

Tab K

Education

IP Event Lesson Plan

1. **Topic:**

Education

2. **Suggested activities:**

Visits to:

- A. High schools (inner city, private schools, parochial, single-sex); magnet schools specializing in sciences or arts
- B. Ged classes (shows high school dropouts have second chance)
- C. Night schools classes (working adults can continue education)
- D. Adult education classes at community centers (adults can improve career skills or pursue avocations, e.g., ceramics)
- E. Tesol (teaching English as a second language classes) (immigrants can learn English for citizenship, improve job prospects, participate more fully in American life)
- F. Community college classes (affordable bridge between high school and higher education; career classes or liberal arts)
- G. College (include black, single-sex, religious) higher education with more personal attention
- H. Universities (great diversity of course offerings; master's and doctorate degree offerings)
- I. Specialized schools (handicapped, blind, deaf, learning disabled)
- J. Military academies

3. **Student requirements:**

- A. Attire (civilian clothes/uniform)
- B. Event information sheet
- C. Camera and film
- D. Money for emergency phone call or souvenirs

4. **Escort requirements:**

- A. Advance ticket purchases if necessary
- B. Event information sheets for each international student

- C. Ensure necessary briefing information is available
- D. Brief (pre & post) international students about event(s)
- E. Ensure escorts are familiar with event objectives to guarantee all points are adequately covered
- F. Confirm/arrange transportation requirements
- G. Event evaluation sheets are completed by each student
- H. Discuss event with point of contact at event location and ensure escort carries point of contact's name and phone number
- I. Ensure point of contact at event location is provided with the objectives to be covered prior to arrival of students

5. Introduce student to following objective(s) (under the universal declaration of human rights):

Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the united nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

6. IP area(s) of emphasis:

- A. Internationally recognized human rights as outlined in the universal declaration of human rights.
- B. The roles and interrelationships of a culturally, ethnically, economically, and socially diverse population in a democratic society.

7. Other learning objective(s) or teaching point(s):

- A. Education in U.S. seen as one of strongest components of citizenship (law: even though no right to publicly funded education, state cannot deny child education because illegal immigrant or belongs to unpopular group.
- B. Higher education enables one to participate more fully in civil life -- better informed voter.

C. Educational system offers something for everybody:

— free universal education from kindergarten to age 12

— parochial schools (catholic, Protestant, etc.) And private schools provide alternatives. Home schooling also allowed.

— public and private higher education provides career and liberal arts training. Scholarships based on merit (academic and athletic) and need help defray costs.

— continuing education programs help adults gain additional career training and pursue avocations.

D. The American school system, like American government itself, can be said to operate under a decentralized system of division of powers and checks and balances. Like the American government, the school system is in the hands of the citizens.

IP Event Information Sheet

Education

The American commitment to education is perhaps the most striking feature of our society to internationals. Any institution as pervasive as our educational system is bound to mirror both the strengths and weaknesses of our society, as well as our history. Diversity in our government and population is reflected in 50 states and thousands of local school systems and in the wide range of students, types of schools, and curricula they offer. The cement that holds the massive and diversified system together, in the absence of centralized control, is voluntary cooperation. Here again the influence of our federal system of government is strong. The same processes of compromise and cooperation that make our federal system work also make our educational system work.

The deep commitment of the American people to education is a distinctive feature of our society and one that makes a lasting impression on most international visitors. This commitment stems from the belief that an educated citizenry is essential to the proper functioning of a democracy.

Our educational system differs markedly from that of other countries not only in the matter of local control and support, but also in the nature of the student body and types of schools they attend. In the United States everyone must attend school until the age of 14 to 16, depending upon state laws. Almost anybody can go on to college. This means our educational system must provide something for everybody, from the dullest and least motivated to the brightest and most ambitious student. To meet the broad range of needs and interests of this diverse student body, a wide variety of specialized courses and schools, public and private, has developed. It has been said, with justice, that no matter what you want to learn, somewhere in the country there is a school which teaches it!

Throughout the world modern educational systems reflect European experience and methods. Where these were not installed by colonial powers, they have been copied by local authorities voluntarily. As is true of many other international institutions, national education systems are controlled from the center of government by a minister of education of cabinet rank. The minister of education is in charge of a ministry of education, staffed by permanent civil servants, through which the minister usually directs both elementary and higher education throughout the country.

Curricula and degree standards are laid down by the ministry; heads of schools and colleges are appointed by the government; teachers are recruited, assigned, promoted, and transferred by the ministry; to a large extent it sets examination questions, sees to their grading, and establishes the passing mark. Centralization is carried to a point astonishing to Americans accustomed to our more free and easy methods. In England, for example, the ministry of education annually sets an examination taken by all eleven-year olds which decides, irrevocably, whether they may advance into college entrance courses or must take vocational courses; similarly at the age of 16 all English children take a test, set by the ministry, which establishes whether or not they go on to college; if they fail they cannot be accepted by any higher educational institution. In France, to take another example, there is only one university -- the university of France. The famous sorbonne at Paris and the "provincial" universities are merely branches of the university. The ministry appoints and transfers the administrators and faculty, lays down the curriculum, sets the examinations and sees to their grading; to a certain extent it even assigns the students. Obviously, "recruiting" of athletic talent would be out of the question for French coaches -- but then there are no French coaches and no French inter-collegiate contests!

Such centralization permits foreign educators to get and maintain very high standards of academic excellence, administered ruthlessly, but fairly right across the board. By and large it seeks as early as possible to uncover and encourage intellectual (as contrasted with practical) leadership. It provides a small number of highly-educated undergraduates -- roughly about five percent of each group of college-age students -- who go on to college. There, for the most part, they concentrate on literary philosophical studies or the sciences. Broadly speaking, they do not have available opportunities in agricultural and mechanical studies or in schools of application like, for example, our business schools.

The above differences tend to cause international visitors to view our educational system with some apprehension. Most of them freely admit that it is second to none in comprehensiveness and in the variety and number of students it serves. But they are not so sure about the quality of the education it provides. In this they are not alone. At probably no time in our history have both educators and the general public been so concerned about quality. The advent of sputnik almost four decades ago is no doubt factors as the explosion of knowledge, the increasingly technological nature of our society, and the rising educational level of our people. Whatever the cause, this concern for quality is a healthy one. It may well lead to changes which will make American education as widely admired for its quality as it is for its quantity.

The American commitment to education is much older than the nation. It began in early colonial times and was best expressed in new England, particularly in Massachusetts by colony, where church and state were one and the same. Here an educational system arose designed to meet religious and social ends to produce good Christians and good citizens. The aim was to create a bible-reading society with common ethical standards, devotion to local political institutions, pride in local achievements, and loyalty to local interests. Education to assure the fullest development of each individual's personality and potential came later, as the democratic impulse developed and flowered in the United States.

The colonists brought definite ideas about education from their European background, especially from England. Among these were the notion that schools were designed to teach the basic skills of reading, writing, and ciphering under the auspices of churches, craft guilds, municipal governments, and charitable organizations. The first colonial schools were established in accordance with this idea. The first universities -- Harvard (1636), William and Mary (1693) and Yale (1701) -- also followed European models, mainly Oxford and Cambridge. Their curricula were narrow, aimed primarily at providing an educated clergy.

Before long, changes had to be made in the European pattern to reflect American circumstances. As early as the 1640's, Massachusetts passed two laws that set the pattern for the American system of universal, free, and compulsory education. Other colonies followed this example, and

the pace quickened during the early national period, particularly after the war of 1812. By the 1850's, public elementary secular education was an accepted institution in the east and north and was carried to the

West by emigrants from these areas. In the south, however, it was not until after the civil war that this development took place.

The extension of free education to the high school level came more slowly. Massachusetts again led the way, establishing the first public high school in 1821. The general public, however, was not yet ready to underwrite the cost of secondary education, and it was not until the 1870's that the movement for free public high schools developed rapidly.

Although higher education began as early as 1636, it progressed slowly. The first colleges were private institutions. (even today two-thirds are privately owned and controlled.) During the colonial period nine colleges were founded by religious groups. After the American revolution, the establishment of state institutions with much lower tuition fees and the broadening of the curriculum to include practical subjects augmented these older colleges. Expansion occurred more rapidly after the civil war. In 1980 over 11.5 million students were attending some 3,152 different institutions of higher learning. In 1993 nearly 14.5 million students were attending 3,638 different institutions of higher learning.

The American public school system is organized on a single track ladder basis, beginning with the elementary school and ending with postgraduate work at the professional level. Graduation from each lower rung is a requirement for entrance to the next higher rung.

Elementary schools are usually six- or eight-year institutions which a child enters at the age of six and normally completes at the age of 12 or 14. Attendance is compulsory except in the kindergarten or nursery school which some school systems operate for those under six years of age.

Secondary schools include the junior and senior high schools (grades 7-12). Vocational education is an integral part of such schools, which generally can be classified as comprehensive, academic, vocational or technical. About half of the graduates of these schools enter college, while many others enroll in commercial, trade, and technical schools not associated with colleges and universities.

Higher education schools include over 3,600 two-year junior colleges, technical institutes, four-year colleges and universities, and postgraduate and professional schools.

Federal, state, and local governments provide three-fourths of the funds for the colleges and universities under their jurisdictions. The students provide about one-eighth of the total through tuition and fees. The remaining eighth comes from organized activities related to educational departments, such as clinics or sales of farm produce, and from gifts, endowments, and other sources.

In the case of privately-controlled institutions, student tuition and fees account for almost two-fifths of the funds for current operations. State, federal and local governments contribute about one-fifth in the form of grants for various purposes; endowment income provides about one-sixth on the average, as do gifts; the remainder comes from activities related to educational departments and other sources. Many receive substantial support from religious denominations with which they are affiliated. All institutions, whether publicly or privately controlled, are tax-exempt if operated on a nonprofit basis.

The ideal of continuing education throughout life is becoming a part of our educational philosophy. Adults are increasingly finding education the avenue through which they can become more effective in their vocational, social, economic, cultural, recreational, and citizenship activities.

There is no special school system for adults. In cities and larger towns, the public schools often conduct special classes open to adults. They may be free or charge a small tuition fee. Some offer courses which enable adults to complete their high school work, but most offer courses of professional or cultural interest. Education beyond the secondary school, for which college credit is granted, as well as work leading to college degrees, is generally handled by the evening division of local colleges or universities.

Although education is Constitutionally a state and local function, the federal government influences it both directly and indirectly. Former land grants, aid to vocational education, and current participation in school lunch programs are examples of direct influence. So are supreme court decisions dealing with such matters as segregation, academic freedom, loyalty of teachers, and religious instruction in the schools. Indirect influence is exercised through the department of education, which collects and disseminates information and supports research, and through other administrative agencies, such as the department of defense, the national science foundation, and the peace corps. These agencies control loan and scholarship funds, contract with colleges and universities for research and special teaching assignments, and operate schools of their own for special kinds of training.

There are several schools operated by the federal government include the U.S. military academy at West Point, New York, established in 1802; the U.S. naval academy established at Annapolis, Maryland, in 1845; the U.S. coast guard academy established at New London, Connecticut, in 1910; the U.S. merchant marine academy established at Kings Point, New York, in 1942; and the U.S. Air Force academy established at Colorado Springs in 1955. The academies were founded to give professional leadership to what has always been in this country basically a citizen Army and Navy. More emphasis on officer education has probably been necessary than is customary elsewhere, for leadership in a citizen Army and Navy is in many ways a more demanding job than leadership of a professional force. Although the academies stress technical education, with emphasis on engineering, the social sciences and humanities are not neglected.

Among the better-known schools are those for Indian children and for children of military personnel. The administration of Indian education is under the Bureau of Indian Affairs of the Department of the Interior. Children attend different types of schools: government reservations and non-reservation boarding schools, government day schools, state public schools, and missions and private schools. The majority go to public schools, with the federal government paying their tuition if they are not residents of the school district.

Schools for children of military personnel are operated on military installations both in the United States and abroad by the military departments concerned. This situation occurs mainly where existing public school facilities are inadequate or unavailable. Because of the unusual factors connected with their location and other matters, military dependents' schools have been criticized as substandard, but within available resources, they provide the same quality of education found in regular public schools.

Most laws affecting schools come from state legislatures and concern such matters as the nature of school districts, state financial aid for local schools, and standards of teacher certification. Most states have a chief administrative officer, usually called the superintendent of schools or of public instruction, whose office supervises and consults with local schools and recommends a broad educational policy for the state. The superintendent usually works with a state board of education, a basically nonpolitical group of lay persons. State tax laws usually affect local tax structures and

therefore indirectly affect local schools. Most states also support teacher training programs, either in universities or in special institutions.

Local governments have major responsibility for operating the nation's schools and generally work through local school districts. Most of these have a school board, consisting of lay people, which hires administrative personnel, authorizes major school expenses, and sets a broad educational policy. The school superintendents and principals select teachers and other school personnel and supervise the day-to-day operation of the schools. Local legislative units levy and collect taxes to provide the school board with funds to operate the schools. Local administrative officers also work with school officials, other public agencies, and civic organizations on matters of broad educational concern.

In some states the county level, intermediate between the state and local, has considerable educational function and importance. There is usually a politically-elected county superintendent of schools and often an elected or appointed county board of education. In some cases the county acts as an intermediate administrative unit between the state and local school districts, exercising some supervision over actual instruction, particularly in rural areas. In new England and in Indiana, the township is the smallest operating unit of school control. In some areas, a mixture of administrative units is found.

Americans are generally agreed that the schools should produce citizens who participate intelligently and actively in decisions of public policy. This requires both basic knowledge and skill in solving problems. Schools usually try to design their programs to achieve both of these goals.

Attempts to balance curricular goals result in controversy. Those who advocate knowledge urge that problem solving curricula lack discipline, permit too many "frills" and fail to take advantage of our cultural heritage. Those who advocate problem- solving argue that curriculum based on knowledge fail to recognize the importance of student interest and motivation as a basis for learning, lead to undue acceptance of authority, and result in inability to think independently.

As a result of the above controversies, most public schools try to be comprehensive and follow both impulses. Most schools, especially high schools and colleges, require all students to take certain basic courses in the sciences, social sciences, English, and mathematics. They also offer a wide range of "academic" and "vocational" electives. Private schools tend to be more consistent with one position or the other. Since most of them are religiously oriented, they emphasize traditional knowledge and values.

The problem of whether to provide useful skills or general methods, confronted when considering education for political citizenship, is also germane to vocational education. Virtually all schools try to teach general reading and writing skills and some arithmetic ability as bases for any occupation.

Some schools insist that the nature of occupations is changing so rapidly that a high level of general education is of more value in the long run than development of particular skills. They argue this is especially true as automation comes increasingly to American industry.

Other schools stress the immediate needs of their graduates and provide extensive vocational training. Many people assume that all citizens of an industrial society should have this type of education.

Most schools have a program for student activities outside the classroom. Such activities are called "extracurricular" and are designed to develop the personal qualities of students -- physical, emotional, social or cultural.

The American system of free public education with opportunity for all qualified persons at all school levels, publicly and locally owned and operated, is a complex social institution. Its many parts do not always mesh smoothly, and from time to time outright breakdowns occur in one area or another. Our rapidly evolving society makes great and changing demands upon the schools. This is because of our society, probably more than any other, looks to the schools to perform the major task of imparting its cultural heritage to the younger generation. As they struggle to meet these vast and changing demands, the schools face tremendous problems and criticism from many sources. To say that all these problems have not been solved, nor all the criticism met, in no way detracts from the role of the schools as a major factor in molding American society.

With costs rising faster than income, school districts are hard pressed to meet their needs. We have already seen that local governments receive most of their revenue from real estate taxes and that these have reached their maximum level. The question of state and federal aid to schools is therefore becoming a leading public issue.

The present explosion of knowledge has added a new dimension to the above controversy that may well make it meaningless. New discoveries and methods, particularly in the sciences and mathematics, require teachers better grounded in subject matter than ever before. Teacher education institutions are responding to this need by broadening their curricula and in most cases requiring a four-year course with bachelor's degree for graduation. State certification requirements are also rising, spurred in part by pressure from both professional and lay groups.

Since there is no one American school system, but literally thousands of local systems, the problem of maintaining adequate standards of pupil achievement, teacher competence, administrative procedures, and school equipment is both great and complex. Despite this, American school policies and practices do reveal surprising uniformity, and students transfer easily from one school or system to another without feeling much sense of change or discontinuity. There are three reasons for this:

(1) the states' legal responsibility and the federal government's interest in education provide some standards. State requirements in such matters as teacher certification, curriculum content, and requirements for state aid have tended to produce uniform practices within a state. Imitation, the exchange of information, and the need for cooperative arrangements between states, produced in part by our mobile society, have resulted in greater conformity among the states. The increasing influence of the federal government is seen in research, land and money grants, and court decisions.

(2) the professionalization of teaching and school administration, encouraged by teacher-training institutions, state and national associations of educators, and accrediting bodies, has greatly improved standards. Curricula for the education of teachers are remarkably similar throughout the country. Research bulletins, educational journals, books, monographs, and conferences all help to develop a professional point of view and lines of communication among teachers and others engaged in education. Accrediting agencies foster uniformity through their standards for pupil, teacher, and school performance. The evaluation of students, sponsored partly by professional groups and partly by lay groups interested in quality of education, has led to standardized college entrance examinations, proficiency tests, and examinations for special scholarships, whether publicly or privately sponsored. These national examinations exert further pressure for uniformity across the country.

(3) the nationwide interest of lay persons in education, evidenced by parent organizations, citizen group activities, and mass media reports on education is another factor. The latter present much information about education, from highly

literate journals to newspaper editorials and television shows. The resulting praise and criticism tend to standardize educational theories and practices. The organization of groups especially interested in education, such as the parent-teacher association, lends to the promotion of goals and projects on a national scale.

IP Event Information Sheet

Education (Cont)

We are deeply committed to education as an ideal, but for various reasons strongly rooted in our history and temperament, we have always tended to look upon education as utilitarian -- as a vehicle for certain social and personal purposes rather than as the pursuit of truth and excellence for their own sakes. We consider education pragmatic and cherish and support it for what it does for us, not for what it is. Hence when quantity clashes with quality, the former has tended to win out.

In a free society, such things often tend to go in cycles. For all its sins and shortcomings, "progressive education," it should be remembered, was a valid and justifiable reaction against a somewhat ossified system of "rote education" which took too little into account concerning differences in the students' backgrounds, aptitudes, and personal qualities. Today, there is evidence of a forceful reaction at the grass roots against the extremes to which "progressive education" has gone in its turn. And through their local school boards, and their elected representatives at the higher levels, the ultimate power of decision in this matter, as in so many others, rests for good or ill in the hands of our citizenry.

This information should give you an understanding of how our educational system works. You should also be able to recognize how the U.S. educational system relates to the following Article In the universal declaration of human rights:

Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the united nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

United States Department of Education

Public Affairs

Remarks Prepared For¹
Richard W. Riley
U.S. Secretary of Education

State of American Education
Georgetown University, Washington, D.C.
Tuesday, February 15, 1994

¹ *The Secretary may depart from prepared remarks.*

Father O'Donovan, distinguished guests, members of the faculty and student body, ladies and gentlemen. It is my great privilege to come before you to speak about the state of American education.

First, let me thank my wonderful staff at the Department of Education. Not only do they look like America looks, but they act like I would like to see America act -- competent, hard working, working long hours, focused, effectively working with career professionals as a team.

A little over two years ago, a young, vigorous candidate for the Presidency of the United States began his campaign by returning to his alma mater -- to this very stage -- to speak to the students of Georgetown and to all the American people about the coming times.

Bill Clinton was, as he is now, an American with a zeal for education. Whether he first got this infatuation taking the late Carroll Quigley's course on Western Civilization I cannot say. But I do know that a touchstone of his Presidency is rooted in principles that Carroll Quigley taught to generations of Georgetown students, namely "that the defining principle of our culture and our country is future preference, that tomorrow can be better than today and that each of us has a personal and moral responsibility to make it so."

I suspect that my love of learning.. my own sense of future preference.. took a firm hold of me when I had the good fortune to attend public schools in Greenville, South Carolina and Furman University. I went to college in the fifties as some of you probably did. It was a time when "cruising" in a '57 Chevy was "in." It was also a time when we were struggling to end segregation and to end the era of the McCarthy hearings.

And, I remember how we talked on the college campus -- those critical learning experiences. Our minds raced from Shakespeare to politics to sports to religion and back again -- separating the important from the unimportant. Those were meaningful discussions in a free and academic setting.. a setting surely still offered to students today by Georgetown and other colleges.. a setting that encourages spiritual thought, free intellectual inquiry.. the sheer joy of always talking a little faster and a little louder just to get your point across.

So I fell in love with learning -- and came to believe that education is the bedrock of our great democratic society -- the essential and critical element in defining America's future preference.

I come before you, then, to speak to you about what we have learned these last ten years since former Secretary of Education Ted Bell released "A Nation at Risk" -- a report that warned us about the decline in American education and that inspired many of us to look searchingly at the very structure of education.

I suggest to you today that the issue is not the latest ranking of schools or students. For some schools are excellent, some are improving, some have the remarkable capacity to change for the better, and some should never be called schools at all.

The issue is not "good," "bad" or "rank" -- but whether we are changing fast enough to save and educate this generation of young people.. whether education has kept up with the fundamental and far-reaching changes in the economic and social structure of this nation.

For it goes without saying that there is great disconnection. Too many young people come to school unprepared -- too many drift through school uninspired and bored -- too many drop out -- and too many of our "neglected majority" (the 75 percent who don't go on to a four-year college) wake up the day after graduation with no meaningful idea about what to do with their futures.

There is indeed a sense out there -- even among those young people who have climbed the educational ladder of achievement -- that this generation may be the first that has no great expectations of advancing the American Dream. And can we say that they are entirely wrong?

Is a nation truly connected to its children, child-centered, and committed to their futures when it allows one of out every five children to grow up in poverty and often with violence?

When we see children killing children, can we say that we have listened to them with all due care? For violence is a language, a sound that always captures our attention and always too late.

If I am troubled by anything, it is this -- we seem, as a nation, to be drifting toward a new

concept of childhood which says that a child can be brought into this world and allowed to fend for himself or herself. There is a disconnection here that demands our attention.. a disconnection so pervasive between adult America and the children of America that we are all losing touch with one another.

This is why we must come to the realization that we must find new ways to give parents and families the support they need to help their children grow.. a new compact that involves all of us in an effort to reconnect children to learning. As President Clinton said in his State of the Union address, "parents who know their children's teachers and turn off the television and help with the homework and teach their kids right from wrong -- these kinds of parents can make all the difference."

So there is a moral urgency to our coming together.. a need to act.. to reconnect.. to make our schools the best in the world. Yes, public education has many problems. I am no Pollyanna. Education, like any institution in our society, can be intolerant of new thinking; bureaucratic, and reluctant to give up old habits. I am a reformer and I know how hard it is to make change happen and make it stick.

We also need to recognize that public education is at ground zero of almost every social, economic and cultural tension of our times -- it has been that way throughout modern history. Long before public policy is politely debated here in Washington, teachers and principals are already directly confronting violence, the breakdown of the family, ethnic and racial tension and the growing mismatch between the classroom and the job market.

They deal up front with the education needs of new immigrants, the rise of teenage pregnancy, the abuse of drugs, alcohol and the crisis of AIDS. And here I am not just talking about the urban school. These teachers and principals, parents and volunteers should be honored for their commitment, for their determined idealism and for what they are saying to us.

They tell us that the cause of education is not lost, despite the musings of some that public education is staggering on its last legs. They see -- as I see in my travels throughout America -- the resiliency, the capacity for innovation, the early beginnings of a fundamental shift away from the old assembly-line version of education to something new and engaging.

And this is something I see happening all over America. The grandmother I met in Green Bay, Wisconsin, for example, going out of her way to teach a child how to read in the hallway at Tank Elementary School.

And Walter Annenberg who intuitively understood the need to reconnect when he challenged all Americans by committing to public education a gift of \$500 million dollars last December.

These Americans and so many others recognize that public education, for all of its many problems, remains a strong, resilient and beloved institution in our society -- one with the capacity -- if we will only help it -- to make the new connections so vital to the education of our children.

So we must have a new ideal of American education grounded in the practical and hard-earned lessons of the last ten years. Lessons that we have come to understand, school by school, child by child.. lessons that serve our schools and our children very well.

We learned that children who come to school healthy -- who have gotten their shots, participated in early childhood programs and have had parents read with them -- are children who are engaged and ready to learn. They are connected to learning.

We learned that, despite our best intentions, some of our best laid plans had gone awry.. that categorizing and pulling out our children.. telling them to just learn the minimum and to expect nothing more from themselves.. led them to do just that. For too many of our children, we inadvertently created a tyranny of low expectations. A watered-down curriculum came to be and still remains, to my mind, the surest way of turning a child who can learn into an angry, illiterate 19-year-old dropout.. without hope.

We learned that excellence and equity are not incompatible. Income and race have little, if anything, to do with the act of learning. Yes, it helps children to have their minds engaged because caring parents have afforded them extra opportunities to learn. And, yes -- the drag of poverty can indeed pull children down.

But the sheer act of learning -- of getting smart -- is not determined at birth. All children can learn. You get smart by taking the tougher course and having the inspired teacher.. hard work, you see, really does pay off.

Children respond to the expectations that we hold for them. Children who are in schools with high expectations and challenging curricula learn more than students who are found in undemanding low-level education environments.

Here is another lesson we have learned -- teachers are better teachers if they have real time to learn new skills and teaching techniques and to develop engaging lessons and meaningful assessment.. professional development time.

We also know that schools do well when they make new connections -- when they involve the business community -- the arts and science communities -- when they go out and engage the university community in a common effort to raise standards -- when they link social services to the schools, if they are needed, so teachers can devote their time to teaching.

Above all, we recognize again the very old virtue that parents are the first and most important teachers.

All this learning has led us to this critical moment in the life of this nation -- where we can, in one common effort, lift our sights and raise up American education. And not a moment too soon, for in

the next ten years the number of high school graduates in America will grow by almost 25 percent.

I know there is, at times, great frustration among the American people about the education of their children.. even a hopelessness. Frustration I can understand; hopelessness I cannot.

For we know what we have to do. The time has come to move from the negative crisis of education to a positive solution. All children can learn if we have higher expectations of them and give them opportunities for a real education. This is why we must move from the reform of a few schools and the reform efforts of a few states to an entirely different scale, to include the reform of all schools for every student. The main challenge of making public policy is taking good ideas to scale.

And, this I know for sure -- when the American people get fixed on something important, change occurs. When the American people put their collective mind to a problem, something good happens. We are, my friends, at that very moment.

We have all fifty of this Nation's Governors moving in one direction in their support for our national education goals and academic and occupational standards.. working in concert with every major education, parent and business group. We have a Congress that passed national service and direct lending reform last year, and is now on the verge of passing more education reform by the end of this session than has been passed in about three decades.

The GOALS 2000 Act, the School-to-Work Act, the Safe Schools Act, the reinvention of the Elementary and Secondary Education Act, and the reauthorization of our education research program -- they are all consistent with each other and are all moving forward and toward completion by the end of this year.

GOALS 2000 is the centerpiece of our efforts to create a world-class education for every child for the 21st century -- one that gets young people connected to education early and keeps them there throughout their lives. It is a great way to take good ideas to scale -- to every school in America. All these important Acts of Congress are part of one across-the-board effort to make higher academic standards in education a nationwide priority. And later this year, we will be proposing the reauthorization of the very important Individuals with Disabilities Education Act (I.D.E.A.).

Above all, we have a President who has put children's education back into the federal budget in a serious way for the first time in a decade. President Clinton has made good on his campaign promise and thought long and hard about making a difference. The very nature of how we think about education in Washington has changed. Learning -- lifelong learning and literacy for all Americans -- is seen as the very basis for the rebuilding of this country.

This is why the President has invested so heavily in Head Start -- why he is working so hard to pass GOALS 2000, School-to-Work and Safe Schools- why he wants children to be able to go to school safe from violence -- and why he is committed to a fundamental rethinking of how we prepare people of all ages for work.

We did not come to Washington to be indifferent about education. We came to make a difference -- but we cannot do it alone.

All across America people are working to build new and long overdue connections. Even as I speak, for example, hundreds of educators, parents, political leaders, and members of the business community are meeting in California at an education summit.

In San Antonio, Texas, Madeleine Kunin has seen firsthand the coming together of the Chamber of Commerce, the University of Texas, the United Way, a major insurance company, and city and county officials -- all citizens doing their part to create early childhood family centers in every neighborhood. We all know examples of schools and communities that work.

And I sense in America the beginnings of the spark to make those new connections with learning so necessary and so vital to the education of our children. But here is the caution. Nothing can be accomplished if we continue to hurl political invective across the ideological divide, content with our political small talk, yet unyielding to the very large and clear needs of our children.

We cannot reconnect our young people to learning if public education continues to be condemned without relief.. if we become fixated on negative musings so destructive to the future of public education.

At the same time, nothing is gained by the intransigence of some in the education community who see any outside reform or proposed innovation as unneeded, unwanted, and unnecessary.

My friends, we must heal ourselves and reconnect with one another.. one nation, one people, under God, indivisible, working together for the common good of all. Let us get beyond the name calling and center ourselves on teaching and learning. The public wants higher academic standards, more accountability, and some sense that their children are getting prepared for the coming times. They do not want a conservative or a liberal, a Democratic or Republican solution to our Nation's education troubles. They are concerned about children -- not labels.

The sooner we teach our children the basics -- the core subjects -- the American values of hard work, fairness, honesty, and civility -- and the new skills like computer literacy -- the more secure we will all feel about our children's future and the long-term economic future of this nation.

The American people are tuning into excellence and the need for high standards. Whether it be restoring ethics in politics.. questioning the levels of violence and sex on television and in video games.. wondering whether "shock" radio is good for the soul of this Country.. the American people are moving in a new direction. And, as they are moving, they are calling for accountability.

There is no one formula for success.. no rigid Washington orthodoxy about how we can help our children learn more. Each community must find the new connections that uniquely respond to the complexity, demographics, history and needs of all of its children. This is why we believe so strongly in a participatory and voluntary process -- community-based solutions to achieve our national education goals and world-class standards.

Now, people tell me that calling for a participatory, voluntary approach to education reform is a little like voting for inertia. "Mr. Secretary," they'll say to me, "it's all too vague -- nothing will change -- where are the federal mandates in GOALS 2000? How can you be sure the people will respond?" And that is the point exactly -- we think differently. The federal government cannot mandate education reform. How would a rigid, one-size-fits-all, packaged-in-Washington approach meet the unique needs of the thousands of different schools in this Country?

It would be the wrong approach, would stifle creativity and would do nothing to foster participation and partnerships. Reform is best when it is school and community-based, voluntary, inclusive and bottom-up.. when we involve parents, teachers and the entire community in putting children first. Our role -- indeed, the new federal role -- is to encourage and move reform along, to use our national education goals, and academic and occupational standards as a North Star.. to say here is where you ought to go and here is how it can be done. But it is up to you -- you who are at the point of learning. You must believe in reform.. must work for it.. must own it.

That is why we are open to almost every new way of thinking about improving public education. We support public school choice, the creation of charter schools, schools-withinschools, magnet schools, and efforts to expand early childhood and after-school programs. But we draw the line against using public tax dollars for private school vouchers.

Public tax dollars should be spent where they are most needed -- in public schools. Strong public schools which will enable all students to meet high-quality and challenging content and performance standards are in everybody's interest. Strong private schools play an important role in American education through their own dedication to high standards and quality goals.

Now, some school districts may even consider contracting out the management of their schools. If they do, they must recognize that this may be one interesting option to try, but it is no panacea. Any innovation, including contracting out, will be of little use if it is simply used as a quick-fix while nothing is really done to improve teaching and learning.. to raise standards.

As we look to re-connect our children, I want to stress four important connections that deserve our special attention.

First, we must ground ourselves in reality. The break-up of the American family and the isolation of family members from each other, even in intact families, has had a profound and lasting effect on the education of our children.

As I have said many times before, parents need to slow down their lives and help their children grow. Increasingly, we Americans seem to live in a world of fax machines, car phones and beepers -- technology that is meant to speed up our lives and make us all a little bit more productive.

But I wonder if all this determination to go a little faster is such a good thing for our children? They grow up right before our eyes and before we know it, they are gone from our lives. Most parents, to their credit, work overtime trying to make ends meet in order to provide for their children. But in a 1993 survey on violence in schools, half the students with below-average grades reported that their parents had spent little or no time with them on school work.

I wonder whether this oversight by some parents sends a subtle but powerful message to our children that they are on their own when it comes to their education and learning. I believe all parents, regardless of their station in life or even their level of education, have the capacity and obligation to teach their children a love of learning.

To that end, I am announcing a new family involvement campaign, a movement to encourage every adult -- parents, grandparents, uncles, step-parents, and even interested citizens -- to take a special interest in the lives of our young people; to act as mentors and tutors; to instill in every child a love of learning. And we must do more. Businesses, churches, synagogues, mosques, community groups -- must extend themselves even more than they do now -- to help families nurture their children to their full potential.

At the same time, schools must find new ways to make the connection between parents, their children and the process of learning. Surely, parents have a powerful role in defining how children use their time in watching television and studying. But my concern goes deeper.

Parents and teachers, the two most powerful groups of adults who can influence the course of education in this Nation seem to be talking past each other. Teachers feel overwhelmed, frustrated and perplexed that so many parents are not hooked into the lives of their children. Parents, who feel a real respect for the work of teachers, have trouble understanding how they fully link up with teachers to help their children learn.

This disconnection is of enormous consequence to the education of the coming generation. I urge education leaders to look beyond the role of parents as volunteers and fundraisers; to actively incorporate, as so many schools are now doing, parents and other adults into the very process of learning. Parents create the frame; teachers help children fill in the picture.

A second important connection vital to the success of American education is the re-connection with our alienated minority youth. My good friend, the late Benjamin Mayes, told me this story one evening at the Governor's residence in South Carolina. How he, as a young child (9 or 10), worked in the hot cotton fields.. went down by the creek in a patch of cane.. and prayed for 1 or 2 hours.. for an education. Not a big house or farm, security or health.. But an education.

To our great fortune and by his determination, his prayers were answered. He got an education against all odds, became a great educator, President of Morehouse College, and mentor to Martin Luther King, Jr. But here in 1994, too many young people are giving up on America and dropping out; growing cold with fury, living lives of anger, poverty and spiritual numbness.

I want to tell you how troubling it was for me to read a story in the Washington Post this Sunday by an idealistic teacher, Marc Elrich, that detailed a sense of early failure that haunts so many of our minority youth. Here were sixth-graders in the classroom, with their lives still ahead of them, who have already concluded that education has no real value to them. They were, in their own young minds, disconnected from learning.

The American historian, John Hope Franklin, has written extensively about this searing problem. It is no "small wonder," he writes, "that the number of black males in penal institutions is greater than the number of black males in higher education."

Doctor Franklin, you see, was speaking about the very real disconnection of young black men. But this is not just an African-American problem. I am deeply concerned about the high drop-out rate among our Hispanic-American young people; the growing sense of disconnection that so many young people of all races feel because they have no sense that a future is possible for them.

How do we begin to alter this enormously negative dynamic in our society? Could it be that in our attempt to do good -- offering pull-out programs and over-labeling students into special education classes -- that we have contributed in some significant way to a sense of classification and racial stereotyping that tells these young people early on that they will not make it in life so why even try?

And, here is a hard truth. Even in 1994, too many Americans are separated from each other by the pernicious belief that children who are poor and disadvantaged do not have what it takes to reach high levels of achievement and that no amount of learning will alter this circumstance.

This fallacy -- this destructive belief -- that all children cannot reach their full potential because of their race, their native language or their parents' income -- this is an enduring impediment to the progress of American education.

No child in America, of any race, color or ethnic persuasion, can succeed if he or she falls for the lie that using your mind is a sign of weakness. If our children grow up thinking that excellence is only for somebody else, they will succumb to the very prejudice, stereotype and injustice that have done so much to damage others before them.

Third, there is an absolute and vital link between reform of elementary and secondary education and ongoing reform efforts in higher education. The United States should be justly proud of its remarkable achievement of creating the finest higher education system in the world. Our great

research universities are the envy of other nations. Our community colleges reflect the best of our democratic tradition; that all Americans, without regard to rank or station, have the right to advance themselves.

Susan B. Anthony, whose birthday it is today, would be more than a little pleased by the fact that millions of women are getting a higher education and now make up the majority of students in our graduate and professional schools.

At the same time, we are, I think, at the threshold of a new and important public dialogue.. one that is only now beginning to emerge.. a dialogue on the meaning of accountability and standards for higher education.

The very process of setting standards at the elementary and secondary level will have, by definition, an enormous impact on the higher education community. It will create a new public dynamic -- a public more aware, more involved, and more attuned to making the connection between schools and results. As standards are set, they will surely demand the reshaping of teacher education and encourage long overdue reform in this absolutely vital area of higher education.

In time, as standards take root and as expectations are raised, the reform at the elementary and secondary level will better prepare the next generation of students to do college-level work; something you should expect and demand. This, in turn, will redefine how college faculty teach and what is taught, and will allow colleges to shift resources from remedial work to more challenging and engaging material earlier in the process.

The new quest for standards and accountability will surely intensify the ongoing debate on the balance that must be struck between research and teaching.

In addition, we must move with some urgency to create a system of postsecondary education for the neglected majority of high school graduates who now need more than a high school diploma to have a chance at life's success. Hedrick Smith had a recent PBS series on this subject. And, Bob Reich and his Labor Department are working with us, hand in glove, in this area where education touches jobs.

These students may not need four years of college but their education in youth apprenticeships must be no less rigorous. To offer anything less -- to suggest that we set standards only for the elite -- is, to my mind, less than democratic and surely no way to assure this nation's future economic prosperity.

So I encourage you to think about the shape of things to come and begin the important dialogue on the meaning of accountability for higher education. The federal government cannot and should not dictate the terms of this dialogue as it begins. We must be sensitive to the spirit of academic freedom that defines the independence of the academy and recognize the broad breadth of its diversity.

At the same time, the federal government cannot fail to recognize that it has done a less than adequate job in the past in ensuring that Pell Grant and student loan recipients have gotten a quality education. We do not want -- and the American people will not accept -- a high default rate.

In the days ahead, we will be vigorous in our efforts to protect the integrity of the Pell Grant program against any breach of good faith. The American people and the higher education community deserve nothing less.

Fourth -- education has to connect with technology. We are determined that Vice-President Gore's challenge to link up every classroom in America to the Information Superhighway becomes a reality for all students.

I intend to do all I can to make sure that when the final deals are cut, the classroom won't be cut out. Because every Child must be computer literate; and a new generation of teachers needs to learn new skills to make interactive learning a real experience.

Our schools cannot be the last institution in our society to come on-line. It makes no sense. Children seem to have a natural affinity for what's on the computer screen.

These four powerful connections -- involving parents -- reaching out to our minority youth -linking the reform at the elementary and secondary level to new standards of excellence in higher education -- and ensuring education gets ahead of the game when it comes to new technology -- are all part of our expanding effort to connect America's children to a world-class education for the 21st century.

I cannot say that my own world view, from here in Washington, encompasses all that must be done to lift up American education. But let us begin somewhere. In the months ahead, we will release a series of papers that will probe, in greater depth, substantive issues I've touched on here that deserve our discussion and thoughtful attention.

I see these papers and work sessions -- on the role of parents in education -- on what must be done to achieve better results for children and youth with disabilities -- on accountability in higher education -- and on what to do when we wire up America's schools to the Information Superhighway -- as the beginning of a process to engage all Americans in making the new connections to prepare our children for the 21st century.

The students here at Georgetown and all across this great Country of ours want to make those connections. Many of them do just that despite the odds. They have high aspirations. They get connected, stay connected to learning and are achieving. Yet, all too often, we only see what is wrong with them.. instead of what they are doing to achieve.

Well, I want to tell these young people in a very direct way to hang in there -- the adults are working hard to, as President Clinton says, get it right. We need your energy and imagination, your creativity and your sense of freedom. We need you in the science lab and in the recording studio.. on the basketball court and in the court of justice.

We need you to build the new American community.. whether you choose to be a nurse, a general, a teacher, a poet or perform some form of national service. America can only be America as we want it to be if you get connected and stay connected to learning. And that is why I want better schools and higher standards.

I end my remarks now by going back to where I began -- to a love of learning -- to suggest to you that we are at a critical turning point where we can, together, move American education forward. This is the time.

The power to help our young people is here in this audience -- with all of you -- and with the millions of teachers and business leaders, parents and senior citizens -- all Americans -- who recognize that our children are a living report card and a reflection of the caring and attention of the entire community.

John Dewey, gave us this charge many years ago that has stood the test of time. "What the best and wisest parent wants for his [and may I say, her] child, that must be [what] the community wants for all of its children: Any other ideal for our schools is narrow and unlovely; [acted upon,] it destroys our democracy." What the best and wisest parent wants for their child, we must all want for all children.

You see, this is why we believe in high standards for all children. This is why it is time for all Americans to connect up again with our children. Join us in this campaign for the future of our children -- parents and children re-connected -- schools and communities re-connected.

I urge you to make 1994 the beginning of a new era of excellence in education.. a new time of hope and promise for America's children.

Thank You.

Figure 4 -- Goal 2000

Fact Sheet

Goals 2000:

Educate America is the U.S. Department of Education's project to encourage and support grassroots. community-wide efforts to reach the National Education Goals.

Goals 2000:

Educate America is based on the premise that our schools by themselves will never achieve the National Education Goals by the year 2000. U.S. Secretary of Education Richard W. Riley has said, "(S)chool reform depends on both 'insiders' and 'outsiders,' working hand in hand. Teachers and principals. parents and politicians, school boards and administrators, business and labor, and state and federal leaders all have vital role to play."

Community progress. Since 1990, more than 2,000 communities and most states have adopted the National Education Goals and have committed to developing strategies for reaching them.

Goals 2000:

Educate America is the next stage. Substantive help for communities working on the National Education Goals will be made available in a variety of ways.

Form new partnerships. Staff will work with community, state and federal agencies, national organizations and nonprofit groups and with all interested corporations to help strengthen schools.

Expand outreach. Goals 2000: Educate America will encourage the forming of new coalitions to reach the National Education Goals. Outreach efforts will be very active in urban, suburban and rural areas.

Improve communication with communities. Goals 2000: Educate America will expand the Education Department's vehicles for helping communities to exchange ideas. such as the monthly Satellite Town Meeting, the 1-800 USA LEARN hotline, regional conferences, and the monthly **Community Update** newsletter.

Expand technical assistance -- The Education Department will develop and expand its capability to help individual communities find the information. resources or ideas they need to help them achieve the goals.

Coordinate federal, state and local efforts. GOALS 2000: Educate America will help to Coordinate the work of various government agencies to assist local community efforts in the reform program.