills;
- Some 41.2 percent have only basic math skills;
- Only 15 percent have a solid mastery of challenging mathematics material;



Rep. LaFalce gets an enthusiastic response from a group of first graders during a recent visit to the Theodore Roosevelt Elementary School in Kenmore.

EDUCATIONAL REFORM

"A people who mean to be their own governors must arm themselves with the power which knowledge gives."

—James Madison

According to a recent national poll, 70 percent of Americans believe that our elementary and secondary educational system needs reform.

In responding to this public concern, the nation's governors and President Bush have adopted six national education goals to be achieved by the year 2000.

AMERICA 2000

By the year 2000, we should meet these goals:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to 90 percent.
- Students will leave grades 4, 8 and 12 having demonstrated competency in such key areas as English, mathematics, science, history and geography.
- U.S. students will be first in the world in mathematics and science.
- Every adult American will be literate and possess the knowledge and skills needed to compete in a global economy.
- Every school will be free of drugs and violence.

Parents, teachers and legislators are considering a large number of proposed reforms in education, including those in America 2000. Opinions vary widely. The following are some of the key proposals and some of the questions that have been raised with respect to them:

■ **National Testing.** As part of his America 2000 plan, the President has called for a set of nationwide education standards upon which students would be tested in fourth, eighth and twelfth grades. Test results would be used to determine the strengths and weaknesses of both students and schools. But critics ask: Will testing really motivate students to study harder? Will the tests be fair?

■ **School Choice.** The President has also proposed using federal monies to help promote a program of 'school choice' in which students would be able to attend the public, private or parochial school of their choice. Proponents of school choice argue that it would foster healthy competition among schools. But critics insist that it would only increase inequality and racial segregation among



Sharing their views with Rep. LaFalce on the state of American education are Kevin Colpoys, Lockport's Superintendent of Schools, and Gary Terwilliger, President of the Lockport Teachers Association.

■ **Parental and Community Involvement.** There is a growing awareness that educational reforms will not succeed without greater involvement on the part of parents and community leaders. Education must be a family and community goal. Opinions vary, however, on how best to promote such involvement.

■ **Math and Science Funding.** Recognizing the critical role that math and science play in preparing students for successful careers, many experts have urged additional funding for those studies. Through the Eisenhower Math and Science program, the federal government is already setting aside special funds for that purpose, but many argue that much more needs to be done.

■ **Cash Awards for Teachers.** One way to encourage teacher excellence is to increase the rewards for teaching excellence. As part of the America 2000 proposal, it is proposed that \$7.6 million be set aside to provide cash awards to outstanding teachers. Critics warn, however, that it is not enough to raise the salary of a few outstanding teachers — salaries need to be raised across the board in order to attract and retain qualified teachers.

■ **Alternative Teacher Certification.** College graduates wishing to switch to a teaching career often find themselves frustrated by state or local teaching certification requirements. Congress has been asked to give grants to states and school districts for developing alternative certification requirements. Many education groups argue that the existing certification requirements serve to promote teacher quality and should not be changed.

■ **Industry Skill Standards.** It has been proposed that business and labor establish job-related, industry specific skill standards, centered around core proficiencies. "Skill certificates" would be issued by industry.

■ **Education Report Cards.** Some have suggested that the results of student testing be used to "grade" individual

schools and leave disadvantaged students even more disadvantaged.

■ **Length of School Year.** Japanese students attend school 240 days a year — compared to an average of 180 days in this country. Most European students also have a longer school year. Some experts have suggested that a longer school year in this country might produce better educated students. Critics charge that there is little evidence to support that assumption.

■ **Model Schools.** President Bush has proposed the development of "New American Schools" to point the way toward educational reform. He wants to create 535 such schools, at least one per Congressional district, by 1996. Critics charge that the money used to build such schools would be better spent in improving existing schools.

Extended Page 4.1
the results of student testing by schools, school districts, and states so that parents and students can better evaluate them.

■ **Academic Standards for College Aid.** Some have argued that college loans and aid be linked to test results. Students who failed to achieve a certain competency would be denied aid. Proponents argue that this would encourage students to work harder and target scarce resources; opponents insist it would deny many students the opportunity of a college education.

■ **Teacher Competency.** Some experts want to improve teaching by restricting tenure and requiring competency tests. This is generally regarded as a State and local issue, but Congress is considering legislation to improve teaching by providing assistance to help establish voluntary standards for the teaching profession.

EDUCATION: THE KEY TO JOBS

"If you are planning for a year, sow rice ... If you are planning for a decade, plant trees ... If you are planning for a lifetime, educate a person." —ancient Chinese proverb

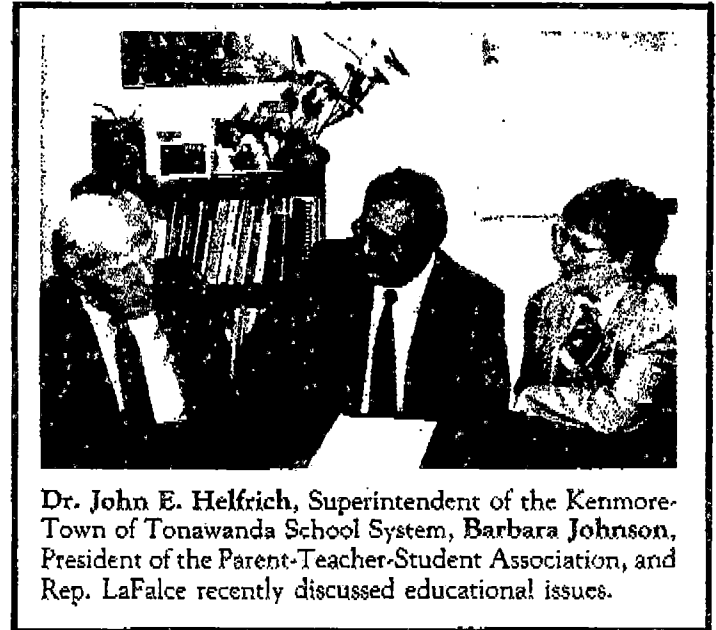
The United States is falling further behind! This is the unpleasant conclusion reached in a report by the U.S. Office of Technology Assessment.

Here are the major findings of this report:

■ **"The United States does not seem to be doing as much as our competitors to prepare non-college bound youth for the workworld."** More than 50 percent of our youth — the so-called "forgotten half" — do not go to college. Yet compared to our German, Japanese, Canadian, and Korean competitors, the U.S. does little to provide structured apprenticeships or other formal training to ease the transition from school to work.

■ **"Many American workers — 20 percent or more in some firms — are deficient in basic skills."** Employers need skilled workers to run their businesses, and workers need skills to advance beyond entry-level positions. Yet, millions of U.S. workers are illiterate or have not achieved eighth grade reading skills; at least half of young American adults are not good at quantitative problem-solving of any complexity.

■ **"Current human resource practices in most American firms place a low value on training. Only a few U.S. companies offer in-house basic skills training."** According to the Department of Labor, only 35 percent of workers have received skill improvement training in their



Dr. John E. Helfrich, Superintendent of the Kenmore-Town of Tonawanda School System, Barbara Johnson, President of the Parent-Teacher-Student Association, and Rep. LaFalce recently discussed educational issues.

current job. And, most firms who do provide training reserve it for their upper-level or professional employees.

■ **"U.S. employers are reluctant to provide training."** Often, employers do not provide training because they fear employees may move to better jobs.

■ **"The increasing proportion of older workers in the labor force makes it important to prepare this population for technological change."** New forms of industrial organization will place a high demand on high performance employees. To meet this demand, and respond to the shrinking labor force, employers will have to rely on the workers they have now. As these workers get older, they will need retraining.

IMPROVING ACCESS TO HIGHER EDUCATION

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

—Horace Mann

Many students are denied access to U.S. colleges and universities simply because they cannot afford to attend; and we are all paying the price. As Edmund Burke once observed, "Education is the cheap defense of nations." Post-secondary education is an increasingly valuable route to greater skills, earnings, and jobs. Thus, we must improve access to higher education for those who qualify, but simply cannot afford it.

Census data proves the correlation between education and income. In 1987, the typical adult with a bachelors degree earned \$31,834; an adult who only held a high school diploma earned \$20,874. The college degree

families send their children to college, and keep costs down. The College Board estimates the annual cost of attendance, which includes tuition, fees, room, board, and miscellaneous expenses, to be \$7,584 at public and \$16,292 at private four-year schools. Moreover, college costs are rising higher than inflation. Students are forced to take increasingly large loans to cover costs; high student loan default rates have accompanied the larger loans.

A variety of options exist to increase access to higher education. Congress could either enable or encourage families to save for their children's education; any such legislation must guarantee that families who do save are



\$20,874. The college degree holder averages \$10,960, or 53 percent more per year.

•Congress is now considering legislation to improve access to higher education. This legislation will revamp the Higher Education Act and help more financially needy students.

The federal government now provides about \$18 billion each year in student loans, grants, work study assistance, and fellowships. But more must be done to help



Lamar Alexander, Secretary of Education, and Rep. LaFalce following a briefing for Members of Congress in the U.S. Capitol.

Extended Page 5.1
not penalized by federal financial aid calculations that give more aid to families with fewer assets. Federal education assistance also could increase the size of scholarships, rather than increasing loans. Congress could also expand the opportunity for students to receive tuition assistance or loan forgiveness for a multi-year commitment to public service. *Whatever the mechanism, the U.S. can and must improve access to higher education.*

THE WHITE HOUSE

WASHINGTON

July 24, 1991

MEMORANDUM FOR GOVERNOR SUNUNU
ROGER PORTER
EDE HOLIDAY
DORRENCE SMITH
KATHY SUPER

FROM: DAVE DEMAREST 
SUBJECT: WORKING DRAFT EDUCATION TIMELINE

Attached is a timeline of proposed education events for the fall which was developed by the Communications Education Task Force. This is designed to provide you with a frame work of possible events that can be developed to highlight "America 2000" and the National Education Goals.

THE WHITE HOUSE
WASHINGTON

July 24, 1991

WORKING DRAFT EDUCATION TIMELINE

JULY 25, 1991

National Literacy Act of 1991 Signing Ceremony (POTUS)
5:00 p.m.; Roosevelt Room
40 attendees

AUGUST 1, 1991

Briefing for National Association of Secondary School Principals
2:00-3:30 p.m.; Indian Treaty Room
60 State Affiliate Leaders
Speakers: Deputy Secretary Kearns, Charles Kolb
Topics: The formation of the NASDC Corporation and "America 2000"

AUGUST 18, 1991-PROPOSED

Teleconferences (Live/Interactive) or POTUS Visit

-- The National Governors Association Annual Meeting in Seattle (POTUS)

MONTH OF SEPTEMBER-PROPOSED

-- A nationally televised Address on the State of American Education in our nation's schools to parents and students. (POTUS)

-- Education Media Roundtable (POTUS)
Education Trade Media & Reporters from Various Education Newspapers
in conjunction with an education event

-- "America's First Teacher Event" (POTUS)
Teaching the class of 2000 (grade 4)
(Possible topic - the Bicentennial of the Bill of Rights is being celebrated from Sept. 15 through December.)

-- The formation of the Presidential Advisory Commission on Educational Excellence for Hispanic Americans.

-- Hispanic Heritage Month (Sept. 15-Oct. 15) is the First Anniversary of the Executive Order on Educational Excellence for Hispanic Americans. The formation of the Advisory Committee fulfills one of the two provisions of the Executive Order)

Back to School

SEPTEMBER 3, 1991-PROPOSED

- Back-to-School Kick-off; Maine (POTUS)
(Starting school- School readiness)
- Greeting parents and students arriving for the first day of school.

SEPTEMBER 4, 1991-PROPOSED BY THE DEPT OF ED.

- City 2000, "School Day" Event- (POTUS). The President and Cabinet Members to visit a city (Chicago or Detroit) with extremely distressed community services. Cabinet Members would disperse to different segments of the city to highlight their part of the Education strategy. Cabinet members would then re-gather for an education "City 2000" rally with the President and Lamar Alexander. (A Cabinet Meeting is scheduled for 10:00 a.m., Sept. 4.)
- Alternative-- Rose Garden Send-Off Ceremony (POTUS); Cabinet only to Chicago or different cities.

SEPTEMBER 9, 1991-PROPOSED

- Roundtable Discussion with Historically Black Colleges and University's (HBCU's) Advisory Council. (POTUS)

This is the day before the Senate Judiciary Committee has scheduled hearings on Supreme Court nominee, Judge Clarence Thomas.

SEPTEMBER 26, 1991-PROPOSED

- "America's Open House" (POTUS/FLOTUS)
- Kick-off parent/teacher night

For the First Family to "go to school and meet the teachers" to encourage the nation to walk through the doors of "America's Open House."

- Highlight state of the art teaching approaches.
- Nationally Televised

SEPTEMBER 27-30, 1991-PROPOSED

- Meeting with the National Education Goals Panel (POTUS)
To brief the President on the Report Card before its release that day.
- *Dept. of Ed. proposes an event/speech*

SEPTEMBER 30, 1991

Second Anniversary of the Education Summit:

National Education Goals Panel will issue a report card to the nation on the second anniversary of the Education Summit on the progress toward the National Education Goals. The Governors will reaffirm their commitment in Charlottesville to report on restructuring efforts in their states.

SEPTEMBER 30, 1991

-- The National Council on Education Statistics and Testing (NCES) will issue a report on world class achievement standards for math, science, reading, and writing for students in grades 4, 8, and 12. Governor Romer and Governor Campbell co-chair NCES.

-- The National Assessment of Educational Progress (NAPE) will release trends in math and science achievement levels based on educational statistics collected over the past twenty years.

MONTH OF OCTOBER

-- Mentoring Agency/Mentoring Event (POTUS)

Administration sets the example in education; focus on successful mentoring programs within the Cabinet agencies.

(Five agencies have established mentoring programs: Justice, DoD, Transportation, Labor, Energy)

-- Business Community Event (Quality Product Workforce Theme) (POTUS)

To highlight workforce training and life long learning.

OCTOBER 4, 1991

-- New American Schools Development Corp. (NASDC) Board Meeting at Camp David.

OCTOBER 27-28, 1991-PROPOSED

Teleconference (Live/Interactive)/ or POTUS Visit

-- Des Moines, Iowa, National Education Goals Panel Meeting

Governor Branstad to host the Panel Meeting. The Dept. of Ed. and NGA are co-sponsors.

Colorado	Roy Romer (D)
Delaware	Mike Castle (R)
Maine	John McKernan (R)
Minnesota	Arne Carlson (R)
Wisconsin	Tommy Thompson (R)

READY TO GO...

Arizona	Fife Symington (R)
Iowa	Terry Branstad (R)
Louisiana	Buddy Roemer (R)
Maryland	William Donald Schaefer (D)
Massachusetts	William Weld (R)
Michigan	John Engler (R)
Missouri	John Ashcroft (R)
Montana	Stan Stephens (R)
Ohio	George Voinovich (R)
Pennsylvania	Robert Casey (D)
Utah	Norman Bangerter (R)
South Dakota	George Mickelson (R)
Washington	Booth Gardner (D)
Wyoming	Michael Sullivan (D)

PRETTY READY

Alaska	Walter Hickel (D)
Arkansas	Bill Clinton (D)
Idaho	Cecil Andrus (D)
Illinois	Jim Edgar (R)
Nevada	Bob Miller (D)
New Mexico	Bruce King (D)
North Dakota	George Sinner (D)
West Virginia	Gaston Caperton (D)

↓ NOT READY YET

Alabama	Guy Hunt (R)
California	Pete Wilson (R)
Florida	Lawton Chiles (D)
Georgia	Zell Miller (D)
Guam	Joseph Ada (R)
Indiana	Evan Bayh (D)
Nebraska	Ben Nelson (D)
New Hampshire	Judd Gregg (R)
North Carolina	James Martin (R)
Puerto Rico	Rafael Hernandez-Colon (PDP)
South Carolina	Carroll Campbell (R)
Vermont	Richard Snelling (R)
Virgin Islands	Alexander Farrelly (D)

American Samoa	Peter Coleman (R)
Connecticut	Lowell Weicker (I)
Hawaii	John Waihee (D)
Kansas	Joan Finney (D)
Kentucky	Wallace Wilkinson (D)
Mississippi	Ray Mabus (D)

New Jersey
New York
Northern Mariana
Island
Oklahoma
Oregon
Rhode Island
Tennessee
Texas
Virginia

James Florio (D)
Mario Cuomo (D)
Lorenzo DeLeon Guerrero (F)
Dave Walters (D)
Barbara Roberts (D)
Bruce Sundlun (D)
Ned Ray McWherter (D)
Ann Richards (D)
Doug Wilder (D)

The logo for "Colorado 2000 Communities" is enclosed in a thin green rectangular border. At the top left corner of the border is a small, multi-colored triangular graphic. The word "Colorado 2000" is written in a large, bold, black serif font. Below it, the word "Communities" is written in a smaller, black serif font, positioned over a solid green horizontal bar.

Colorado 2000
Communities

Handbook

A Guide to
Achieving the National
Education Goals
in Our Community

Colorado 2000
Communities

June 1991

Colorado 2000 Communities Initiative Steering Committee

Roy Romer
Governor
State of Colorado

Ted Strickland	President of the Colorado Senate
Chuck Berry	Speaker of the Colorado House of Representatives
Jeff Wells	Majority leader, Colorado Senate
Scott McInnis	Majority leader, Colorado House of Representatives
Larry Trujillo	Minority leader, Colorado Senate
Ruth Wright	Minority leader, Colorado House of Representatives
Al Meiklejohn	Chairman, Colorado Senate Education Committee
Jeff Shoemaker	Chairman, House Education Committee
Regis Groff	Member, Colorado Senate
Renny Fagan	Member, Colorado House of Representatives
Judith Albino	President, University of Colorado
Brad Butler	Retired Chairman, Proctor and Gamble Company
Margaret Carpenter	Mayor, City of Thornton
William K. Coors	Chairman and President, Adolph Coors Company
Sybil Downing	Chairman, State Board of Education
Roger Driver	Assistant Superintendent of Business Services, St. Vrain Valley School District
Barbara Grogan	Chairman of the Board elect, Greater Denver Chamber of Commerce
Silver Jaramillo	Retired
Glenn Jones	Chairman and CEO, Jones International Ltd.
Karen Kaplan	President, Colorado Association of School Boards
Lyle Kyle	Retired
David Longanecker	Executive Director, Commission on Higher Education
Jack MacAllister	Chairman of the Board U S WEST
Dan Morris	President, Colorado Education Association
Yvonne Parker	President, Colorado PTA Association
William T. Randall	Commissioner of Education, State of Colorado
Sollie Raso	Commissioner, County of Pueblo
Charlie Steinbrueck	President and CEO, PACE Membership Warehouse Inc.
Charles Traylor	Attorney
Albert Yates	President, Colorado State University

A Message from Governor Romer	2	
America’s Education Goals	3	CONTENTS
What We Need To Do	4	
How We Can Do It	4	
How You Can Help	5	
Questions and Answers	5	
Achieving the Goals		
Goal 1: Readiness for School	8	
Goal 2: Completing High School	12	
Goal 3: Student Achievement and Citizenship	16	
Goal 4: Science and Mathematics	20	
Goal 5: Adult Literacy and Lifelong Learning	24	
Goal 6: Safe, Disciplined, and Drug-Free Schools	28	

STATE OF COLORADO

EXECUTIVE CHAMBERS

136 State Capitol
Denver, Colorado 80203-1792
Phone (303) 866-2471



Notes

June 4, 1991

Roy Romer
Governor

Dear Friend,

Education is the most important business of our nation and of our state. That is why President George Bush and all 50 of the nation's governors established six national education goals and pledged to hold themselves accountable for achieving those goals by the year 2000.

We are launching "Colorado 2000" to focus every community in Colorado on making education its number one priority.

Colorado 2000 is a community-based effort to make education a lifelong pursuit -- from the preschool years, through the school years and then continuing through the remainder of an individual's life.

Colorado 2000 has the support of the educational community, the business and civic communities, and both political parties. But we will fall short of our goal unless every Coloradan is engaged in this effort. Every individual, every organization and every community must join in making education Colorado's number one priority.

Colorado 2000 is an individual-by-individual, organization-by-organization, community-by-community effort. It encompasses a four-fold program that asks each community to adopt the national education goals; to design a strategy for achieving the goals; to assess progress toward achievement of the goals; and to determine how to allocate the resources necessary at both the local and state level to get the job done.

What follows is a handbook designed to get us started. Together, we can transform our communities into places where quality and excellence in education are our highest priority and where learning is a lifelong pursuit. That is what it means to be a Colorado 2000 community.

Sincerely,

Roy Romer
Governor

Some Things We
Need To Know
About Goal Six

How well is your community organized to combat drug abuse?

How “firm and fair” are school policies on drug abuse? How involved are teachers and students in their creation?

How extensive are mentor and other support programs that give students a place to turn to for help?

What do students think of security and discipline measures at the schools?
How safe do they feel in school?

How effective are local drug education programs?

How widely available to students are health, social and psychological services at the school and elsewhere in the community?

How well do businesses, colleges and universities and other organizations work with elementary and high schools on combating drug and alcohol abuse?

Additional
Resources

State goal team six can provide both information and technical assistance to local goal teams.

Available to
Local Goal
Teams

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

Buzzy Gibson (303) 894-2750

By the year 2000:

1

All children will start school ready to learn.

AMERICA'S

EDUCATION GOALS

2

The high school graduation rate will increase to at least 90 percent for all groups.

3

All students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

4

U.S. students will be first in the world in science and mathematics achievement.

5

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6

Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

WHAT WE
NEED TO DO

President Bush and the nation's governors have called on every community in America to achieve the national education goals by the year 2000. In response to that call, government, civic, business, labor, and education leaders have asked every community in our state to become a Colorado 2000 community by doing four things:

Adopt the national goals. Service clubs and businesses, city councils and labor unions, educators and parents, county commissioners and everyday citizens are urged to commit to these goals and to help their communities achieve them.

Establish strategies for achieving them. Determine what specifically your community must do to reach each of the goals. The section "Achieving the Goals" suggests ideas.

Measure progress. Know what your schools and other organizations are doing to meet the goals.

Determine what resources are needed to achieve the goals. Find out what public and private resources are available, how they are being used, and whether more are needed.

HOW WE
CAN DO IT

If we are to achieve America's education goals, we must do it community by community. Thus, Colorado 2000 focuses on community organizations with support at the state level.

A Colorado 2000 steering committee, consisting of the governor, state legislators, educators, business people, labor and civic leaders, is charged with making sure the community is heard and gets support. Statewide teams for each of the six national education goals will work with community goal teams throughout Colorado.

The work will continue for at least three years. A first statewide report, developed by the local and state teams, will be presented to the legislature and to all citizens in September 1991. A timetable of events is in the last section of this booklet.

Goal Six -- safe, disciplined and drug-free

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

Discussion
Questions

GOAL SIX

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives

Every school will implement a firm and fair policy on use, possession and distribution of drugs and alcohol.

Parents, businesses and community organizations will work together to ensure that schools are a safe haven for all children.

Every school district will develop a comprehensive K-12 drug and alcohol prevention education program with curriculum integrated into health education. Community-based teams should be organized to provide students and teachers with needed support.

Background

Perhaps no goal will require commitment of the entire community more than will goal six, which is rooted in problems of families and society, and in young people's needs for attachment and belonging. Achieving this goal will require a coordinated effort from school, parents, business, law enforcement, health and social services.

School and law enforcement authorities report increasing incidents of youngsters involved in drug and alcohol abuse, violent crimes and the carrying of guns. No learning can take place unless students and teachers feel safe at school. The few should not be allowed to prevent the many from learning.

Beyond enforcement, however, the community must provide young people with constructive role models, support and hope. Parents, other caring adults, churches, neighborhood associations and volunteer groups can provide nurturing as well as people and places to which students can turn for help and guidance. Drug education, health and social services, treatment and rehabilitation are all essential if this goal is to be achieved.

Join your local Colorado 2000 team. Become part of a community goal team. Help your community achieve one or more of the national education goals.

Colorado 2000 began with a statewide teleconference in June 1991. If you were part of that conference, you met with subgroups to begin work on each of the goals. If you were not part of the conference, watch the videotape of it and offer to work with a local goal team. You can get a copy of the videotape and find out how to contact the team you want to work with by calling your local school superintendent or the Colorado 2000 office at (303) 866-3123.

Just what is Colorado 2000?

It is a community-by-community effort to help Colorado achieve America's education goals, which were adopted by the President and the nation's governors. Colorado 2000 is supported by local and state government, education, business, labor and civic leaders.

Why is there such a need to improve education?

It is the only way to maintain and improve our standard of living, to protect the kind of society we live in, and to provide opportunities for ourselves and our children.

American industry now competes directly with nations that have higher productivity and lower wages than ours. But American productivity has grown very little during the past two decades. If we are to maintain a high standard of living we must become more productive, more resourceful. That takes well-educated workers with greater skills.

Education is the key, too, to individual opportunity. We want everyone to fulfill his or her potential, to actively participate in a democratic society, and to regard education as a lifelong adventure. Achieving the national goals can make that happen.

HOW YOU
CAN HELP

SOME QUESTIONS
AND ANSWERS

We're already working on state goals. Do we just set them aside in favor of the national goals?

Absolutely not. The state and national goals complement each other. The impressive work being done on state and local goals through accountability and planning committees, PTA's and PTO's, business partnerships, education foundations, creativity school committees and others gives Colorado an advantage. All these groups should be part of Colorado 2000. They have built a good foundation for working toward our national goals.

Haven't some Colorado communities surpassed the national goals? Some school districts, for example, already have a higher than 90 percent graduation rate.

It is true that some communities are further along on some goals than are others. But it would be a serious mistake to think that education improvement is someone else's problem. What has served us well in the past will not necessarily serve us well in the future. Moreover, even top American students often do not compare favorably with students from other nations, and American industry is less productive than much of its foreign competition. Every community owes it to itself to ensure that all citizens—from the youngest to the oldest—have the opportunity to improve their knowledge and skills.

Isn't the real problem just with the schools?

Not at all. The best schools are no substitute for families or community. Nor are they substitutes for adequate health and social services or early childhood care. Education is the responsibility of all the community.

Schools cannot be primarily responsible for goals to ensure that youngsters enter school ready to learn, or to improve adult literacy and job skills, or to keep schools drug-free.

But schools, like all institutions, must change. They must be responsive to changes in society, changes in the populations they serve, and changes in skills needed in the workplace. Schools can reinforce the values that bring us together as a community. They can help students learn to read, write, and compute, and to develop higher-order thinking skills. With our help, they will do it.

Some Things
We Need To
Know About
Goal Five

What opportunities are there for adults in this community to participate in literacy, high-school completion, library and other educational programs? How can these opportunities be increased and the programs strengthened? (For specific literacy information, call the Literacy Hotline, 1-800-367-5555.)

How effectively are employers and schools in this community working together to improve the school-to-work transition for students?

How well have employers identified the skills they need on the job? Are educators aware of what they are?

How do you judge the quality of vocational and technical education programs in your community? How is it viewed by employers, students, and others?

How can citizens in your community be encouraged to take a more active role in public affairs?

How can the community increase awareness of, and respect for, diverse cultural backgrounds of our society?

How effective are efforts by colleges to be accessible to all students and to help them complete degree programs?

Additional
Resources
Available to
Local Goal
Teams

State goal team five can provide both information and technical assistance. Other resources include local businesses, public and private colleges and universities, the adult services division of the Colorado Department of Education, and social service agencies.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

David Longanecker. (303) 866-2723.

Background

Estimates vary on the percentage of adult Americans who are illiterate or functionally illiterate, but rates are considered especially high among the chronically unemployed, welfare recipients and prison inmates.

Business people have pointed out that a commitment to lifelong learning is an essential qualification for most jobs in today's global economy.

Workers who do not have critical thinking abilities face the prospect of declining incomes and limited opportunity.

Employers also say they must spend too much on remedial education for their employees. In many countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training opportunities. Critics say American high school youngsters who do not go on to postsecondary education do not receive effective preparation for the world of work. Moreover, technical schools, community colleges and specific training programs are not well coordinated.

Others argue that schools are too quick to decide which students are college bound and which are not. Consequently, they say, many students who could succeed in college never get a chance to prepare for it. Thus, they argue, all students should be considered college-bound and should be exposed to the same core curriculum.

Our future will be shaped by the opportunity all citizens have to continue their education and development of their skills, from basic literacy through postsecondary education at colleges and universities. These opportunities should be available through libraries, workplaces, volunteer and community organizations, occupational schools, community colleges and other public and private postsecondary education institutions.

Will accomplishing the goals require more tax dollars?

It may. But first we must know whether we are making the best use of the resources we have now. We need to know what is needed that is not being done and what resources are needed to do them. Even so, we may well need to invest more to reach our goals. The long-term cost, however, will be much less than that of doing nothing. No program for educational achievement will compare with the costs of prisons or support of those without the skills to work.

How will we know whether additional money is needed and, if it is, how much?

That is an important part of the Colorado 2000 initiative. Teams in every community are asked to determine how to achieve the national goals and what resources it will take to do it. These teams will make their first report to the state by August 20, 1991.

What is the status of public school funding now?

Colorado pays for public schools with approximately equal shares of state money and local property taxes. A new school finance act, designed to make school funding equitable throughout the state, has not been fully funded because of declining property values, increasing school enrollments, and insufficient state funds. Significant additional funding will be needed to maintain present programs and services and make them equally accessible throughout the state.

How do I get more information on Colorado 2000?

Call the Colorado 2000 office at (303) 866-3123.

Colorado 2000 envisions local teams in every school district working on each of the six national education goals. These teams are to set strategies, measure progress, and determine what resources are needed to meet the goals.

What follows is additional detail on each goal, including areas to explore, things to know, questions to ask, people to call for more information, and a discussion guide for goal-team work sessions.

GOAL ONE

By the year 2000, all children will start school ready to learn.

Objectives

All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

Background

Studies show that children who attend early childhood programs are more likely to complete high school and less likely to become parents as teenagers, to have discipline problems, or to need welfare services.

But experts agree that even the best preschool programs alone are not enough. Ultimately, the family is responsible for a child starting school ready to learn. Prenatal care, parent education, health care, good nutrition, and early childhood education programs are all needed if children are to be emotionally, physically, socially, and intellectually ready for kindergarten and beyond.

Educators say we are not finding out early enough what help children need, and, when we do, we don't do enough about it. Good programs that help parents improve their parental skills and their children's learning environment have been limited by costs and lack of public information.

A concern often cited is the lack of coordination of public and private health, social, and education services. Too often, critics say, services and resources are fragmented and not enough attention is given to delivering these services in a way that is best for children.

Goal Five -- adult literacy and lifelong learning

Discussion Questions

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

GOAL FIVE

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

Every American business and education provider will be involved in strengthening the connection between education and work.

All adults will have the opportunity to acquire the knowledge and skills--from basic to highly technical--needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace or other programs.

The number of quality programs designed to serve the needs of adults--including literacy, GED, high school completion, library services and nontraditional programs--will increase substantially.

The proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively and solve problems will increase substantially.

Goal One -- readiness for school

School District _____

Discussion Questions

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

**Some Things
We Need To
Know About
Goal One**

How do we know when a child is "ready for school"?

How available are social, health and education services in our community and how well are they coordinated?

What percentage of preschool youngsters in our community now attend preschool programs? What do we know about the quality of those programs?

What is the quality of parent education programs here?

What data is there for our community on numbers of preschool youngsters, newborns expected each year, early childhood educators, support and education programs for parents of young children?

**Additional
Resources
Available to
Local Goal
Teams**

State goal team one can provide both information and technical assistance, including names of early childhood advocates and statistics on the status of children and families. Early childhood strategies recommended by the Decade of the Child Coalition are available through Colorado Children's Campaign at 303/394-3212.

There are strategies available through the Governor's office at 303/866-2974 on how state and local government can work together to benefit children and families; information on business and work-family policies; assistance in scheduling regional forums on children and families, working with businesses and foundations on behalf of young children, and standards for early childhood educators.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal-team chairperson:

Donna Chitwood or Sally Vogler. (303) 866-2974.

Notes

Some Things We Need To Know About Goal Four

How many students at each grade level are now taking courses in science and mathematics? What are the schools' requirements for these courses?

What percentage of high school students are taking advanced courses in these subjects?

What special attention is given to encouraging women and minorities in these fields?

How do we measure achievement in these subjects? Do we have a good definition of what students need to know?

What background do our science and math teachers have?

What can we do to better prepare teachers of science and math? To what extent do they have the opportunity to enhance their own skills in these areas?

What is the status of technology—computers, lab equipment, etc.—in our schools?

To what extent are colleges and universities helping our elementary and high schools develop science and math programs?

State goal team four can provide both information and technical assistance. It can help generate ideas for strategies and serve as a clearing-house for state and national resources.

Other sources to consider are local businesses, foundations, colleges, parents and the Colorado Alliance for Science (a statewide coalition of educators, businesses, government agencies, and community groups).

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

Karen Sandstead, (303) 866-4585.

Additional Resources Available to Local Goal Teams

GOAL TWO

By the year 2000, the high school graduation rate will increase to at least 90 percent for all groups.

Objectives

The nation must dramatically reduce its dropout rate, but 75 percent of those who do drop out will successfully complete a high school degree or equivalent.

The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Background

Many believe the best hope for keeping youngsters in school is keeping them interested in school, challenging them to do their best. The best help is early help. That means helping youngsters as soon as they show signs of falling behind.

Others point out the importance of having a qualified teacher in every classroom with classes small enough to permit individual attention. It is important, too, that youngsters not be segregated by ability, race, or socioeconomic background because it can result in inferior education.

Finally, many youngsters who do not plan to go on to postsecondary education drop out because they don't see much connection between school and what they will do next. Some argue that school counselors concentrate on the college-bound and do not work closely with the non-college bound.

Colorado had a 76 percent graduation rate in 1987 and has an objective of improving that to 90 percent by 1995. The dropout rate varies greatly by district and generally is higher for minority students. The Colorado Department of Education does not include those who receive a GED certificate among high school graduates.

Goal Four -- science and mathematics

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

GOAL FOUR

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objective

Math and science education will be strengthened throughout the system, especially in the early grades.

The number of teachers with a substantive background in mathematics and science will increase by 50 percent.

The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science and engineering will increase significantly.

Background

When measured against students from other nations, Americans rank near the bottom in math and science achievement. Less than half of American high school students take advanced courses in math and science. But educators agree that chemistry and advanced algebra must be part of the minimum curriculum in preparing for college-level science and engineering courses. Moreover, many argue that advanced algebra teaches problem-solving skills that virtually all workers need in today's technological economy.

During the past two decades the number of American students earning college degrees in mathematics decreased by one-third. Women, blacks and Hispanics are significantly underrepresented in science and engineering professions.

Studies show that too many elementary and high school science and math teachers lack appropriate backgrounds or degrees in subjects they teach.

Teachers say they often do not have access to professional development opportunities that would allow them to broaden their skills in science and math instruction. Others say that many schools have antiquated laboratories and equipment, and many are unable to provide students with even routine involvement with computers, a skill considered essential by most employers.

Goal Two -- school completion

School District _____

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or statewide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

Discussion Questions

How good are early intervention and remedial education programs in our community's schools?

How effectively do the schools work with youngsters who plan not to go on to college? What relationships do the schools have with potential employers in their area?

How much individual attention are teachers and others in the schools able to give to students?

Do caring adults from outside the schools provide encouragement and support for youngsters who need it? How effective are these mentor programs?

What special efforts are under way to keep youngsters who need extra help in school?

To what extent do local employers encourage youngsters to stay in school? Do they have informal contracts that coordinate job requirements with school work?

To what extent do schools work with youth clubs and other groups that might encourage youngsters to stay in school?

State goal team two can provide both information and technical assistance. It can help generate ideas for strategies and serve as a clearing-house for state and national resources.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chairperson:

Randy Quinn, executive director of Colorado Assn. of School Boards.
(303) 832-1000.

Some Things
We Need To
Know About
Goal Two

Additional
Resources
Available to
Local Goal
Teams

Some Things We Need To Know About Goal Three

How many students at each grade level take courses in English, mathematics, science, history and geography? What are the schools' requirements in these courses?

What percentage of high school students are taking advanced courses in these subjects?

What special attention is given to encouraging minorities in these fields?

How is achievement in these subjects measured? Are state and national assessments compatible?

How do students feel about the courses they get at school? Do they find them interesting and challenging or repetitious and boring? Do they feel the courses are relevant to their futures?

To what extent do teachers have the opportunity to enhance their own skills in these areas?

Additional Resources

Available to Local Goal Teams

State goal team three will provide information and technical assistance.

The state team is sending to each school district information on goal three from the Colorado Department of Education as well as information on assessment techniques. The state team is also providing information on each district's progress toward state education goals.

The state team urges local teams to review with local accountability committees work done to assess academic progress in local school districts.

To get more information on this goal, including examples of successful programs under way in Colorado, please call the state goal team chair person:

Tony Rollins (303) 695-4300.

Notes

GOAL THREE

By the year 2000, all students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives

The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will substantially increase.

All students will be involved in activities that promote and demonstrate good citizenship, community service and personal responsibility.

The percentage of students who are competent in more than one language will substantially increase.

All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Background

According to tests administered by the National Assessment of Educational Progress, American students, especially those in the upper grades and minority students, do not perform well in the core subjects addressed by goal three. By grade 12, according to these tests, fewer than half of all students perform at expected levels. For example, only half of 17-year-olds who are still in school can compute using decimals, fractions and percents. A 1988 assessment of writing found that only 28 percent of eleventh graders could write a simple, persuasive letter.

Critics say too many schools have too many remedial and too few advanced courses in math and science. This is particularly true, they say, among schools serving predominately minority students. Others point to "tracking" of students and to teachers who lack sufficient background in their subjects as contributing to the problem. Some argue that standardized tests are often overemphasized or misapplied, and that teachers often do not have the freedom and resources to give students individual attention.

Goal Three -- student achievement and citizenship

School District

Why is this goal important to our community or organization?

What are we already doing in our community and schools to accomplish this goal?

What else do we need to do in our community or state-wide to accomplish this goal?

Who else needs to be on our goal team?

What are our immediate next steps?

THE WHITE HOUSE

WASHINGTON

91 JUL 29 PM 5:30

July 29, 1991

MEMORANDUM FOR THE PRESIDENT

FROM: C. BOYDEN GRAY *gry*
COUNSEL TO THE PRESIDENT

SUBJECT: Importance of Education

Attached is (1) the first page of a recent article explaining how the military has integrated so successfully -- the key being the inducement of education, and (2) a comparison of time spent studying between Japanese and American children.

Attachments

appropriate for the Slovak situation. When I ask to interview one of them, I am ushered into the offices of Marian Tkac, Slovakia's vice minister of finance, who, before he hands me his card, crosses out the section that indicates responsibility for control of "prices and wages." Old card, I guess. "Klaus doesn't understand that we are a separate entity," the red-faced bureaucrat explains as we sip the sickly sweet Turkish coffee I am offered, decline, and am served at every meeting. Tkac lists the points of agreement with Klaus (privatization, liberalization, and price decontrol) and outlines the Slovak vision of the future (a sovereign state, like Belgium, controlling economic policy, currency, tariffs, and trade agreements and subsidies for some industries). "Klaus is following the lessons of the capitalists of the last century. He doesn't seem to understand that

if he takes too much blood from the patient he will kill him."

Short of complete independence (which would be economic suicide), the most ardent Slovak nationalists want a federation of two "sovereign" states. Alzbeta Moravcikova, a translator whose husband is a journalist with the newspaper *Pravda*, explains that by "sovereign" they mean Slovakia would have the right to leave the federation anytime it wants. "But first the present Czechoslovak republic must be dissolved so the two states can come together as true equals," she says. Jarislav Weis, editorial editor for *Lidovy Noviny*, likens the Slovak demand to a "couple who before they get married set out all the conditions for divorce."

ROBERT S. BOYNTON is a writer living in New York.

The Army's racial success story.

HOW DO THEY DO IT?

By Charles Moskos

The first thing that strikes a visitor to an Army dining facility (as the mess hall has been renamed) is that the sergeants sit at their own tables. The bigger dining facilities even have partitions separating the sergeants from the lower enlisted ranks. The second notable thing is the easy mixing of the races. Black and white soldiers eat together in seemingly random fashion. The bantering that goes on across the tables seems to have no particular racial direction. What a contrast with the self-imposed segregation found in most college dining halls today.

The Army is not a racial utopia by any means. Beneath the cross-race bantering, an edge of tension often lurks. A black soldier puts it as follows: "It's invisible, but you feel the racism of a lot of the white guys. The whites are still top dog and the brothers know it." A white soldier sees it another way: "Blacks get away with things a white can't. Whites get the shaft." Still, give or take a surly remark here, a bruised sensibility there, the races do get on remarkably well. Under the grueling conditions of Desert Storm not one racial incident occurred that was severe enough to come to the attention of the military police.

It hasn't always been this way. Throughout the Viet-

CHARLES MOSKOS, a former draftee, is professor of sociology at Northwestern University and author of *A Call to Civic Service* (Free Press).

nam War race relations were terrible. By the early 1970s race riots were rampant, an outcome of both perceived and real discrimination against blacks in the military along with spillover from the racial and political turmoil in society at large. Racial conflict did not disappear with the all-volunteer Army, instituted in 1973. Fights between black and white soldiers were endemic in the 1970s, an era that is now called "the time of troubles." Army recruiters were drawing from the poorest and toughest elements of America. Drugs and hooliganism infected the barracks.

But starting in the early 1980s, recruitment policies changed and tensions between the races eased. The key factor in improved recruiting was the Army's introduction of GI Bill-type benefits, which help pay for college expenses after leaving the service. Today, as over the past decade, almost all recruits are high school graduates coming from the lower-middle and working classes. But the different economic background of soldiers explains only part of the overall improvement. After all, racial tensions have sharpened in society at large during the same period at all income levels. So what is it that works in the military? Six factors can be identified, each having some lessons for race relations in civilian society.

1. *The Level Playing Field.* In many ways the Army is what sociologist Marion J. Levy Jr. aptly calls "a radical meritocracy." Basic training is the leveling experience

TIME IS NOT ON AMERICA'S SIDE

BY ALAN S. BLUNDER



Want to feel better about how 'lazy' Americans stack up against the 'superefficient' Japanese? Look at how similarly they allocate their time. But if you want to get depressed, look at how U.S. and Japanese children spend their days

Most of us turn time into money regularly. While the rate of exchange—our wage rate—may not be all we would like, making this swap is no great feat. Turning money into time is much harder. There are, of course, ways to perform the 20th century version of alchemy—you can hire a gardener and a housekeeper, for example. But, in general, we have only limited opportunities to buy time with money.

In that sense, the ultimate scarce resource for many people is not money but time. How people spend their time may reveal more about a society than how they spend their money. Unfortunately, while mountains of statistics and volumes of research testify to how people use their money, we have only fragmentary evidence on how they use their time. That's why a research paper by F. Thomas Juster and Frank P. Stafford, just published in *The Journal of Economic Literature* and excerpted in the Conference Board's *Economic Times*, is so fascinating.

The two University of Michigan economists review survey data on time usage accumulated over two decades and cover a variety of countries. The data come from time diaries, which, while far from perfect, provide the most accurate measurements we have. In this short space, I will focus on recent comparisons between Americans and the allegedly superefficient and highly motivated Japanese. In general, the statistics do not suggest that Americans are fat and lazy. But they do raise some disquieting concerns about the future.

At the broadest level, Americans (in 1981) and Japanese (in 1985) spent their time in strikingly similar ways. Out of each 168-hour week, Americans on average devoted 56 hours to work, 70 hours to sleeping, eating, and other personal care, and 42 hours to leisure activities. Japanese allocated 56 hours to work, 72 to sleeping and other necessary activities, and 40 hours to everything else. At this level, life in Osaka looks much like life in Chicago.

TV GAP. But differences, some expected and some surprising, emerge when we peer below the surface. Take the breakdown of total work into work in the home and work for pay. The typical Japanese man devotes considerably more hours to his job than the typical American man (52 vs. 44, including commuting time). But he puts in vastly fewer hours at home (3.5 vs. 13.8). In total, American men worked about 2.3 hours a week more than Japanese men. Did you know that? I didn't. By the way, women in both countries put in almost exactly the same workweek: about 31 hours at home and 24 in the workplace.

The two peoples spent their leisure time

differently. A typical American's 41.8 hours of leisure per week broke down as follows: 16.3 hours socializing with friends or family, 12.1 hours watching TV, and the remaining 13.4 hours on all other leisure activities. The Japanese spent much less time socializing (only 7.5 hours), much more time watching TV (19.4 hours), and the same 13.4 hours on everything else. The puny amount of socializing may reflect the Japanese custom of concentrating such activities in the workplace. But I think Americans can take solace in the data on couch potatoes. If Japanese television is as mind-numbing as American TV, we may yet win the competitive race. Stay tuned.

The numbers get worrisome when you look at the way schoolchildren allocated their time. During elementary school, Japanese kids spent 52% more hours in the classroom than American children. In junior high school and high school, the gap widened to about 60%. But the homework comparison was even more lopsided. In primary school, Japanese youngsters spent 8.3 hours a week studying, while American kids spent just 1.8 hours. In junior high school, the gap grew astonishingly, to 16.2 hours vs. 3.2 hours. And in high school, it was 19 hours vs. 3.8. In addition, Japanese kids spent two to three times as many hours reading as American kids did.

THE ROTE THING. If we count homework time and classroom time as equal and ignore outside reading, 12 years of Japanese education are equivalent (in terms of time spent) to 22.3 years of American education. Yes, I know we emphasize creativity and thinking while they emphasize rote learning, but 10.3 years does seem a big handicap—provided you wish to train a modern industrial work force rather than a legion of philosopher-poets.

The news is not all bad. Japanese children actually watch a bit more TV than American children, while our kids devote much more time to playing games and sports. Ours also sleep more. I score each of these comparisons in America's favor.

As ye sow, so shall ye reap. A recent survey of 16- to 65-year-olds in Oregon, a state that is certainly not at the bottom of the national literacy scale, found that only 12% of Oregonians could estimate the cost per ounce of peanut butter at \$1.59 a pound. Only 18% could use a bus schedule to determine the right bus to take from origin to destination at a prescribed time. But 97% could locate information in a sports article.

Think about this when next you sit by your TV watching great American athletes sandwiched between clever, American-made commercials selling high-quality Japanese cars.

ALAN S. BLUNDER IS THE GORDON S. RENTSCHLER MEMORIAL PROFESSOR OF ECONOMICS AT PRINCETON AND THE AUTHOR OF *HARD HEADS, SOFT HEARTS*

JOHN S. ARBOTT