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ABSTRACT

Perspectives on excellence in education are addressed in a 1982 public hearing. Representatives from Arkansas, Louisiana, Texas, and New Mexico are among the witnesses. Attention is directed to federal policy toward excellence in education and signs of improvement. It is noted that many school districts have set rigorous standards for promotion and graduation. The Reagan Administration has reduced paperwork and reporting requirements, proposed legislation concerning vocational and adult education and the education of children with limited English proficiency, and enhanced state and local capacities through the Commission on Educational Excellence and through a new technology initiative. It is also suggested that the federal government should choose some priorities such as the effort in foreign languages. Additional topics include the following: social changes that have affected student achievement, factors that have influenced student achievement, the importance of teacher education to improve schooling, the need to promote competence in the basic skills, developments in southeastern states and implications for the pursuit of excellence in public education, needs of the disruptive child, discipline in the schools, declining parental involvement in the schools, the pursuit of equal educational opportunities, and the problem of school financing. (SW)

regional hearing

BEFORE THE

U. S. DEPARTMENT OF EDUCATION

PUBLIC HEARING

ON

EXCELLENCE IN EDUCATION

9:00 o'clock a.m.

Monday

October 4, 1982

Performing Arts Theater

El Centro College

Dallas, Texas

HEARING PANEL

DR. NORMAN C. FRANCIS
President, Xavier University
Member National Commission

MR. FRANCISCO D. SANCHEZ
Superintendent, Albuquerque Public Schools
Member National Commission

DR. SCOTT E. TUXHORN
Secretary's Regional Representative
U. S. Department of Education, Region VI

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I N D E X

(INDEX CONTINUED):

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P R O C E E D I N G S

9:00 a.m.

DR. SCOTT TUXHORN: Good morning.

I am Scott Tuxhorn, the Secretary's Regional Representative of the Department of Education here in Dallas. And on behalf of the Department and the Regional Office, I want to welcome you to this regional hearing on a subject that is of interest not only in this region but it is of interest in practically every home in this country, and that's excellence in education; how can we do a better job in educating boys and girls.

Secretary Bell has appointed a National Commission on Excellence in Education, and this Commission is having meetings all around this great country trying to hear what people suggest would be ways that we can have a better educational system, a better educational program, better techniques, that we do educate boys and girls.

This region is very fortunate in that we have two members serving on that National Commission. We have Dr. Norman Francis, who is president of Xavier University in New Orleans. He has proven that he is an innovator. At a private school, he has proven that he can look at a situation where boys and girls are having problems and come up with some new techniques to move those people.

And, Dr. Francis, we're just so pleased

that you are on the panel and glad that you're here with us today.

DR. NORMAN FRANCIS: Thank you.

DR. TUXHORN: We also have one of the foremost superintendents in our region, and Dr. Leonard DeLayo suggests he probably is the leading administrator in New Mexico, Dr. Frank Sanchez, Jr., Superintendent of the Albuquerque Schools. He's been in the region. He's been in Albuquerque a long time and really doing some creative things for many individuals in that school system that have needs, and in serving on the panel, you can imagine that that superintendent is bringing a lot of cutting-edge, practical questions to these people that would come in with a lot of theory.

And, Frank, it is indeed a pleasure to have you here today and also having you serve on the National Commission on Excellence.

MR. FRANCISCO SANCHEZ: Thank you.

DR. TUXHORN: To start off our program, we are indeed favored in that we have Dr. Gary Jones, who is the Under Secretary designee for the Department of Education. He has previously served as the Deputy Under Secretary for Planning, Budget, and Evaluation before he was nominated to be the Under Secretary for the Department.

And before coming to the Department of

1 Education in April of 1981, he had served as vice president
2 of the general grants program for the MacArthur Foundation
3 based in Chicago.
4 He is no newcomer to education. He was
5 vice president for administration of the American Enterprise
6 Institute for Public Policy Research, and served as an
7 associate publisher of two publications, Regulation and
8 Public Opinion.
9 He served as the executive assistant to
10 United States Senator Robert Griffin of Michigan for three
11 years. He served from 1966 to 1970 as assistant director
12 of admissions at Albion College in Michigan.
13 He was previously a member of the board of
14 education of Fairfax County Schools in Virginia, and
15 currently is a visiting -- serving on the committee called
16 the Visiting Committee for Student Affairs at Case Western
17 Reserve University and on the Gerald R. Ford Institute
18 for Public Service at Albion College.
19 He graduated with an A.B. from Albion.
20 Must have been all right or they wouldn't have asked him
21 back. And got his master's and Ph.D. from Michigan State
22 University. He now lives in Fairfax, Virginia.
23 And it is indeed a pleasure for this Regional
24 Office and for us in this great five-state region to welcome
25 you, Dr. Jones, to give us an orientation to Excellence

in Education.

(Applause.)

KEYNOTE ADDRESS - THE HONORABLE GARY JONES

DR. GARY JONES: Thank you very much, Scott.

Ladies and gentlemen, it seems that we all occasionally will experience something that at the time that you experience it you don't really recall or suggest to yourself how it could be a notable occasion, but this summer, my wife and I had lunch with another couple, who brought along an elderly aunt. And this senior citizen of 94 years of age recalled the greatness of this nation, at least in a historical sense. The greatness of the nation that she had witnessed, such as inventions of the airplane, the automobile, radio, T.V., much less microwave ovens and computers and men on the moon, and inventions that to me illustrate the patience of man and the implausible capability of high expectations on man, the uniqueness of man's mind, and, then, too, the deliberateness of time.

And, yet, as you open this regional meeting on excellence here in Dallas, I'd like to suggest that we expedite our search for excellence in education for our next generation. The real needs of a real world make demands that don't allow us the deliberate speed of our

time-honored past.

First, governments no longer embrace aggressively expansionary policies because they no longer think they work. The demonstrated and proven risks are run-away inflation and a surge in imports if domestic industries aren't competitive.

Second, these changes are global. Unemployment has skyrocketed in Germany, France, Italy, Canada, and even Great Britain. Here, in the United States, we're not only shouldering those problems but a third challenge of our own making, and that's the explosion of entitlement programs. Sometimes they are referred to as automatic spending programs.

The federal government's spending on these and other relatively uncontrollable expenditures -- and, I might note, that's everything from government pensions to interest on the national debt to the guaranteed student loan program -- totaled 485 billion dollars last year. That's 73 percent of the federal budget. And I might add that they are uncontrollable pricipally because of Congressional statutory provisions which generate the program spending patterns.

Now, even after adjusting for inflation, these entitlement programs grew by almost five percent each year between 1975 and '81 alone. Real total outlays for

the federal government grew by less than four percent per year.

Now, let me discuss this just for a moment before moving on to the subject of excellence itself. And don't misunderstand me. I believe these entitlement expenditures initiated in the 1960's represent a federal responsibility. But somehow we need to allow for a reduction in their rate of growth. With over 73 percent of the budget largely locked up and over 93 percent, if we include the Department of Defense budget, we need to look at that smaller discretionary slice of the federal budget pie to get the Congressional spending under control. Parenthetically, we're especially vulnerable in our department because 124 out of the 125 programs are discretionary.

That's why we're all being asked by the President to go back to our tradition of first looking at what families can do for themselves, and what the families can't do, look to the local governments, the county governments, and what those governments can't do or won't do, we look to the state governments. And what that government won't do or can't do, we look to the national government.

This is the real world and the real challenge and the real opportunity we face when we get down to discussing United States Government policy toward excellence in education in each of our 50 states. As the public

elementary and secondary schools opened for nearly 40 million students this fall, I see strong and encouraging evidence that things are looking up for American education. We're witnessing a turn-around from what many perceive as decades of weakness in our educational programs. For example, as we all know, after 19 years, SAT scores are on their way back up.

But parents remain deeply concerned, although many recognize that real change is taking place. Hopefully, more public school leaders are listening to the communities they serve. My concern, as a school board member, was to focus on policy, not management of the school system on a day-to-day basis. Most of my colleagues preferred to manage until they essentially drove one of the nation's finest superintendents from office. This practice must stop, but, unfortunately, it won't real soon.

In a recent issue of the American School Board Journal, there were two polls. I believe, it was the January, '81 issue. One poll was taken by Gallup, and one poll was taken by the American School Board Journal in cooperation with the Virginia Polytechnic Institute. VPI wanted to find out the concerns of school boards, and Gallup measured the concerns of the parents. And, as you might know, might guess, they didn't correlate.

The concerns of school boards was collective

bargaining, utility costs, declining enrollment. The concerns of parents, discipline, drugs, and the curriculum.

Now, as you know, as an example of our concern of this attitude by school boards and the concern of the federal government relating to quality education, over a year ago, Secretary Bell established the National Commission on Excellence in Education to look for ways to improve the quality of teaching and learning. And while the Commission has held hearings, has more scheduled and will make its report in the spring, the Secretary and I and our colleagues have met with thousands of educators throughout the country, and while all of us see problems, there is a groundswell of optimism.

Now, let's look at some of the signs of change for the better. For one thing, some big city school systems are beginning to report significant improvement in achievement levels. For another, many school districts have set rigorous standards for promotion and graduation. Educators, parents, and students have rediscovered an old truth, higher expectations bring better results.

In my judgment, parents are justified in a renewal of faith in their schools. It is now possible to detect an emerging consensus on priorities. Few people gather to talk about education without emphasizing the importance of reading and writing skills. We're rediscovering

the need for going beyond the basics in reading and writing. If we talk about reading, we emphasize comprehension. If we talk about writing, we emphasize precision and clarity.

There's also a growing consensus, I believe, for more attention to science and technological advances, and we hear about a new kind of literacy now, computer literacy. And I'm encouraged by the new emphasis educators place on the need for improving and expanding foreign language capabilities of our students. Foreign language proficiency in our children joins technological advances in industry as our newest bridges to the rest of the world.

Many of us are concerned about tighter education budgets, but it is clear that progress is taking place despite or perhaps, in some instances, because of our closer look at every dollar we spend.

I'm impressed by the reports of volunteerism and the strengthening tie between private citizens, the business community and civic organizations and schools. Dramatic results occur when volunteers turn their energy to the improvement of learning opportunities.

But how exactly do we go about defining quality? How do we define excellence? What are the basics in an era of computers, nuclear energy, biogenics and space sciences? Computer literacy, science, and complex reasoning and inferential skills, not just reading and mathematics,

now appear essential for an educated citizenry.

Meanwhile, state universities are trying to cut the high cost of failure. For more than a decade, open admissions attracted many talented people who might never have had the chance for a college education. But it also saddled many schools with students woefully unprepared for college. The problem is not confined to any one region of the nation. A study done at the University of California found that between 1977 and 1980, only half of 50,000 students could demonstrate reading and writing skills necessary for college level courses. At Kent State University, 25 percent of entering freshmen left school after two years of below average work.

Georgia's 33 institutions of higher education spent more than six million dollars in 1981 on remedial training. At Ohio State University, 42 percent of entering freshmen in 1981 were required to take at least one remedial course in English or mathematics. Ohio's total remedial bill last year was in excess of 10 million dollars.

One-half of City University of New York's 170,000 students required special help and remedial education at a cost of 33 million dollars annually.

As a result, state college and university systems are tightening up on their entrance requirements. By the fall of 1984, California's 19 colleges and nine

universities plan to toughen entrance requirements. At the state college level, California will require 15 units of college preparatory subjects, including four years of college prep English and two years of math.

In short, untenured and frustrated Ph.D.'s find themselves teaching basic reading and arithmetic rather than literature or calculus. California State University Chancellor, Glen Dumke said, "Either the State University will direct its energy to the full meaning of higher education or its campuses will continue being made into centers of remediation."

Now, many observers feel the problem lies with a decade long decline in high school standards. Wayne Brown of the Tennessee Higher Education Commission believes that the one million dollars spent in his state on college remediation should be recycled into the high school programs. Mr. Brown is quoted as saying, "Remedial courses sap the energy of the college and university faculty. We must say to the high schools that it really does matter how well the student learns math and English."

How about this Administration? And what have we done so far?

First, we have achieved a significant reduction in burdensome paper work and reporting requirements, principally through deregulation efforts as a result of

1 Education Consolidation and Improvement Act of 1981; and,
2 secondly, under this program of consolidation, which I don't
3 need to elaborate much on here this morning, as you people
4 are the implementers and the administrators of that, we've
5 blocked some 42 programs that as categorical programs created
6 excessive burdens and costs. They sent conflicting signals
7 to state and local educators, and many of these had adopted
8 approaches that emphasized compliance and enforcement.
9 Now, when we look at Chapter Two, we look
10 on Excellence in Education as a vantage point, at least
11 of this Administration, rather than on narrow categorical
12 activities. This reflects our belief that states and local
13 school districts have a better understanding of the needs
14 of their children than do federal administrators.
15 Thirdly, the Department proposed a vocational
16 and adult education consolidation bill. Our objective,
17 plain and simple, economic development. This proposed act
18 is also designed to increase the discretion of states and
19 localities to use vocational and adult education funds
20 according to their own needs.
21 Fourth, the Secretary has proposed a bill
22 to fund a wider range of approaches for serving children
23 of limited English proficiency. Current law precludes our
24 funding projects which do not use the child's native language.
25 Under our proposal, we could help fund any educational

approach a school district believes warranted, as long as that approach is designed to meet the needs of the target population and can be justified as appropriate.

Finally, enhancing state and local capacity. The Department has acted through two initiatives to provide practical information for state and local education authorities to assist them with their responsibilities. The Commission on Educational Excellence is one, and our new technology initiative is the second. These initiatives develop information that can be used by state and local governments at their discretion to improve the quality of education.

I might add that we took quite a bit of heat last year over student financial aid proposals for 1982 and '83. One of the nation's most prominent newspapers, in fact, said that -- in their editorial that they would result in a decline of two million students attending college.

What has happened? The Chronicle of Higher Education reported two weeks ago that enrollment in our nation's colleges and universities has set a new all-time record high this fall.

We can find a lot of good things to say about education if we look and listen. Yet, as I said, we still face challenges.

Schools of education and the teaching profession seem less and less able to attract academically

realize the limitless potential of computers, videotapes and cassettes, videodiscs and other electronic devices. As hardware manufacturers and local curriculum developers recognize their vast potential as classroom aids, the new learning devices will alter the learning process as profoundly as the invention of printing did 500 years ago.

The advantages to students and teachers are obvious. Microcomputers will enable students to learn at their own pace. They can initiate their day's instruction without waiting for the teacher. They can learn privately without other pupils knowing when they succeed or fail, and they can choose content that interests them. They can have fun and a sense of mastery in controlling the machine.

But let me stress that machines will never be more than teacher aids. They will never replace teachers. Students will always need the personal contact, guidance and encouragement only teachers can provide. Technology simply gives teachers more time to teach. In that regard, it must be an answer to our prayers.

Teachers say to me again and again, I know how to help my pupils, but I don't have enough time to teach. Every hour a student or class can work effectively with a computer is an hour the teacher can devote to helping individual students. That's an advantage to be encouraged.

If we expect to compete internationally,

we need to change our curricular requirements, especially in the areas of math and science. This is absolutely necessary in this age of automation when these subjects are so critical. Right now, the Japanese are overrunning our automobile industry, and they'll overcome us in the computer and silicone chip and technology fields if we don't step up the requirements of our educational system.

Ignoring the advances of technology for educational use is the kind of foolishness which American education and the American people cannot afford. If technology can make education more productive, more individualized and more powerful and more immediate, if technology can extend educational opportunities to those who must need them, then we should be using technology for what it can contribute. Let teachers get on with the prime business of helping those who need help.

In the meantime, we need more discipline in the school systems of America. Students, like most of us, will rise to the level of expectation. We need to expect more of them, more learning with intensity. We need more excellence, and this may mean we won't be able to let school out for activities and teacher preparation day and parent-teacher conferences and athletics as much as we have in the past.

It may mean that we'll have to give up the

180-day school year. Perhaps this means a dreary picture to you, but the fact is, our competitors are simply too willing to do these things, to work hard and to sacrifice.

As education professionals, you obviously want your schools to be places where teaching and learning can take place in the best possible environment, and what are the factors that create just such an environment? How do we know when a school is doing everything it can to encourage teachers to teach and students to learn?

Research shows that effective schools have common characteristics that actually have little to do with per pupil expenditures. They have everything to do with how the principal and the teachers view the learning capabilities of their students and the importance of the learning enterprise itself. Here are the five most important characteristics:

First, strong administrative leadership on the part of the principal. In other words, the school based personnel, especially in regard to instructional matters.

Second, a safe and orderly school relatively free of discipline and vandalism problems, a school with a calm assured learning environment.

Third, school-wide emphasis on basic skills instruction with the entire staff convinced that basic skills mastery, with reading at the top of the list, is the

school's primary goal.

Fourth, teacher expectations that all students, regardless of family background, can reach their own level of excellence.

And, finally, a system for monitoring and assessing pupil performance which is tied to instructional objectives.

Effective schools leave little to chance. They impose the conditions that improve learning. They reduce both the students' and teachers' opportunities to waste time in activities not directly related to learning. And your local school board has to set the policies and procedures to make this happen. The policy manual of many school boards is filled with bus routes, personnel matters, and administrative concerns. Usually little is said about high academic standards, about motivating students to excel. They are indispensable to the attainment of high quality education.

Until school boards set the policy framework and establish the incentives, rewards and priorities for both students and teachers, we can't make the changes we need in our school systems. School boards need to protect the time of teachers to give more time on task. They need to deny social promotions to underachieving students and reward high achievers. They need to keep schools in session

for the full nine months.

School boards are the policy makers for public education, and schools succeed or fail on the basis of these policies. School board policies, further, should recognize and reward distinguished teaching service. Many good school boards are already doing this, but far too many are not.

The single salary schedule is a good basic approach to fixing compensation for teachers, but it is not a comprehensive system that provides incentives and recognition for America's distinguished teachers. The personnel structure in many school systems needs to be reviewed. I realize the state education agencies and state legislatures may need to do more. But school board policy should include a comprehensive program of rewarding and honoring our students, teachers, and administrators.

How about money? Much has been said in the past and in the press about President Reagan's support of education. If you look at the Department's budget for the years 1980, '81, '82, and the beginning of 1983, they were all running at about 14 billion dollars per year, and that's only the Department of Education itself, which represents but one-third of the total federal government support for schools and students. Two-thirds of federal government's support for education comes from 20 other

1 departments and agencies of the federal government with
2 programs of their own. Everything from school nutrition
3 to Head Start to the Appalachian Regional Education Program
4 is financed, administered and managed in other departments
5 and other agencies and other bureaus and other commissions
6 of the federal government.
7 How much does it add up to? In 1980, it
8 was 38 billion dollars. In 1981, it was 44 billion dollars.
9 We don't have the new figures for 1982. All of this was
10 happening while total elementary school enrollment, public
11 and private, was dropping by fully six and a half million
12 in the last decade. High school enrollment, public and
13 private, has dropped by at least one million students just
14 since 1976. Public school enrollment right here in Dallas
15 nosedived by 25 percent between 1971 and 1981.
16 In any event, the federal government's
17 share of elementary and secondary school support still
18 amounts to less than 10 percent of K through 12 spending
19 nationwide. So at the elementary and secondary level,
20 when we discuss a 30 percent reduction in federal education
21 spending, as we proposed in the fiscal year '83 budget,
22 we're actually talking about 30 percent of 10 percent, or
23 a three percent reduction. And somehow that three percent
24 tends to get blown considerably out of proportion in a policy
25 sense regardless if we're talking about going up or going down

And at a time when inflation has been reduced from nearly 13 percent in 1980 to 8.9 percent in '81 and 5.1 percent in 1982, this amounts to a multi-billion dollar retention in purchasing power for local and state governments who have the prime responsibility for education. To be precise, it amounts to 1.8 billion dollars in retained education purchasing power for every one point drop in the inflation rate. That's over 14 billion dollars we've saved for education since 1980 alone.

We also need to ask ourselves what do employers want. A meeting on performance expectations was held recently in Philadelphia by the Excellence Commission. The meeting was attended by several corporation executives, who listed the following characteristics as most desirable in new employees: Ability to communicate, a sense of initiative, ability to get along with others, and enthusiasm for work.

Those executives said that specialized knowledge could be learned on the job. In fact, they would frequently prefer to provide their own specialized training.

Ability to communicate, both verbally and in writing, is invariably cited as a priority by employers. In preparing students for a technological age, literacy, or the ability to read and write, should be understood and all its ramifications. The competent reader of the 1990's will be expected to scan a visual screen and retrieve

previously displayed information from a computer.

The literacy crisis, however, is as much a problem of making people want to read as learn to read. The media may be working against making us a nation of readers. Both electronic media leaders and parents might consider the role models they provide for our youth.

Last month, the American Enterprise Institute Center for Public Policy Research hosted a panel of experts and publishers who said while virtually everyone in America now learns how to read, the country faces a serious problem with large numbers of people who choose not to read. In other words, an aliterate person. They pointed with concern to the stagnant circulation of daily newspapers and the flat sales of books. They blamed the problem on the allure of television and the failure of schools to set high standards. They feared in a world of increasing social, economic and technical complexity that power will gravitate to those nations and those people with the greatest knowledge.

The inventions of the automobile and the airplane and the computer are behind us now, and this fits in with my own personal belief that what is new is new not because it has never been there before, but, rather, because it has changed in its degree of excellence. In short, what's new is the prevalence of excellence, the changing scale and scope of excellence itself, so that the

world itself alters as we walk in it.

Do we let our children walk alone, or do we hold their hand as they cross the street? The choice is really ours and ours alone.

Thank you.

(Applause.)

DR. TUXHORN: Thank you very much. That was provocative.

You've probably noticed that we do have an interpreter. If there is anyone that is hearing impaired, if you'd like to move down this way, that way you can see better as the interpreter does assist you.

I realize my making that announcement, if you are hearing impaired, you don't hear me. But he is making the sign here. So if there are those in the audience, feel free to move on down.

We'd like to now take this opportunity to have some remarks from our two Commission members.

And, Dr. Francis, do you want to lead off?

REMARKS BY DR. NORMAN C. FRANCIS

DR. NORMAN C. FRANCIS: Thank you very much.

As you note, I don't have a prepared text. We have come to listen rather than to talk. But we do want

to say a few things. We agreed we wouldn't take more than two hours so.... Really, about ten minutes, at the most; maybe five.

I want to say, first, that I'm pleased to be here for many reasons, and let me establish a couple of them now. I guess it is a bias because we are from this region, and both Frank and I have noted that, at least in the travels and the hearings that we have held thus far, there seems to be a more direct approach to solving problems in this region than perhaps in other regions. Let me interpret that a little bit.

You know, it is said that some people have colds and don't know it; other people have colds and are trying to treat them. We have noted, and some of this may be strictly a bias, but we've noted that in a region like this one we tend to address the problems rather than just talk about them. So that I'm happy to be here to hear what people who are in the hustings, on the front, are saying about the problems of education and, as it was listed in the program prospectus that you have, how do we define the problems and what must we do to overcome those problems after we have defined them in order to achieve excellence in education.

Now, that is extremely important because, not unlike Mr. Jones in his last remarks, there's very

1 little new under the sun, if I can talk Biblically for awhile,
2 and that's true in education. And I'm not so sure that
3 after having been around the country, the panelists, we're
4 going to hear any new problems. What I hope we will hear
5 are definitions of the problems from the perspective of
6 the educators who are here and then your solution or what
7 you are attempting to do to solve those problems, and if
8 you have not solved them, at least defining them in the
9 context that somebody else may have and we can share.
10 And I think that expresses pretty much what
11 the President had in creating, with the Secretary, the
12 Commission and those of us who serve on that Commission,
13 and it is we're not looking to put blame on any one group,
14 individual or institutions about what may indeed be the
15 problems. What we're trying to find is that commitment
16 to achieving excellence by solving the problems and working
17 together, and I describe it as a commitment because, if
18 one thing is clear for some of us -- and I trust you will
19 appreciate that I am, as Frank Sanchez is, we are only two
20 members of the Commission. We haven't written the final
21 report. We're gathering information. So what we might
22 say at any point today, if we say anything else after this,
23 simply expresses our personal belief and not, indeed, the
24 belief of the Commission. And so what you are going to
25 hear now is a personal belief, and that is that there has

1 to be, if indeed we will achieve excellence in education,
2 from K all the way to post-graduate, in every system there
3 has to be a national commitment to education and to excellence
4 in education from a national perspective.
5 Now, I'm not going to then say nationally
6 we dictate what it ought to be, but in the absence of a
7 country saying from its federated level we believe that
8 education is indeed the mechanism to achieve and maintain
9 a free and democratic society, if that isn't the case, I
10 personally believe we will have a difficulty in addressing
11 each of the problems we face in our own arena. And I think
12 that's a very important dimension. I think it is important
13 that this Commission was established because I think that's
14 what we're indeed trying to say.
15 One other thing I would like to say. When
16 we heard from other countries or heard remarks from other
17 countries, we are many times blamed in this country for
18 being behind, and, indeed, in some instances we are. But
19 one thing has come totally clear to us, that when we make
20 comparisons, we had best make comparisons on what each is
21 trying to do. And we have come to find out that in other
22 countries, those countries have not made a commitment to
23 educate each and every member of that society. They have
24 chosen certain members of the society, which indeed is a
25 national priority, and they achieve. But this is a great

country where we have made a commitment to, as Dr. Jones said, to develop the full potential in excellence of every one of our young men and young women. And that indeed provides for us a greater challenge than ever any other nation, and that's what we are trying to do.

And I will close these because I'm about to take the two hours I said we wouldn't take.

We know, because we've heard it so often those of us who are educators, that for millions of young Americans the school system, public and private, has worked very well. But for millions of other young Americans, it hasn't worked as well. And what we're trying to do is to find those elements of success that will make that total system work for all, because we know that unless we have an educated citizenry prepared to cope with the problems of the future, we cannot maintain a democratic and free society.

I close with, any nation which believes it can be uneducated and free is wishing for something that never was and never will be, and that's what we're trying to do, maintain that freedom through education and excellence in education.

So we're happy to be here, and we hope you will expand our knowledge so we will then reflect that for the nation as a whole.

But I think we're finding that education is not as bad as perceived; however, this is the first time in many years that I have seen national leadership, as exhibited by Secretary Bell, attempting to address the total picture, K through higher ed. In the past, what we've gotten is the study of the high school. Oh, we've got multitudes of study on the high school, on reading, on math and science, but no one has thought ahead enough and said, "Hey, let's put it all together. Let's see what it takes to have a totally educated person once they start from kindergarten, thirteen years down the line when they graduate from high school and then the other four or five or six years in post-secondary education."

But I think Secretary Bell has exhibited that national leadership that we've needed. I'm very pleased to be a part of the Commission. Actually, I need to tell you, I was absolutely astounded when I was called and asked to serve. I'm just a sheep herder from New Mexico. I really don't know what a sheep herder ought to be doing on the Commission like this, but I'm really pleased. I've learned a lot myself.

I just want to add one other point or re-emphasize another point that Norm made, and that's this, that education probably has more people involved in it; there are more expectations from education. Yet, on the

other hand, the support for education, as we see it on a national scale, is not really there. Teachers are no longer respected like they used to be years ago, while in these other countries that we talk about, Japan and Germany, West Germany, France, the United Kingdom, the teacher holds a very special place in that community. But I also need to reaffirm what Norm said, and that is that these countries aren't doing things any better than we are, you see. They have a national focus. They have that centralized system of education. Somebody in Washington calls the shots, what you teach on the 26th day of September at 10:00 o'clock in the morning. We don't do that. We're a decentralized system.

But, anyway, Scott, I'm very happy to be here. I won't take up the two hours Norm did, but we're really pleased. And just one other thing, what Norm said is true. We find that in the Southwest, in this region, and we've been in Houston and we've listened to people from this region in Houston, we find that people have more, shall I call it, common sense in dealing with problems. As opposed to getting lost in philosophy, they get down to the nitty-gritty and say, "Hey, this is a problem. Let's face it."

So I'm really pleased to be here today, and I'm going to be listening every minute.

Thank you.

(Applause.)

DR. TUXHORN: I think Frank is an example. If you are a doggone good sheep herder, you'll gradually come to the top.

We do have, I think, a great Secretary of Education. He has served in many capacities. He's not a novice. He's not someone that comes from another field. And some of the people that will be giving us comments today regarding excellence in education have served with him while he was the chief state school officer in Utah, and they worked with him when he was the Commissioner of Education, and so they know him on a very warm, personal basis.

Starting off the comments from our states, we're going to have Dr. Don Roberts, who is the Director of Education in Arkansas.

Dr. Roberts.

REMARKS BY DR. DON ROBERTS

DR. DON ROBERTS: Thank you, Dr. Tuxhorn.

Mr. Under Secretary and President Francis and Superintendent Sanchez, it is my pleasure to represent Arkansas today before this National Commission, or as one of the representatives. I know we have some other people

that we talk about, the first being assessing the degree to which major social changes in the last quarter century have affected student achievement. And I want to mention two or three things that I think have happened -- well, two things that have happened and one that needs to happen but has not happened, in my opinion.

It is easy for all of us to talk about the problems in education and what hasn't been done. I think we need to always start our discussions and conversations as we have the best public education system in the world, and almost any way you want to compare it, we come out number one. Again, if you go to President Francis' comment or paraphrasing of Thomas Jefferson, it is important that we keep that position. It is important that we not deviate from that concept of education to a concept of educating only the elite. That's the thing that scares me most, that someone may forget that that's the strength of this country. That's why this country is so great in all aspects, as opposed to just education.

I believe this country has moved from a system of exclusion of young people in its educational system to a system of inclusion, and all we have to look at is what the public schools in this country have done in the area of education for the handicapped. Just a few years ago there was no place for children with certain handicapping

1 conditions in the public schools of this country, and in
2 just a few short years and by a -- I might add, without
3 the national support that originally was committed, the
4 schools of this country and the educators of this country
5 have provided maybe not the ultimate in education for every
6 handicapping condition but a very significant improvement
7 in the opportunities for handicapped children.
8 In our state and in almost every state that
9 you are going to hear a presentation from today, the
10 minorities of these states have been included in the public
11 education system, and the facts are -- I don't want to
12 elaborate on this. Anybody in any one of these states
13 or anywhere in this country, just go look at the numbers
14 who were in schools and who graduated from schools twenty
15 years ago or thirty years ago and look at those numbers
16 now.
17 I'm proud that we have moved from a system
18 of exclusion to one of inclusion, and it is extremely
19 important that we continue that.
20 I think we have done a pretty good job in
21 providing equal access to educational opportunity in our
22 part of the country and in this whole country. It is not
23 perfect, but it is certainly a tremendous improvement. Equal
24 access to educational opportunity.
25 I believe we've learned, though, that equal

1 access to educational opportunity isn't enough. We now
2 must strive to achieve equal access to learning, to see
3 that once you get the opportunity you also have an equal
4 chance through resources, both human and otherwise, to
5 achieve on an equal level with others of your ability. I
6 think that's primarily the responsibility of professional
7 educators.
8 The one other point that I'll mention in
9 regard to this question that I do not -- I am not pleased
10 with where we are, and that is the attitude of many people
11 in our country, both inside the schools and outside the
12 schools, that seem to refuse to believe that children with
13 handicaps, children of the minorities, children of economic
14 deprivation can achieve to the degree that others can achieve.
15 And I think that's a cause for our setting low expectations.
16 It may be inbred in us from the beginning of our country
17 that if you have certain deficiencies that limits your
18 ability to achieve. I don't believe that. I have seen
19 through programs designed to bring about mastery of any
20 particular subject or concept that whether one is poor or
21 rich has little to do with whether you achieve that, provided
22 the instructional program and other things are proper.
23 But it seems to me that that's one area where
24 in regard to this issue that we need to find a way to
25 encourage teachers to believe that a high percentage of

the young people they come in contact with can learn, to cause superintendents of schools or principals and school board members and the public in general to believe that whether or not you come to school without any socks on has little relationship to whether you learn to read, whether you have one parent or two has little relationship on your ability and your capability of learning to read. But I'm afraid that's an area where we still want to try to deal with variables we cannot influence, and that takes away from time we could devote to variables that we could influence that would have some impact on that person's ability.

I'm going to switch now to the other question, defining problems which must be faced and overcome if we are to successfully pursue the course of excellence in education.

And I know my time is about up, and I'm about half through what I wanted to say. I'll try to pick it up a little bit.

I think the number one thing that I would mention in regard to what we should do to pursue a need -- an area where we need to pursue excellence, set the course of excellence, and that is the general support of public education going back to the comments of Jefferson, and I want to read to you just one or two others from some other

1 Presidents, because we always hear that one from Jefferson,
2 about the importance of education.
3 Abraham Lincoln recognized the importance
4 of quality education. Lincoln said, "I view it, education,
5 as the most important subject which we as a people can be
6 engaged in."
7 President Franklin D. Roosevelt, "What our
8 schools do may prove in the long-run to be more decisive
9 than any other factor in preserving the form of government
10 we cherish."
11 And President Eisenhower, "Because our schools
12 have shaped the minds and the character of our youth, the
13 strength or weakness of our education system today will
14 go far to determine the strength or weakness of our national
15 wisdom and our national morality tomorrow. That is why
16 it is essential to our nation that we have good schools,
17 and their quality depends on all of us."
18 That last sentence is the thing that bothers
19 me some. We have become so specialized that we each one
20 wonder what is in it for us, if we have good schools in
21 our community or our state and our nation. I don't believe
22 our country was built on that. I don't believe our
23 educational system will remain strong with that attitude.
24 A strong public education system is important
25 to all of us, as it directly relates to our welfare both

in terms of economic and physical. So a number one thing we can do to achieve excellence or set a course for excellence is to promote the idea among business and industry and everyone else that although there might be some specific problems that we don't agree with and there may be some people who have done some things that were not sensible in the past, let's don't throw the baby out with the bath water. Let's improve on what we have and recognize that public education in this country is important to all of us.

I want to make a comment concerning the federal role. I'm a little bit concerned that there are groups in this country who believe that the federal government should have absolutely no role. I was very alarmed when Secretary Bell attempted to move ahead in the area of high technology, to promote technology and computer literacy in our country and the attacks that he had to withstand simply because the feds were involved in this.

I don't want to move to the point, certainly, where the federal government tells us what we ought to do, provides us with how to do it, the funds with how to accomplish it, and then tells us exactly how to do it. That won't work. But neither will a complete abdication of its role.

I don't know whether many people in Washington

1 or New York and places of power realize that when you have
2 four or five hundred school districts in a state, you can't
3 leave the total direction and priority setting to each local
4 district or you are going to be going every which way. And
5 I don't believe that has been very successful in almost
6 any attempts that I know of. There must be some focus.
7 There is a role for the federal government. There are some
8 priorities that we desperately need the federal government
9 to get involved with. And how we can talk about spending
10 the levels of funds on defense that we do and then want
11 to withdraw to the point that some would like to withdraw
12 in the area of financing public education is amazing to me.
13 You know, we see some of the sophisticated weapons we are
14 going to have to operate, you're going to have to have a
15 little higher level than some of our youngsters in our state
16 have, and we need to work on that.
17 But it needs to be supported financially.
18 The federal government ought to choose some priorities such
19 as the effort in foreign languages. Arkansas can't solve
20 that problem alone for our state. Science and mathematics.
21 I'm not sure we can solve it. We'll work on it, and it
22 is our problem, but when a lot of our math graduates go
23 over to Memphis and come to Dallas, I'm not sure that's
24 a local Arkansas problem. That problem needs to be focused
25 on at the national level. We can follow directions, and

we can have some input in which direction we ought to go, but the national government has a responsibility to provide some leadership and some assistance in that area. High technology is the same thing.

I'm concerned with the idea that public education should have a lesser role than it has traditionally had. I'm not speaking against private education. I think it is an alternative that must be available in a country like ours and should be. But I say to you, the masses can only be educated through a public education system. They cannot be through any other system.

(Applause.)

I'm concerned that when everybody I talk to tells me that in many areas of the country the minorities will be the majority in a very short period of time, that we're going to leave the education of those minorities up to some sort of chance. I don't think that's in our country's best interest to do that.

Another area that I think the federal government has a role in and that is to provide equity. You know, almost every court in this land is dealing with equity, and in our state we just had a lawsuit that said our system was inequitable and we've got to do something to change it.

I'm not sure those people who live in Texarkana, Arkansas really feel that they are getting an

1 equitable financial support with those right across the
2 line in Texarkana. I'm not sure that there's equity in
3 McNeil, Arkansas and Andrews, Texas. And I don't know if
4 Andrews is still oil wealthy, but they used to be, and maybe
5 there's some other place or right out here in Richardson
6 or some place like that.
7 Those kids in our state, unfortunately, many
8 of them find their way to Dallas. One of these days we
9 hope, and we find from looking at lifestyles and traffic
10 jams and all that, they are going to be coming back to
11 Arkansas to live because we don't have a lot of traffic
12 jams.
13 So it is not -- It is important that we have
14 some degree of equity in support of education, and that
15 was part of the beginnings of federal aid to education,
16 and we ought not just throw that out because in some areas
17 it went too far. There still must be some help to states
18 like ours from the federal government.
19 And, Under Secretary Jones, at one point
20 I differed with you a little bit. Thirty percent of ten
21 percent isn't what it is in Arkansas. It is thirty percent
22 of fifteen percent, and that's a hell of a lot when you
23 are right down to the bare minimum already.
24 We need financial support for education if
25 we're going to compete with Japan and Russia and all these

other places like we must.

Well, I've done more than my time.

(Laughter and applause.)

I want to make one more comment about another one you made about -- This won't take me 20 seconds -- all the children learn to read but then they don't.

Unfortunately, in some cases, they learn to read at the fifth or sixth grade level, but it takes them to the tenth or eleventh grade to do that, and we need to get it to them earlier so they can take advantage of it in the secondary and college.

Thank you.

(Applause.)

DR. TUXHORN: Thank you very much.

An announcement. Dr. Lamore Carter from Grambling State needs to call his office.

Another chief state school officer that has worked with Dr. Bell, and he's been a classroom teacher, been a principal, been a superintendent of schools, and has been chief state school officer in Oklahoma for quite a period of time. And I'm sure that he's not going to create the stir in coming before you today that Oklahoma is going to create down here Friday night and Saturday. Dr. Leslie Fisher, State Superintendent of Public Instruction from Oklahoma.

(Applause.)

REMARKS BY DR. LESLIE FISHER

DR. LESLIE FISHER: Dr. Tuxhorn, Dr. Jones, distinguished guests at the head table, fellow teachers, I just spent a week with Don in Dallas, and he said more here today than he said all week last week.

(Laughter.)

Don, I enjoyed it. I enjoyed the comments.

And, Gary, you gave us five essentials for a good school. And I'd have to say that in my 30 years of traveling to Washington and talking to people at the national level, I've never had a man from the Washington scene to identify what I considered a sensible or a logical establishment of a good school, and I appreciate that coming from a man at that level, because I believe you know what you are talking about, and that means a lot to us.

But I am a guy from north of the Red River, and we are stressing academics and sportsmanship this year up there.

(Laughter.)

And we'll probably go heavy on sportsmanship this week down here.

I allotted Don some of my time, and I'll get

on to some of the things that I'd like to comment on.

The basics in education in all of my days have never been out of the public schools, never. We have covered the gauntlet from everybody that had a warm body that was able to come to school we've tried to teach, and that meant that all of the youngsters that were at the third grade level might be a sophomore in high school before they could achieve at the third grade level, as Don has just identified. But the basics were not necessarily forgotten as they came through. They just didn't absorb what the teacher was teaching. All the teachers that teach in this country are not the very best.

So, as I visit and we visited last week, I find that all the states in this region are basically concerned about the same thing, and I'd like to go over about four or five things that're being done in our state, and I think they are being considered or being done in most of the region to try to improve the quality of teaching in the region and to tie on to this thing called excellence in education.

Many of the states or working through the institutions of higher education are saying that to get into the colleges of education you have to rate a little higher than you had to rate before on your pre-entry test. If you are going into the college of education to be a

teacher, you must pass a little stronger test than before. I think heretofore in our state if you could get into the school, you could get into education. That is not the case. This is not something that the state board of education has said, but a state law has stated that in our state. But in some of the other states, the state board has taken the position, maybe even the state superintendent has proclaimed that this be done, and maybe even institutions of higher education. Maybe the professional organizations themselves have done this. But this is a movement throughout this region.

So one of the things they've done is said people that go into this will have to have a better education to start with, which, in essence, means they'll have to be a little brighter. So I think we're going to start with a little better type student.

The next thing, before they can be certified in any way, they will have to pass some kind of a competency test, and that is not an easy job. In our state -- again, I think I'm going to say this for all of ours -- if you take a social study test, you have to take a large broad umbrella test to say that you're going to teach in that field. You may take this test after 90 hours. Then if you want to teach American history, you must take -- in addition to the broad umbrella test for social studies,

you have to pass an examination in whatever discipline you are going to teach in.

So this is going to prevent a guy that's wanting to teach in some particular field from just saying, well, I want to teach there and teach, because he has picked up the hours. You can't do that. Now, you can do that with a minor assignment. That means two hours or less. If you've got the hours and you can pass the test, you can do that. But you must pass the test before you can teach. So you'll have to be competent.

In the State of Oklahoma, and I find this to be true, not exactly the same way, in the region, but in our state you must go through an interim year of teaching. You get full pay as a teacher. You have your regular classroom assignment. But during that year, a person from higher education, a principal and a teacher, is assigned to supervise or monitor your work. Incidentally, they are paid to do that. So they meet as a committee and supervise and direct and evaluate your work.

Then at the end of one year -- When you start the first year, this interim year, you are issued a license by the state board. At the end of that one year, if this committee recommends you to the state board for a certificate, the state board will issue a certificate for you to become a teacher. If they turn you down or don't recommend you,

then you will not be certified to teach in the State of Oklahoma.

Now, if you are educated outside the State of Oklahoma and you come in there, then you have to test to do that. Same thing.

The next step we find, and we find -- I think this is across the board in the region.

Gary, think this is something that -- I personally think it is the strongest aspect of what's going on in the region and really around the nation. I don't think it is confined to this region. And that is staff development, and it is mandated in every school in the state. That means every year they have to make some kind of an assessment of the needs and the local school board, the local patrons have to get involved in that and decide what their needs are, and they work out a staff development program. And, incidentally, that staff development program has to be sent in to the state department.

Dr. Tuxhorn was talking to me last evening, and he says, "Leslie, the role of the state agency, the U. S. office and things, this thing of quality control has got to be present."

That's one of the things that they viewed and said we want this to go through the state agency for that purpose only. Normally, your better schools have a

much better program design than we could design in our shop. So we look at it, approve it. It is a formality, and it goes right on out to the schools. Many schools need help. Our state is like Don's. It has many small schools. We have a fairly large staff that goes out and will work with these people.

And, incidentally, we think this has truly increased the skills of the teacher. In other words, if the school is out there and they have a phonetic approach to reading in the schools, we discourage some other staff development program in reading. If they are using the phonetic approach, we think that is the only way they should have their staff development. We will not approve another one unless there is rationale given that's very strong.

And this is basically what we're doing to tie on to the theme of excellence in education.

Thank you, Scott, very much for inviting us down here.

(Applause.)

DR. TUXHORN: We have from Louisiana, Dr. Bobby Gaston, who is Deputy Superintendent of Public Instruction for the state.

Bobby, welcome to Dallas.

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REMARKS BY DR. BOBBY GASTON

DR. BOBBY GASTON: Dr. Jones, ladies and gentlemen, it is a tremendous pleasure to be here to represent Louisiana and to be invited -- for Louisiana to be invited.

I, too, would like to have a copy of Gary's speech. It was a tremendous speech. But, also, it would be a good speech one could plagiarize from in going around and giving other speeches.

I'm glad I didn't have to follow, Don, though. I heard -- It's sort of like being back home in Louisiana. I heard a few amens there. I thought I was back in church there. It is a lot easier to follow the Oklahoma Sooners this week in Texas. Of course, a couple of weeks from now it is going to be tough for you, Don, over here.

I, too, gave up a few of my minutes to Don, also. But I would like to share with you briefly some of the things that we're doing in Louisiana to upgrade and improve education, and we are extremely encouraged by the results, as I think other people are now looking at results in their states.

In the area of student achievement, we, like many others, most others, in fact, have initiated a competency based education program. We tried to make sure that we

1 did certain things. We made sure that we had minimum skills
2 developed at all levels, minimum standards that must be
3 adhered to. The development of curriculum guides. We had
4 43 teams write curriculum guides. 2,000 teachers came into
5 the Department of Education to write guides.
6 We have a basic skills testing program, and
7 the final and extremely important aspect of it, we have
8 a compensatory remedial education part of it. This program
9 was initiated in '79, but we are already seeing results.
10 Last year, we administered the first tests
11 for promotion purposes to the second grade students. 89
12 percent of them passed both parts, the language arts and
13 the computational skills. So we were extremely pleased
14 with that.
15 Each year, we will add a grade until 1992,
16 when we will have a K through 12 situation. Before the
17 test, though, was administered, each teacher in the state
18 had a copy of the minimum standards, the curriculum guides
19 were out, the teachers, the parents, everyone knew what
20 was expected. We, in fact, had a letter from our superinten-
21 dent, Mr. Nix, to all the parents of the second grade children.
22 Rather than start at the high school level,
23 we tried to increase our number of units from 20 to 22 and
24 increase the number of years of language arts, English,
25 at least, to four years of English and three years of

mathematics, which was an increase over what we had had prior to 1976.

To involve the parents, we passed our -- and I brought a little propaganda. I know there are probably no voters, Louisiana voters in here, are there? But I brought a little propaganda anyhow.

Each parent of -- well, whatever grade is applicable, received a copy of the calendar of skills, which they can open up to any page one day of the month, October, first grade, October the 12th, and do some activity that a parent -- maybe with limited education but a parent can do with their child just to let them know that, "Hey, I'm part of this. I want to be with you on this."

So we have this for grades K through four in all the schools of the state, a calendar of skills.

Now, our instructional program, even though it is ever changing, we also felt like we needed to have a program to enhance the instructional level of our educators and enhance their competency. Therefore, we made many changes to improve our programs in colleges of education very much like Dr. Fisher mentioned.

We added the passage of National Teacher's Examination about five years ago as a requirement for certification. No longer would graduation and certification be synonymous. This had the effect of forcing some

1 universities that had been sitting there not doing a whole
2 lot to upgrade their programs or else they would not have
3 students attend their universities.
4 Once our teachers are in the classrooms,
5 they are evaluated through a statewide personnel evaluation
6 system. We tried to develop a unique in-service program
7 that had a mandated in-service program; two days, twelve
8 hours. That program was so successful and the advent of
9 a new program that we were really able to this last session
10 of the legislature repeal the original mandated in-service.
11 We have a tuition exemption program to assist
12 educators in going back to school. In the State of Louisiana,
13 any educator who goes back to school, their way will be
14 paid by the State of Louisiana.
15 We have probably one of the most controversial
16 and most bureaucratic programs that I've ever had to deal
17 with called the Professional Improvement Program, the PIPs
18 program. And, Dr. Jones, you mentioned we need to go some-
19 thing above just the single minimum salary schedule. Ours
20 in Louisiana ended at the twelfth year, and we were losing
21 a large number of educators. So our PIPs program is a
22 five-year voluntary program where teachers who become
23 involved in academic pursuits, mainly, university courses,
24 most of them, or in-service projects will receive additional
25 salary supplements ranging from seven to 26 percent. The

1 average is approximately $2,000 addition for teachers.
2 Those with more experience, higher degrees, they are the
3 ones that receive the 26 percent, and, actually, many, in
4 fact, about 90 percent of our superintendents in our state
5 also participate in this program. A large percentage of
6 our principals participate in this program, and some of
7 them receive as much as $3,700 increase.
8 And, here again, to explain the PIPs program,
9 I have a little handout there, also.
10 We have approximately 79 percent of our
11 educators in Louisiana who participate in the PIPs program.
12 Approximately 42 percent of our educators participate in
13 the tuition exemption program each semester. So we feel
14 like that an in-service program meets the needs of the
15 teachers, the educators, also, based on needs assessment,
16 because each local system has the opportunity to come up
17 with their assessed needs and therefore offer PIPs courses
18 either in conjunction with the universities or their own
19 in-service programs. This enables them to address the
20 needs of their system while compensating their teachers.
21 So we feel like we are trying some new
22 ideas, very controversial, particularly the PIPs, but we
23 feel like we're making progress. The legislature in
24 Louisiana has been very generous to us. However, we are
25 tied very closely to the gas and oil industry, and our

in, it is going to be tough to keep the teacher salaries. Now, we will try to have a pay raise this year for educators in Louisiana. But we've got to get our teacher salaries up. The average teacher salary in Louisiana is $17,200.

So, here again, I had a lot of things that I wanted to say, but Don said a lot of them and Les said some of them, also. I would just like to mention, though, Scott, your letter said this Commission could have a greater impact on educational policy making than launching of the Sputnik, and, certainly, you might be right. We'd like to say to the President that Louisiana believes that he must realize that education is our future. There would have been no Sputnik without education.

Thank you very much.

(Applause.)

DR. TUXHORN: Thank you, Dr. Gaston.

From New Mexico, Dr. Jeanne Knight. She is the Director of Elementary and Secondary Education for the State of New Mexico.

REMARKS BY DR. JEANNE KNIGHT

DR. JEANNE KNIGHT: Thank you, Dr. Tuxhorn.

Mr. Sanchez, Dr. Francis, Under Secretary Jones, and members of the audience, I am pleased to have this

opportunity to address the panel on behalf of the Department of Education in New Mexico.

I'm sorry that Superintendent Leonard DeLayo couldn't be here himself because in his twenty-plus years as chief state school officer in the state, he has gained some valuable insights into the issues facing us in education, both in New Mexico and across the nation, and I'm sure you would have profitted from hearing them. But, as his spokesman, I trust that the views I share with you will be representative of Superintendent DeLayo and other educators with whom I work daily.

Some good news. I'm not from the northeast, but I am from Northern New Mexico, and perhaps I will speak a little more rapidly than my colleagues from the south and get us back on schedule.

(Laughter.)

The letter from Dr. Tuxhorn announcing this regional hearing spoke of unique circumstances in this part of the country which the Commission should take into consideration in developing its final report on Excellence in Education.

I agree, there are unique circumstances in this region. Fortunately, in New Mexico, most of these unique circumstances are contributing to the general good health of education within the state. These signs of

1 good health in New Mexico include, first, not necessarily
2 foremost, but sometimes foremost, adequate funding. When
3 we in New Mexico read about schools in other parts of the
4 country which are forced to close their doors in mid-year
5 due to insufficient funds, we appreciate the foresight of
6 those who developed our New Mexico funding formula, along
7 with added weighting factors for programs which cost more,
8 programs such as bilingual education, kindergarten, special
9 education, where the formula generates enough monies to
10 take care of special populations without the aid and addition
11 of federal funds promulgated by Public Law 94-142.
12 I couldn't let Superintendent DeLayo down
13 and be his spokesperson without mentioning that we do not
14 participate in Public Law 94-142, a fact of which he is
15 very proud.
16 We also feel fortunate in the area of funding
17 to have a supportive state legislature which each year
18 increases the dollar amount for the basic unit in this
19 formula. With the elections approaching, however, we can
20 only hope that this generous support continues after
21 January 1.
22 Also under the heading of good health funding,
23 I must mention our state textbook appropriations. We have
24 adequate support for instructional materials in New Mexico
25 to the extent that some districts can carry over large

amounts. Our current appropriation is $27.00 per pupil to be spent essentially on any material selected by the local district. We don't have a limited list of instructional materials with which to serve the diverse populations that we serve in New Mexico.

Another sign of educational good health in New Mexico is the cooperation among various educational entities to address the concerns facing all of us. One such effort, the Quality Education Project, co-sponsored by the State Department of Education, the Board of Educational Finance, which deals with higher education, and New Mexico State University, has focused the energies of various segments of our state on removing the barriers to achieving quality education. You'll be hearing more about this joint endeavor a little later as an Associate Dean from New Mexico State University addresses you.

We have many more examples of cooperation among these various entities in the state. We have inter-agency projects. We have projects that require the cooperation of higher education and public schools. We don't always agree. We often are faced in a public forum, disagreeing and debating, but after it is all over, we manage to sit down together and get on with the task. We even sometimes sit together at public hearings. So we feel very fortunate to have this cooperative relationship

among all the educational entities in this state.

The third area about which we feel fortunate in New Mexico we read about in the papers a lot. Under Secretary Jones referred to it as discipline. Sometimes it is referred to as violence; sometimes vandalism. Again, when we hear of the plight of the schools in some sections of our country in the big city schools, we feel fortunate. We feel our problems are minor. Even in our state's largest high schools, of which Superintendent Sanchez is very much aware, these concerns are not major. We have them, but they are not of the major proportions that we read about in other parts of the country.

I could go on and on about what is right with education in New Mexico, but that's not the purpose of this hearing. And before I convince all of you to move to New Mexico, let me move to the other areas.

We've been talking about symptoms of a problem this morning. We know about the drug and alcohol abuse problem among our teenagers. We know about the rising incidence of teenage suicides. We know about the rising incidence of teenage pregnancies. We know that we have an alienated youth. We have some alternative high schools, alternate educational programs to serve these needs, and when we see some of these kids who enroll, kids who were on the streets, kids who were drug abusers, kids who were

dropouts, when we see their attitude turn around dramatically once they get enrolled in an alternate program, then we know we've treated the symptom.

But there must be an underlying cause that's even greater than that. Yes, we need to have programs for the kids who are having problems with drugs, for the potential suicides, for the dropouts, for the teenage parents, and symptoms need to be treated just like in a medical case. If the symptom isn't treated, you lose the patient. But that doesn't mean we shouldn't go on and look for the underlying causes, the deeper roots that alienated our youth, that turned them to drugs, suicide, et cetera, et cetera, et cetera.

And I think I would agree with Dr. Jones; you're probably not going to hear a lot new from me. My colleagues have practically said it all. You've read it in the educational journals. But perhaps by repetition someone will get the message and we'll all band together and try to do something about it.

I believe that the causes could be categorized into two categories. You've heard them both today. Number one, the public school curriculum. Number two, the public school personnel charged with the managing and delivery of that curriculum.

When the erosion of public confidence in

these two areas could no longer be ignored, we, like most other educational agencies, took action. In the area of curriculum, we did something very similar to what you've heard some of my colleagues address. We adopted a New Mexico basic skills plan which required students display a minimal level of competency in order to receive an endorsement on their diploma, a gold seal. In order to receive the gold seal, students had to display a minimal level of ability in reading, arithmetic, and writing. They must take a multiple choice examination covering five content areas, five content areas which were deemed important by the citizens of New Mexico; government and law, health, consumer economics, occupational knowledge, and community resources.

They must also display the ability to write, not measured by a multiple choice examination, but by the actual production of writing.

In the area of public school personnel, the State Board of Education in New Mexico in November of 1981 adopted a provision that is very similar to that that you heard my colleague from Oklahoma describe. We adopted -- Our State Board adopted a staff accountability plan with three provisions. The first provision requires that prior to entrance to a college of education, a student must display a minimal level of knowledge, a minimal competency in the areas of reading, writing, and arithmetic.

1 Prior to initial certification, once a person
2 either educated in our institutions within the state or
3 someone who applies from outside the state, before that
4 initial certificate is granted, they must pass a test
5 similar to the National Teacher's Examination that tests
6 a general body of knowledge, plus knowledge in the content
7 area in which that person wants to be certified.
8 The third provision is not adopted yet. The
9 State Board directed the staff of the State Department of
10 Education to look into the essentials of effective schooling
11 that you heard Dr. Jones address to determine can we identify
12 competencies which lead to effective teaching and competencies
13 which lead to effect principalling, if you will.
14 The second question was, if we can identify
15 those competencies, can we include them in a system of
16 staff evaluation. Then, if we can do those things, if they
17 can be identified, if they can be included in the evaluation
18 system, can they be tied to a certification process.
19 And we're in the process now of studying
20 that recommendation to see if it makes sense for New Mexico.
21 These concerns by the public and educators,
22 by the way, over minimum competencies exhibited by students
23 and by administrators and by teachers were real and they
24 needed to be addressed. But they speak to minimum competencies.
25 If successful, they will help to assure -- I won't say they

will assure, but they will help to assure that we don't have students who are incompetent graduating from our high schools and that we don't have teachers who are incompetent entering our classrooms and that we don't have principals who are incompetent entering our principal's offices.

But I would say to you that incompetency is not the bane of our profession. Mediocrity is. This problem is the problem that I see this Commission attacking, the mediocrity.

When I go into classrooms, elementary classrooms and I see students working in workbooks, coloring dittos, with very little intellectual stimulation, very little interaction with the teacher, I ask myself, "Why are we settling for this?"

When I go into high schools and see kids fruitlessly, listlessly leafing through textbooks looking for the answers to the questions at the end of the chapter, I ask myself the same question, "Why are we settling for this?"

I hope that the Commission can help us come up with some answers.

I would agree with Dr. Jones that we do need to take a look at the curriculum of our public schools. I would agree with most of the areas he outlined. I would add one area. I would add the arts and humanities. I would

agree with scientific literacy, the need to address that and improve in that, and the understanding of the process of a participatory democracy that leads to responsible citizenship.

I feel that the arts and humanities address those qualities which make humanity humane, and they should not continue in the present state of neglect, nor should they be left and reserved for the elite few who can afford private instruction.

Our physical survival depends upon a scientifically literate populus who can make informed decisions about such matters as alternative energy sources, an appropriate balance between industrial development and environmental protection, and to deal with the increasing technology of our society. I agree that we need help there.

New Mexico takes great pride in solving its own problems, but, as one of my colleagues said, there are some areas where we can't do it all by ourselves, and I would agree that this is one of those areas, as is the arts and humanities.

The survival of our democratic society requires a greater understanding of the processes of participatory democracy, responsibilities of citizenship, and the interrelatedness of different governments and cultures. And here is another area where New Mexico takes great pride

1 settled on only one task to help us solve, I think this
2 one should be it. This is an area which should be a primary
3 focus for all segments of our society, not just for the
4 educational community, because I've forgotten who I'm quoting,
5 but someone once said education is too important to be left
6 to the educators. That concern is with and for the people
7 who staff our public schools.
8 To guide students through the type of
9 curriculum which truly leads to excellence will require
10 imaginative, inquiring, and inspiring teachers in the class-
11 room; inciteful, daring, bold leaders in the principalship;
12 and progressive, future-oriented movers in the superintendency.
13 The educational profession has never been more challenging
14 to its members than it is today, and, yet, we're faced with
15 a talent drain of near epidemic proportions at all levels.
16 The data are gloomy in respect to the candidates who are
17 applying for admission to colleges of education today.
18 You've seen them. You've seen the comparison of the ACT
19 scores of our college of education applicants with the others,
20 and that's not new. But as someone also alluded to, the
21 doors are open now for women and minorities in other areas.
22 The field will no longer be subsidized -- and I may apologize
23 for all the male colleagues. The field will not continue
24 to be subsidized by talented women.
25 Those remaining in the field after four to

1 ten years, again, the data are gloomy. A recent study
2 that was passed around the department shows that those
3 talented teachers who -- talented students who did go into
4 education are the first to leave the field. Their reasons
5 for leaving are depressing and distressing. The reasons
6 these people give for leaving are not always related to
7 salary but for work conditions, teacher burn-out, and even
8 reduction in force.
9 I would really ask the question if the
10 reduction in force policy should be based on seniority alone.
11 I've seen newspaper articles recently where excellent teachers,
12 those who challenge students to the kinds of cognitive skills
13 I've been addressing, had to leave their profession, though
14 they loved it, though the students loved them and learned
15 from them, because the reduction in force policy was based
16 on seniority alone and was in no way related to excellence.
17 I would close -- I probably have taken more
18 time than I intended to -- with this statement. We are
19 a people profession. No matter how good that curriculum
20 is that we revise, and I would suggest to you that we need --
21 in making this curriculum more challenging, we need to do
22 more than simply add on to the graduation requirements.
23 I wonder if adding one more unit in math or one more unit
24 in the arts and sciences or one more unit in whatever will
25 really achieve the excellence we want it to achieve. I

wonder if a better approach wouldn't be to determine what it is that students need to know to be excellent and require that they demonstrate that knowledge and those skills rather than simply acquire another credit on their high school transcript. But that was a little aside.

Back to my challenge. Without the creative, intelligent, questioning, feeling people in the field of education, our national pursuit for excellence will again fall short of its goal.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Dr. Knight.

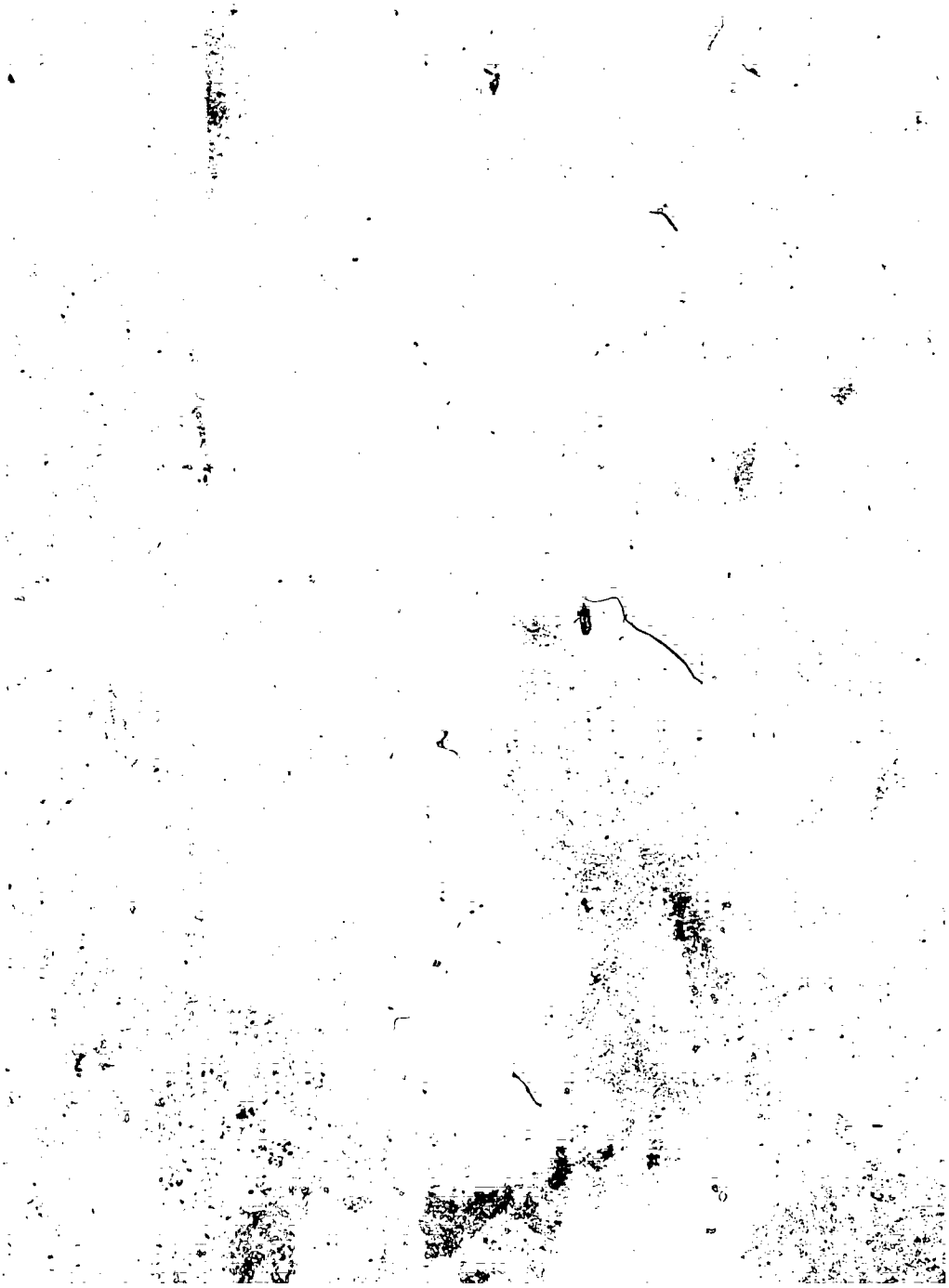
From the Texas Education Agency, Mr. Charles Nix, who is the Associate Commissioner of Education.

REMARKS BY MR. CHARLES NIX

MR. CHARLES NIX: Thank you. Dr. Tuxhorn.

I would like to first take the opportunity to second your warm welcome to Texas and to Dallas for our Commissioner of Education, Raymond Bynum, and he extends that to those of you from other states as well as those from our state here, and we're very pleased to have you here at this very important meeting.

Mr. Bynum's schedule permitted him not to



be able to attend this meeting, which he felt is important, and asked me to represent him.

I would like to comment on two areas that are the major topics of today's session and to reflect to Secretary Jones our appreciation for your comments and your very cogent remarks and to Dr. Sanchez and Dr. Francis a number of comments that we think are very important in Texas.

Let me start with talking about some of the kinds of things that we see have been major social changes that have impacted student achievement in our state over the past quarter century, in fact, in the nation, if not in the world.

It seems that back in the late '50's with the Sputnik interest and the increased emphasis on development of talented students there were very heightened expectations and a great deal of heightened motivation on the parts of students, parents, governments at all levels, as far as the importance of developing the talents that our students have. I think that we have to keep in mind that we're comparing now the quality of education with that very heady time in our nation when there was a lot of interest and a lot of concern about our keeping up with some of our competitors.

Schools since that time have been asked to take on a great deal more functions, a lot more things

than education over time because schools tend to be receptive to this, and we do take those on. There's been an increase in minority children in our schools, children from low socioeconomic status families. This has expanded radically, particularly in our part of the country. I would note in Texas that during the last year, of the 36,000 students increased enrollment in grades K through 12, five-sixths of those were Hispanic students and one-sixth were Asian students. There were no increases in the numbers of white students or black students in Texas schools over that time. We predict that by 1990, a preponderance of our students in grades K through 12 in Texas will be students from minority groups, Hispanic-American, black students, Asian students, perhaps some others as well.

The extension of the opportunities for education, which was a very necessary thing and a very welcome thing to all of us, seems to have carried with it, though, some expansion of the standards expected for students in a downward direction. As we made it possible for students to stay in school longer and to encourage them to stay there, we sort of pulled the bottom rungs of that ladder down, and as a result of pulling the bottom rungs, we probably pulled some of the upper rungs down as well.

We have many students from single parent families who have a difficult time surviving in school,

and we tried to accommodate them. Now we're trying to recover from some of that expansion in that direction.

It seems to us that another very important social development over the past 25 years, if not longer, has been our movement toward an information based society. Some experts tell us that we have moved out of the industrial society, even the post-industrial society, and now a large majority of our work force are employed in things dealing with information, not with actual production of raw materials or manufactured goods. The last figures that I heard were about 80 percent of people are employed in something other than production of goods in our society.

We have to be careful and watch for the expansion of media, in particular, television and the impact that the amount of time spent in television -- that students spend before television sets, as well as acknowledge the fact that television sets do teach students various kinds of thing. They teach them different kinds of values. They teach them different kinds of objectives, in some cases, from what we're attempting to do in school. Some observers even note that it tends to create a passive kind of response rather than an active initiating kind of learning or doing anything on the parts of students.

I feel that another area that has been very important over the past 25 years or particularly since the

Second World War has been the change in the relationship between emphasis on rights and responsibilities. Expectations for the good life have risen. There has been more emphasis on the parts of parents on the recreational aspects of life. Enjoyment, fun have been very active key words in terms of our value system. Much of this, of course, has led to drug abuse, alcohol abuse, because of frustrations that people have and the feeling that they tend to be cheated because they are not getting what they ought to have.

Another observation that I would make about the social structures changes is what we read about the deterioration of our so-called infrastructure. In U. S. News & World Report, there was recently an article that it will take about two and a half trillion dollars to restore our highways, our dams, our sewer systems, our waterways, our city streets, our public buildings to the level of quality that they had been several years ago. With the additional observation that while several years ago we were spending about four percent of our national product on the upkeep of our infrastructure, in recent years we've been spending about two percent, and we have to do something about that.

The reason that seems to be an issue is that it's competition for funds for education, because much of that infrastructure cost comes from state and local

1 sources.

2 There's been a great deal of concern about

3 the so-called decline in the quality of education,

4 particularly in the public schools. We hear that approxi-

5 mately two-thirds of our citizens who are asked say that

6 they feel that the quality of education is declining. We've

7 had a lot of private school enrollments and that sort of

8 thing, as some of the kinds of things that are social changes

9 occurring in our society.

10 It seems that one of the last social changes

11 I would like to mention, and it relates to some of the things

12 I'd like to suggest that the Commission take consideration

13 of, is what I would call the reduction of the competitive

14 attractiveness of teaching as a career. Year by year,

15 teaching as a career has become less competitive. You've

16 heard other speakers mention that. It has been mentioned

17 by almost everyone who has spoken today, and I think it

18 should be mentioned because it is one of our major concerns

19 of getting those kinds of trained and qualified people who

20 can staff the schools and bring instruction to our students

21 in ways that make sense.

22 Let me turn now to a few observations about

23 some of the kinds of things that it would seem that from

24 our perspective in Texas would need to be done to move

25 toward and continue to move toward excellence in education.

And I would like to underscore, I think, as Dr. Sanchez said earlier, that he sees a lot of excellence in education, but it is in some cases sporadic and in some cases it is here and there. It is not everywhere like we would like to see it be. But there are definite instances of it that we ought to capitalize on.

I'd like to talk not only about problems to be overcome but challenges to be taken, opportunites to be taken, risks to be taken, if we are in fact to move and to continue to move toward emphasis on excellence in education.

Point number one I would make is that without losing emphasis on the remedial needs of disadvantaged students, we must place emphasis upon developing the talents of our more able students. This is as it was back in the NDEA days, the Sputnik days. We gave emphasis then. We've come around full circle and are perhaps moving back to that. Some people even talk about NDEA II now. It is being talked about in some Washington circles. I'm not sure which ones they are. It is those people in Washington are talking about it. But there seems to be some great emphasis among some legislators in that respect.

A second point I would make is that we have to find ways to raise the expectation levels of students of both low ability and high ability. You've heard this

1 point mentioned a number of times. But it seems to me we're
2 not talking only about the students themselves; we're
3 talking about their parents and their support of the school
4 system. We're talking about teachers' expectations in terms
5 of their willingness to assign homework and to individualize
6 instruction. We're talking about administrators' expectations
7 in terms of the kinds of requirements that they set for
8 students to complete in school; not only time on task but
9 intensive time on task; not just adding more courses but
10 beefing up the courses that we already have.
11 A third point that I would make is a very
12 critical challenge for us is to attract able young people
13 to enter and remain in teaching. This has been commented
14 upon a number of times. I would underscore it. The
15 competency measures that have been going on in a number
16 of other states are also under development in Texas, salaries
17 that are competitive, ways to hold good teachers.
18 I would comment as a side issue that we
19 recently have conducted, in fact, we're now completing
20 a study of teacher availability in Texas in which we talked
21 with a number of teachers about what they saw as problems.
22 They said salary is not the only problem. It is the image
23 of teaching and teachers, and that many teachers would work
24 for less money if they could also have the satisfaction
25 of being respected in their communities. But if they feel

they have neither of those, then there's no incentive for them to stay in teaching and they tend to go somewhere else where they can feel treated with respect as human beings.

A fifth issue in terms of promoting excellence is that somehow we must harness technology in the service of effective instruction to extend the skilled teacher, and it seems to me this means not only in the classroom but all the technology and the media and the information services somehow that exist in the whole culture in which the student lives. The government doesn't have too much control over those, and we like to think of the private sector handling that. But somehow we need to influence that to make that kind of education complimentary to what we're attempting to deliver in the public schools in formal instruction.

A sixth point that I would raise, and no one has touched on this and it seems to be very important, is that over the past several decades we have advanced enormously -- I say "we" -- the people that do the research -- in the knowledge about how the human brain works, how it develops, how it learns, and it would seem to me that if education is anything, it is a conscious and deliberate attempt to shape the working and the development of the human brain towards certain kinds of objectives. We've talked about what those objectives should be and the kinds

of things involved in those. The importance of the right stimulation at the right time and not stimulating the growing child at the wrong time when the brain is developing, and the fact that certain things once passed, certain opportunities once passed are never recoverable for certain students, somehow, we have to get this information, this knowledge in the hands of people who practice the profession of teaching out in the schools across the state.

We talk about kindergarten forward. We've talked about kindergarten through 12 and kindergarten through post-graduate. We certainly need to think about birth through kindergarten as well if we're going to capitalize on the research in the development of the brain and the kinds of things that get set.

The seventh point that I would make is -- It has been made a couple of times. I'll just mention it in passing -- is that we need to give local school districts more authority and responsibility and hold them accountable for student achievement results, not so much for their processes but for the definition and acknowledgement of the kinds of results they are attempting to achieve and the ways to find those, reducing regulatory constraints, giving them freedom to move.

Point number eight, we would hope that successive federal administrations -- whether Republican or

Democratic, changing back and forth or whatever parties might come into power, would find ways to maintain continuity in the federal role and not to change whenever there are changes in administration. I'm not suggesting that they do always change, but the more continuity we have there, the better help we can expect from federal sources.

The ninth point that I would make is that somehow we must raise the image of public school education at both the elementary and secondary and the higher education level. I'd suggest there are a couple of things that need to be done to do that. First of all, we must define the curriculum for now and the future so we're all talking about the same thing.

Secretary Jones, you said this morning what is excellence, what is quality. That's a very important issue, because if you're talking about one thing and I'm talking about something else, we might come out with quite different notions about whether or not schools in fact are operating on a quality basis.

It seems to me another portion of the whole issue of raising the image of education, if we're not going to do that in some false, public information, Madison Avenue way, is that we must find ways to get the quality of education issue onto a factual basis. Too much of it has been done on an emotional basis of yes, you did, no, I didn't

sort of thing and without facts to back it up. Will Ro[illegible] once said, "Things ain't what they used to be, and the[illegible] probably never was." And that's the kind of basis that sometimes we talk about, whether or not the quality of education is declining or increasing or staying about the same.

It seems to me we have to develop information systems, measurement systems, about students, about teachers, whatever the case might be that would tell us where we have high quality and get that information to our public where we're lacking in quality so we can do something about it to change that and put the whole thing on that factual kind of basis.

The last point that I would make as a tenth suggestion is that somehow we must find a way to reach public consensus, not through law, not through regulation, but probably through what some people call jawboning at the federal, state, and local levels, that education is much more than just what students are faced with in school. Parents, as teachers, are part of it. Television time related to school work is part of the student's total education development, part of that brain that's developing somehow. Parents reflecting the value of the school. How many times do students see parents sitting reading a book rather than thinking about how they can go on a fishing-

trip or use their camping wagon or whatever the case. Parents, community and the school communicating.

As Jeanne indicated, the problem of mediocrity seems to be one of our major ones.

Dr. Roberts referred to two of my favorite people, President Jefferson and President Lincoln. I'd like to close by quoting another person whom I have a very great deal of regard for, Peter Drucker, and his book The Changing World of the Executive. He said, "The biggest infrastructure challenge for this country in the next decade is not the billions needed for railroads, highways and energy. It is the American school system from kindergarten through the Ph.D. program and post-graduate education of adults, and it requires something far scarcer than money, thinking and risk taking."

Thank you.

(Applause.)

DR. TUXHORN: We, in the Department, really do appreciate you representatives from the state agencies, because we know that you are very busy. You have many obligations. But we are very concerned, following Secretary Bell's lead, as to what kind of input we can give to the Commission in really improving education, and we think that we've got the expertise of people in our region that education can be better because we are holding this hearing

here today.

As you note, we do have a court reporter. Any of you that might want a record of this afterward, you see her. She will make the arrangements with you. We wanted this so that we would have something to provide that's not our words. It is not expanded by us. It will be directly as you have made the contribution to the Commission.

We will now start with those people who have registered to make a presentation. We ask that you come up. And I will be keeping time. I think each of us here are professionals and know why we need to keep time so we can keep pretty well on track.

We have two people that are going to be sharing 15 minutes from the Little Rock Public School, the superintendent that has just taken over in Little Rock, Dr. Ed Kelley, and Dr. H. B. Williams, the Assistant Superintendent at Little Rock.

Gentlemen.

REMARKS BY DR. ED KELLEY

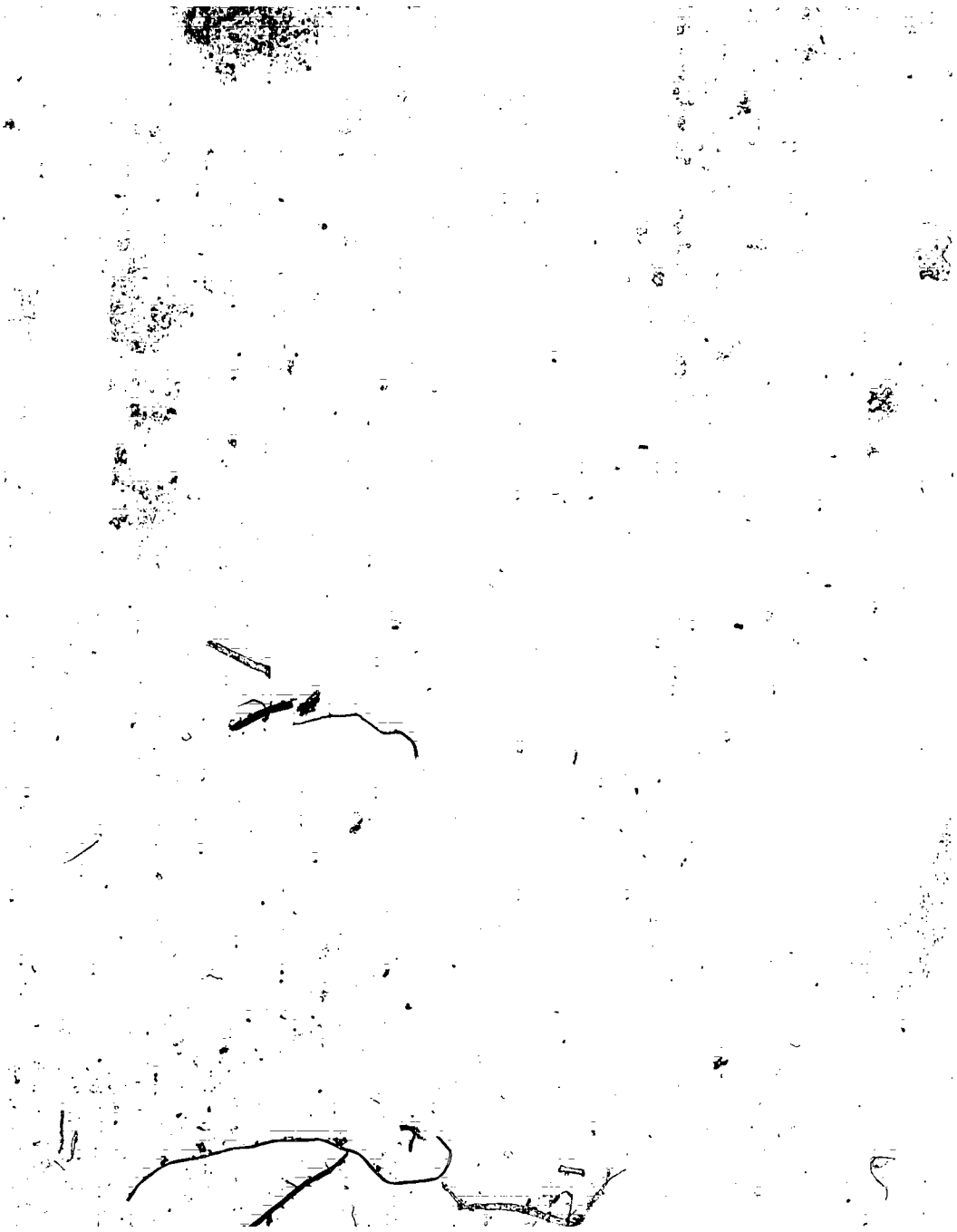
DR. ED KELLEY: Dr. Tuxhorn and Mr. Under Secretary, President Francis and Superintendent Sanchez, as a practitioner in education, I am pleased to have the opportunity to participate in the national effort to

determine strategies to enhance excellence in education.

The regional leadership is to be commended for its efforts to include LEA's in this important and deliberative process.

It is very important and very clear to most of us who work in education that excellence has always been a standard held in high esteem. In most instances, our daily lives are consumed by our thoughts and actions to help boys and girls derive the utmost from schooling at the highest level of quality that is possible. Although we have been persistent in our quest for excellence through education, we realize that we have not been as successful as we or the public judge ought to be. This shortcoming has subjected us to a public reaction that has not been totally positive. Reports of all kinds inform us that our status as professionals has fallen to an all-time low. An erosion of confidence in our ability to educate our young, while discouraging some, has made others more determined than ever before.

It is not our intent to concede to the myriad of obstacles we have faced in the past and will face in the future in our pursuit of excellence. It is obtainable. This has become even more evident since the advent of aid and collaboration among federal, state, and local entities concerned for the improvement of public education. It is



that foundation which has influenced by perspective on the topics being addressed here today.

During the last two and a half decades, the society has been impacted by a number of initiatives to redistribute goods and services to the interest of promoting equity. In retrospect, a number of those initiatives have helped schools and communities to do more to influence positive movements toward the generic goals of education. Undisputably, today we are closer to implementing universal education than any other time in our existence.

In addition to educating more people, more is offered to those being educated. Not only has our academic literacy improved, but so has our political, economic, and social literacy. Formal schooling has served the nation well.

In 1957, the nation moved forward with deliberate speed to effect integration. This broad social goal was advanced through the public schools. The prevailing notion being that if all people could be educated to appreciate the racial diversity within our nation, the country would prosper.

Twenty-five years later, the results of that initiative are mixed. Many in the larger communities have become disillusioned with the costs and sacrifices required

more often confused. Consequently, there is reason to suspect these events as contributors to the decline in math and language skills. Professional and popular magazines remind us frequently that Johnny can't read.

In 1964, the Congress and the President declared a national war on poverty, with a specific intent to improve the quality of life for all Americans. This initiative generated more federal initiatives that impacted the operations of schools and shows some evidence of affecting school achievement. Social scientists influenced by the family effects built a convincing case that family characteristics such as race and social classes were primary influences upon the school's success with children. In response to these findings, schools, districts across the nation engaged in experiments and projects to offset these effects. Adult education was made available. Food was made available. Tutoring was made available, and opportunities for improvement of professional knowledge were made available.

Collectively, these and other responses seemed to positively influence school achievement. However, the report of SAT scores dampened our confidence that we were on the road to recovery. Since that time, a closer analysis of declining SAT scores has shown us that there are multiple influences on SAT scores.

An increased emphasis on the opportunities

for females has helped to influence a change in the traditional family structure and relationships. Women in greater numbers are pursuing professions other than those in which they have traditionally worked. Some are in the building trades, engineering, medicine, law, computer technology, and basic science research. Their preparation for these professions has been less of an issue than the opportunities available to them after they are prepared.

More recently, schools have led the way in helping the nation change its attitudes about the handicapped. The advent of Public Law 94-142 provided assurances that helped the handicapped get the attention they deserved and, more important, the education they need to make their contribution to our society.

What I have pointed out is but an illustration of the many social changes that have influenced student achievement. As many of us know, along with the changes come problems that still need attention if we are to ensure excellence in education.

Foremost on the extensive list of problems that may stall the acquisition of excellence has to be the growing public sentiment that calls for basics and calls for censorship. The problems inherent in that manifestation of frustration are clear. For example, a curriculum that is too narrow portends to limit possibility of preparing

students for the knowledge and skills needed to interact and compete in the international market. To that end, school districts must re-examine their curricular offerings to ensure that while local community needs are being met, this does not happen at the expense of national needs.

Secondly, the economy has to deve[illegible] such a manner to reaffirm that successful schooling [illegible] translated into successful jobs that can be translated into successful lifestyles. The economic condition of the nation is one of the litmus tests of our veracity as an institution.

Third, we must redefine our terms of quality. Quality must be redefined to indicate on how well schools meet the needs of all students and not how well they meet the needs of just a few students or how they treat all students alike. Quality must be defined on how well students perform after leaving school and not just how they perform while they are in school.

We must define quality to the degree of including students in the total operation of the school district and not to exclude students. We must define quality in some other means other than through courses taken or through course content. And accreditation must be given to schools based on how well they meet the needs of students and not how well they are like all other schools.

Finally, if excellence is to be realized,

the problems of preparation for the teaching profession has to be addressed. A long-term commitment must be made to help higher education and public schools improve knowledge and practice. If we neglect this important area, we run the risk of allowing the excellence we desire to allude our grasp.

Thank you very much.

(Applause.)

DR. TUXHORN: Dr. Williams. Is Dr. Williams going to come up?

Going to pass? All right.

Dr. Donald Ferguson, Associate Dean, College of Education, New Mexico State University, from Las Cruces.

REMARKS BY DR. DONALD FERGUSON

DR. DONALD FERGUSON: Gentlemen of the panel, my comments will be directed to the second issue on which this hearing focuses, problems to be faced and overcome in order for excellence in education to occur. I will report on a project in New Mexico which gets at this issue, at least as it applies to our state. Materials from the project, which is entitled "Quality Education in New Mexico," have been made available to you.

This concentration on quality education began

concertedly and systematically on a state-wide basis with a conference held in June of 1981. The meeting was co-sponsored by the Board of Educational Finance for Higher Education, the State Department of Education, and New Mexico State University, where Dean David Berne and I in the College of Education served as coordinators of this project.

The conference was held on our campus in Las Cruces. More than 150 participants attended. They represented decision making groups having influence on both public and higher education in the state. Included in the membership were representatives of the following interests: Parents, industry, the military, students, state government, lay governing units for education, professional education associations, and professionals from every level of the state's educational system. The membership comprised a huge task force.

We refer to that meeting now as Conference One since a similar session, a continuation with principally the same participants, was held a year later in June of 1982, and so it became Conference Two.

In Conference One, the participants spent two days identifying what they considered to be the most critical barriers or obstacles to quality education in New Mexico and making recommendations. It was, in brief, a problem definition session.

After the conference, barrier statements, and there were many, were condensed into eight broad categories. Then the 700 plus recommendations for improvement which the participants had made were combined and rephrased into about 100 items. These categories and items went out in questionnnaire form to approximately 5,000 citizens in the state. On the basis of returns, we felt we had at least a reliable estimation of priority concerns among our citizens.

The results of Conference One and its follow-up survey are included in the document you have before you entitled "What Selected Groups of New Mexicans Are Saying About Education."

Briefly, the most critical barriers to quality, these are variations on a familiar theme, were as follows, in the order of priority determined by the survey results:

One, some public school curriculur and instructional programs and practices are inadequate. The major concern was for more emphasis on writing, speaking, and study skills at all levels of public schooling and in all content areas.

Two, current university training programs for teachers and administrators leave some graduates with inadequate preparation. Here again, the call was for basic skills proficiency and, in addition, for standardized testing

of teacher competency.

Three, public school funding is inadequate, especially to provide competitive, attractive salaries for teachers and to keep class size down.

Four, communication, cooperation, and understanding among citizens and professionals is lacking. Schools and parents need to communicate more and better. Institutions and agencies at all levels likewise need to contact each other more effectively.

Five, public school policies and goals sometimes leave much to be desired. For one thing, and it was a clarion call throughout Conference One and its follow-up, teachers, parents, and administrators must expect more from students and students must expect more from themselves.

Six, policies and goals at the state level or likewise left wanting. Minimums are too minimal. For instance, high school graduation requirements must be stiffened.

Seven, higher education policy with regard to rules, regulations, and procedures are confusing and tend to lower quality. Technical vocational education is under emphasized. Quality instruction in the colleges is not assured nor adequately rewarded on a par with other faculty activities such as research, and advisement.

particularly with freshmen, is insufficient and ineffective.

And, lastly, the amount and distribution of funds for higher education are inadquate to meet educational needs. For example, greater funding is needed for student scholarships and for making salaries competitive in order to attract and keep quality faculty.

The findings can be seen in terms of interconnected themes. The strongest of these is that competence in the basics must be at the core of education at all levels of public and higher education. Teacher education is definitely included.

The basics in our project appear to include reading, writing, math, problem solving, and study skills. The data suggests that this is not a back-to-the-basics theme but a build-upon-basics theme. By way of example, one of the recommendations from Conference One that drew high state-wide support in the survey was to reduce curriculum only to the basics. Our citizens do not wish to go that far.

As mentioned in the first theme, quality will be enhanced by instituting greater expectations for students in teacher education. The core of such expectations here again includes emphasis on the basics. This emphasis on improved teacher education constitutes a second theme.

A third theme [illegible] recognition

given to the need to commit more human and material resources to the effort to improve quality. This theme is reflected in recommendations to improve faculty salaries in public and higher education and to reduce class size by hiring more teachers. Support for more counselors and advisors at all levels was also given.

A fourth and final theme, effective communication must be established.

Priority recommendations from Conference One constituted the starting place for Conference Two this past summer. This time, the participants agreed upon action steps to be taken toward quality. Each step was classified according to the legally appropriate governing unit for taking such action. The work of this conference is reported in the second publication before you entitled "Designs for the Future Quality Education in New Mexico." You have an advance copy from the printer's mock-up. The publication will be out next week.

You will note there are lists of concrete suggestions for actions to be taken by local school boards, by the State Board of Education, university boards of regents, the Board of Educational Finance, the Legislature and the Governor.

You will also note that on many of the action steps the participants called for immediate attention.

meaning this academic year. We are now in the process of divining a dissemination program for our state. We want to share these results in face-to-face situations with all different types of civic and professional organizations. Our planning committee or representatives from it will meet personally with each of the governing units to deliver this year's report of action steps to be taken.

We want to raise the level of awareness statewide about what factors when interdependently orchestrated can lead to excellence in education for the children, the youth, and returning students within our educational system.

And Conference Three, an updating report of progress, is already scheduled for June, 1983, and at this time, we want to commit ourselves to bringing about further changes for improvement besides those already underway. To this end, we will identify appropriate means for carrying the message of change to every source that can help us maintain the momentum generated by this project.

We thought it fitting and worthy of your attention to describe briefly what we are trying to accomplish together in New Mexico. It seems to have a direct relationship to the work of your Commission.

Thank you for your attention, and I hope you find the study of these materials presented to you instructive and useful.

(Applause.)

DR. TUXHORN: Thank you, Dr. Ferguson.

Our next presenter is Dr. Preston Kronkosky, the Executive Director of the Southwest Education Development Lab at Austin.

REMARKS BY DR. PRESTON KRONKOSKY

DR. PRESTON KRONKOSKY: Dr. Tuxhorn, Dr. Jones, Dr. Francis, Dr. Sanchez, members of the audience, I'm here representing the Southwest Educational Development Laboratory, or SEDL, headquartered in Austin, Texas, whose purpose is to promote quality education in a six-state area, including Region VI and the State of Mississippi.

In its 17 years of existence, SEDL has focused on research, development, technical assistance, and information dissemination to meet the educational needs of this area's inhabitants. We have focused particularly on the needs of special populations, disadvantaged and handicapped students, minority students, and women. Our program agenda for the next two years includes research related to educational productivity, language literacy, teacher training, and parental involvement in the educational process, as well as dissemination and service projects in areas including technology, planning, and the basic skills.

I'm here to share with you some of the information our staff has accumulated regarding this region, the problems and trends confronting us in the coming decades, and the implications for the pursuit of excellence in public education, and, finally, the continuing needs of this region's special populations.

The following conditions apply to the states in Region VI. The population has a lower median educational level than national average. The illiteracy rate is higher than the national average. Average expenditure per pupil is lower than the national average. Teacher salaries are lower than the national average. Per capita personal income is below the national average. A higher than average proportion of families have earnings below the low income level. The region contains one-quarter of the nation's native Americans. Three states in the region have a minority population in excess of 30 percent.

These conditions must be kept in mind as we consid[illegible]ial, economic, and technological changes which are [illegible]g educational planning and practice across the nation.

As we all know, two such changes which have already begun to transform the [illegible]rk place, job markets, and education are the growth of information technology and the creation of a global economy. The implications of these

developments for educational practice and for the goal of achieving educational excellence are enormous. If we are to move to the bottom line to the implications for basic student competencies, we find that any current agenda for educational excellence must address the need for language literacy, mathematics/science literacy, and computer literacy.

Language literacy involves reading and writing skills in both English and other languages. The American Society for Training and Development has reported that workers lack of reading ability presents the largest single problem for employers. Many employers, including the federal government, Department of Defense, also are unable to fill a growing number of jobs which require fluency in one or more foreign languages.

Mathematics/science literacy which extends beyond specific content area knowledge and skills to the ability to engage in sophisticated forms of reasoning is an increasingly essential prerequisite for acquiring the technical skills needed for technologically oriented jobs.

Finally, computer literacy is predicted to be a basic requirement not only for a majority of jobs in the future but for daily interactions with the world at large. In Saturday's San Antonio newspaper was a very interesting cartoon labeled "Barry's World." There's a picture

of a man, and I guess that's his spouse, looking at a young child looking at a computer screen, and down at the bottom it says, "Before, it has always been why Johnny can't read. Now it is why Johnny can't program."

On educational researcher has predicted that students who do not have such competencies, who acquire only the traditionally defined basic skills will be as functionally illiterate and unemployment in the 1990's as those who do not possess the traditionally defined basic skills today. This researcher has also identified the scope of the task required of our educational system in order to provide such competencies. He calls for nothing less than a comprehensive restructuring of the curriculum.

My principal purpose here is to identify several major concerns which I feel are crucial to any efforts to restructure educational practice. My first concern is with educational equity. We cannot achieve excellence without equity. While some people may feel that equality of educational opportunity is a concern which was addressed adequately in the past two decades, our work at SEDL tells us otherwise.

Our most recent survey of educational stakeholders in the region reveal that equity and attention to special populations remain major educational concerns in the 1980's. These concerns seem even more relevant when

we consider that computer literacy is predicted to be the great economic and social divider of the coming decades, and that, although about half of all school districts now provide students access to some kind of computer facility, the number of microcomputers in schools drops as the poverty level of the schools increases.

We must also address the fact that mathematics and science classrooms tend to be the first to get computer assisted, computer oriented instruction, and that these areas of mathematics and science still are most heavily populated by white males.

In 1982, SEDL hosted for the National Science Foundation and for the Department of Education's Office of Educational Research and Improvement two regional conferences on science and engineering education. The major concern expressed by both presenters and participants at these conferences was the continuing need to attract women and minority students into mathematics and science courses and careers.

Demographics alone indicate we cannot expect white males to supply all the science, mathematics, and engineering graduates this country needs.

A second concern relates to the need for recruiting and retaining effective teachers, which involves improving teacher education programs, retraining teachers

to upgrade their skills, and increasing salaries and incentives. In discussing the need for a technologically related curriculum, a researcher states, "The hard reality is that technological relevance requires educators to restructure the curriculum to provide skills that most educators do not have themselves."

However, the problem is even larger than that, for in many cases, we do not have enough teachers to manage even the current curriculum. The number of teacher graduates in the South and Southwest has declined steadily since the 1970's, and southwestern states, along with the midwest, are reporting the highest levels of teacher shortages. More than one in three Texas teachers surveyed in 1980 were considering leaving teaching, and recent studies indicate that those who leave teaching often are the most academically able. Teacher shortages are most acute in mathematics, science, and technical areas.

Recruiting and retaining teachers, providing the incentives and training necessary to implement a curriculum relevant to the 1980's and beyond speaks to a third and larger concern, the imperative for adequate financial support, including substantial federal support for public education. This imperative, which seems self-evident to those of us working in the education profession, also is endorsed by the American public. In the most recent

1 Gallup pole regarding public attitudes toward education,
2 public school education topped the list of areas which
3 respondents felt should receive increased federal funding.
4 My final concern relates to the need for
5 a continued role for long-term institutionally based
6 research and development within the educational process.
7 In a time of massive change, such as we face now, educational
8 R&D is needed to keep the important issues before us, to
9 provide a sound information base which will facilitate
10 planning and decision making, to test alternatives, and
11 to keep change in perspective, to link past, present, and
12 future.
13 The danger is that with major economic demands
14 and limited resources educational R&D will be considered
15 an unaffordable luxury rather than a necessary tool for
16 reworking the system.
17 In closing, I want to express my appreciation
18 to Secretary Bell for establishing the National Commission
19 on Educational Excellence, to the Commission for sponsoring
20 this hearing and others like it, and to Dr. Jones,
21 Dr. Francis, Dr. Sanchez, and Dr. Tuxhorn for listening
22 to today's testimony.
23 SEDL's most recent regional survey indicates
24 that educational excellence is the most important priority
25 area which the region's stakeholders feel must be addressed

during the next five years. Their perceptions reflect the concerns of American's across the country as noted in the results of this year's Gallup poll that faith in America's future rests more on developing the best educational system in the world than on developing the best industrial system or the strongest military force.

At SEDL, we believe that America can and must strive for excellence with equity.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Preston.

Next is Dr. Gloria Zamora, the Executive Director of the Intercultural Development Research Association from San Antonio.

Gloria.

REMARKS BY DR. GLORIA ZAMORA

DR. GLORIA ZAMORA: Thank you for the promotion, Dr. Tuxhorn. I am not the Executive Director, but I am representing the Executive Director of IDRA, Dr. Jose Cardenas.

Dr. Jones, Dr. Tuxhorn, members of the Commission, and colleagues, I am indeed pleased to be here before you today. The comments that I have prepared

1 incorporate Dr. Cardenas' views but they are my own. And
2 as an educator of more than 25 years who still believes
3 that people of good will and intelligence can make a
4 difference, I am very pleased to share my comments with
5 you today.

6 As I make these comments and as you seek
7 solutions for bringing about educational excellence for
8 all children, keep in mind that it will take public schools,
9 the universities and the colleges, and the public sector
10 working together to bring about the needed changes.

11 I must agree with several of my colleagues
12 who have preceded me. I certainly agree with my colleague
13 from New Mexico that schools cannot bring about needed changes
14 in curriculum if the administration and teaching personnel
15 do not understand change, the change processes, and if they
16 are not adequately prepared and supported. I strongly endorse
17 her position that we must not institutionalize mediocrity.

18 During the last two decades, major social
19 changes have occurred that have significantly affected the
20 delivery of education, and we've addressed some of these
21 issues today. The increase of women in the work force,
22 the increase in the number of female heads of households,
23 drug abuse, teenage pregnancies, the changing immigration
24 policies, recent immigrants, and the influx of undocumented
25 children have no doubt impacted upon the American educational

1 conditions of minority America to the larger society.

2 Minority activists engaged in non-violent

3 sit-ins, boycotts, marches, et ctera, to serve notice that

4 exclusion and oppression would no longer be tolerated.

5 Overwhelming evidence was emerging then that in this land

6 of opportunity all groups were not prospering.

7 In 1964, ten years after the Brown decision,

8 black children still attended segregated schools, income

9 levels for minorities still lagged behind their white

10 counterparts, and the nation's poor were still living in

11 substandard housing.

12 The federal level at that point in time,

13 under the leadership of a strong Executive Branch, brought

14 forth legislation to serve as the tool for equalizing

15 educational opportunities. The era of the '60's and the

16 early '70's was one of prevailing optimism that schools

17 could be reformed and through them we could reform society.

18 Legislative and litigative efforts to protect the rights

19 of minorities complimented the educational reform movement.

20 And, so, finding the states lacking in their

21 protection of the civil rights of minorities and after

22 very careful deliberation, Congress passed the Civil Rights

23 Act of 1964. This was followed by other very important

24 decisions, such as the passage of the Elementary and Secondary

25 Education Act, the passage of the Bilingual Education Law,

the issuance of the May 25th, 1970 memorandum, the Lau vs. Nichols Supreme Court decision, and, most recently, the ruling in Doe vs. Plyer.

The attempt to implement the directives embodied in the legislative and litigative mandates have been met with outright defiance in some cases. In other cases, tactics such as litigation and pilot programs have been designed to slow down the process of the implementation of remedial efforts.

In the 1980's, a sense of disenchantment, however, has begun to set in. Integration and enrichment are not being realized to the degree expected. More recently, a federal withdrawal from the priorities established for minority education is sensed. We see inflation, dwindling school enrollments, in some places, teacher surpluses, increased taxes, lower student test scores.

At the federal level, a once active Department of Justice charged with the responsibility of assuring that school districts receiving federal funds were not discriminating against students on the basis of race, sex, national origin, or handicapping conditions seems to be backing away from this responsibility, thus enciting recalcitrant districts to once more openly defy federal laws.

State enforcement of state statutes protecting children of limited English proficiency is equally lax.

We used to be able to look to the federal level for protection, but now we're not sure what is left. In Texas, the spectrum of educational neglect is documented at one end by the low test scores and under achievement levels of minorities and children of limited English proficiency, and at the other end of the scale, by the gifted and talented who are pushed towards mediocrity. There seems to be a general inability to address atypical populations.

1980, '81, and '82, all minorities in Texas continue to make very poor showings in the mandated achievement testing. Mexican-American students still continue to be retained in the first grade at a rate of 22 percent. They continue to drop out before finishing high school at a rate of more than 50 percent, and enroll in college at the very low rate of 16 percent.

Today, Hispanic enrollment in Texas public schools represents approximately 26 percent of the total enrollment. Blacks are approaching 20 percent of the total school enrollment. Within the next decade, it is predicted that Texas minorities will exceed 50 percent of the state-wide enrollment. We dare not abandon the education of these students.

Just a word about block grants. The block granting of federal funds has resulted in Texas in the following: An overall reduction of dollars; reallocation

formulas have resulted in reduction of dollars to large urban districts with high minority enrollment; block granted dollars went to districts that had formerly not applied for federal dollars. Now, this isn't bad. I'm not suggesting that it is. But it simply becomes an issue of robbing Peter to pay Paul, and I ask the Commission to be concerned about this.

Recent Congressional oversight hearings sponsored by Congressman Don Edwards of California revealed that federal programs that were block granted resulted in students for whom these programs were intended suffering greatly from the lack of the monies.

There are many who suggest that all the federal dollars invested in education have done nothing, that the dollars have been wasted. I would propose to you and ask you to remember this that the federal commitment to education of the past decades has been successful in many ways and that this commitment of the federal government to education must be strengthened, not weakened.

I propose that the federal commitment to education of the past decades has afforded adult minorities the opportunities to become teachers, administrators, policy makers at all levels, researchers, curriculum developers, things that they had never done before. It has created a cadre of education specialists with talent

and skills in bringing about effective educational reform with positive payoffs for students.

I propose that the strong federal commitment to education of the past decades has served to create positive role models for young people, thus giving them a sense of hope that they can build satisfying, fulfilling careers.

I propose that the federal commitment to education of the past decades has served as a stimulus to minority parents to play an active role in the schools, taking part in the educational decisions that affect their children.

And, so, I propose that strong federal leadership is needed if we are to realize the aspirations articulated in the '60's and '70's. The strong executive leadership that President and Mrs. Reagan are lending to fight drug abuse is the exact strong leadership that is needed to bring about educational excellence for minorities and, in so doing, for the rest of this country.

Those of us who are culturally and linguistically atypical have now reached the point in time where we believe that it is neither in our self interest nor in the best interest of this great country to disassociate ourselves with out language and culture, for we bring with us capability in other languages that this country should

use to the fullest.

Dr. Jones and members of this Commission, I would like to ask you to take this message back to Secretary Bell and to the Administration because it is an area of great concern.

The bill that Secretary Bell is proposing for the education of children of limited English proficiency would allow districts to implement any program that they think works. It would approve the exclusion of the native language in the instructional process.

I propose that this is a waste of dollars. We already know that submersion doesn't work. We have decades of negative test results that prove this. We do know that bilingual education when implemented correctly by teachers who are well prepared works exceedingly well.

So I would suggest that this bill be designed in the best educational interest of children and not because of political expediency. If the development of foreign language skills is a priority of this Administration, as you said, Dr. Jones, and not just rhetoric, I propose that Secretary Bell's proposed bill for the education of children of limited English proficiency may contradict this priority, and I would ask him to study that proposal very carefully.

I propose that a philosophy of respect for

minorities, their cultures, their languages, and their potential, a philosophy that is translated into federal policy will help to bring about educational excellence for minorities and for all students.

Just a word about technology. Dr. James Kelley, formerly of the Ford Foundation, maintains that the 1980's and 1990's is bringing about an explosive technological revolution in communication. The 100 channel home microcomputers, the development of software and so forth, he says is just the tip of the iceberg. The delivery of education will change. School expenditures will rise. School districts with high minority enrollment, as was proposed by the previous speaker, these school districts with high minority enrollments are usually the low wealth districts, and they will not be able to keep up with the technology, hardware and software.

The parents of minority students are the ones who are least likely to be able to afford home computers. Education will become more decentralized, and so the disparity between the haves and the have nots will increase.

Dr. Kelley maintains that schools are an industry facing a classic challenge of technological substitution, and the challenge is to understand how schools can perform their vital mission of social integration and

human development while adapting traditional school managements and pedologies to the cost effective technologies rapidly becoming available.

I, too, have reference to the 1982 Gallup poll on attitudes suggesting that this country indeed recognizes the need for education as a top priority.

I would like to make a final comment, and that is that I would urge the National Commission on Excellence in Education and this Administration to provide strong leadership and, as Dr. Kelley says, find ways to combine the equity issues of the '70's with the performance and effectiveness issues and technological trends of the '80's so those whom Shakespeare called "the lesser breeds before the law" will benefit from and not be the unwitting victims of changes in the structure of education and the functioning of schools in the rest of this century.

Thank you very much. You've got a big job.

(Applause.)

DR. TUXHORN: Barbara O'Neal, President of the Texas State Teachers Association.

REMARKS BY BARBARA O'NEAL

MS. BARBARA O'NEAL: Good morning, panel, Dr. Tuxhorn, Secretary Jones, Dr. Francis, Dr. Sanchez.

I am Barbara O'Neal, a sixth grade language arts teacher in Waco ISD on a year's leave of absence while I serve as President of the Texas State Teachers Association. And I want to talk today about a serious problem that needs to be dealt with in the pursuit of educational excellence, and the problem is the student with a disruptive behavior who destroys the learning environment for himself or herself and other students in the class.

I have taught at the sixth grade center for nine years. Sul Ross was created as a result of Judge Roberts' desegregation order ten years ago. We receive students from eight sending elementary schools, and for the first time, they come together in one large group, and then they progress throughout the junior high and high school years in that group.

Our school's population is primarily middle to low to poverty level income. About 60 percent of our students are minority. Of that number, 75 percent of our students are on free or reduced lunch program. We also receive money for Title I reading program, of which about 35 percent of our school population is in that program.

Our school enrollment is around 300, and the basic subject teachers have class loads which range from 27 to 30 students. We're well staffed to meet the educational needs of our students, and if you ask any teacher,

he or she will tell you that for children to learn, not only must a teacher deal with providing for a variety of educational needs for those students, but they also must cope with the students' various emotional needs.

In the time that I've been teaching at Sul Ross, every year I've had at least one student whose behavior was outside the norm and was disruptive to the learning environment for the other students in the room. Usually, the problems were of such a nature that either I had to give a majority of my attention to that student or the disruption would completely destroy the learning environment for the others, which means the other students receive less of my instructional time, or try to find help outside the classroom door to curb or change that student's behavior.

This is a dilemma that many teachers have which creates stress and frustration because there are not the support services there to help the teacher to deal with the disruptive child. And I have seen this all across the state. I'm giving it from my own personal perspective, but last year I traveled across this state and again this year I've been in every area. My problem is not unique to my school.

Some schools have the attitude that there are no problems; therefore, some teachers try to ignore the excessive disruptive behavior as long as they are able

to cope since there is no help for the teacher beyond the classroom door.

At one time on our campus we had a full-time counselor, and then the position was cut to part time. And three years ago it was eliminated because of budget cutbacks. When the counselor's position was cut to part time, each teacher in our building willingly increased his or her class load so a teacher would be free to staff an on-campus center so students with disruptive behavior could be removed from the classroom and placed in a tightly structured and highly productive learning environment supervised by a certified teacher.

When students were removed from the classroom upon recommendation of the teacher and the principal for a specific period of time, which could be anywhere from one day to two weeks, the students went directly to the center at the beginning of school each day and worked on their assignments in individual study carrels, and they remained in that room for the entire school day. The students were taught that they must do their lessons as assigned and when assigned and take responsibility for their actions. In the center, they were cut off from any interaction with their peers and disruptive behavior patterns in the classroom could be broken.

The teacher in charge of the center, along

with the principal, counseled with the students throughout the year, and by the end of the term, the teacher had worked himself out of a job. We had no students in the center the last two weeks of school.

We had this program for two years and through it we were able to change behaviors and the students were returned to the regular classroom, able to work and learn without disruption to themselves and others. The results of having the on-campus learning center were that the students learned that school was important, we cared about them as individuals, and we wanted them to succeed in the schools, and the best part of the program was that it had a carry-over effect.

The first year of the learning center we had about 30 students who were repeatedly assigned to the area. Of those 30, 15 students were severe behavior problems with past records, and this was past records from first through fifth grade, of suspensions, fights, and verbal abuse to teachers. Of those 30 students, we feel that we saved 20 because they remained in school and have not been severe behavior problems in the junior high and high school.

In the second year, we did not have as many severe problems and our success rate was better. Also, word had passed to the incoming classes that if you didn't behave in Sul Ross and do your lessons, you'd be removed

from the classroom and sent to a special center.

The third year, I'm sad to say, we were unable to continue the center because we received a larger number of students and did not have adequate staffing to give up a regular classroom teaching position. If we had, our classroom loads would have been too large and the rest of the student body would have suffered.

As you can probably tell by now, this was a locally funded program, and, quite frankly, the bottom line was we didn't have the additional funds to continue it.

It is the belief and philosophy of our faculty that many problems if not dealt with when they begin to surface in the fifth, sixth, or seventh grades, that the students with disruptive behavior will be suspended and become school dropouts. As a faculty, we've worked very hard to address these problems when they are first manifested. However, since the funding of our program was totally out of local funds and because of cutbacks in other areas, we no longer have a counselor or extra staffing for our center.

Since the classroom teacher does not have a support system, we're unable to work with the disruptive student in-depth to change behaviors. Disruptive students are still removed from the classroom but for very short periods of time, and a constructive alternative program

is not available to them now in our building. These students are not able within themselves to overcome their problems and change their attitudes or habits, and they need help to build positive images and the building needs to be ongoing.

There is a pressing need to give help to regular classroom teachers when a student begins to exhibit a pattern of disruptive behavior. We need a system of identification, an alternative program available to deal with the disruptive student, and funding other than just local funds of schools districts, with teachers, administrators, and community resources available to the students and their families. It is my experience that parents really do care about their children and want them to learn and to be good students, but many do not know how to help their children because of lack of money, experience, knowledge, and confidence in their own abilities. Some parents have had negative school experiences themselves and are school dropouts.

Also, in Texas we have a law that was passed called House Bill 8, which was passed by the '66 Texas Legislature and was a beginning. For the first time, teachers were able to remove a disruptive student from their classroom. But House Bill 8 was not used as many thought it would be because of the lack of disciplinary alternatives;

for instance, on-campus learning centers. And that just points up the fact that a state law or any law or any regulation without local implementation in the classroom is meaningless in the pursuit of excellence in education. House Bill 8 is a beautiful law, but it is without the impact that it should have on the local level.

Another program in the Waco ISD is the Visiting Teacher Program. Not many school districts have this program either. But I want to tell you what they instituted for the first time last year in dealing with truancy.

Maxine Flynn, who is head of the program, talked with the Waco Police Department and asked them if they would help in picking up truant students during the day. The Police Department gave approval for such a program. The truant students are picked up by the police and brought to the visiting teacher office. The visiting teacher office calls the parents, and they must come and pick up their child and take them to school for a conference with the counselor or principal.

In the first three months of this program last year, 217 students were brought to the visiting teacher office. The police say that this has helped to cut down on daytime burglaries, and the visiting teacher's office said it certainly has improved the attendance of those

1 who are truants.

2 But, there again, the Visiting Teacher Program

3 is basically a locally funded program, and it, too, is

4 receiving cutbacks.

5 I'd like to say to the panel today that we

6 must begin to develop a program for the child with a disruptive

7 behavior. We must keep these children in school to reduce

8 the disruption of the educational process and to allow the

9 students to gain insight into the nature of their problems

10 and to provide the schools and the classroom teacher with

11 an alternative to a negative response to intolerable behavior.

12 By pursuing a course in excellence in education and providing

13 for these students, I believe we will be able to address

14 another problem. Eighty percent of the inmates in Texas

15 prisons are school dropouts, and I would dare say that

16 probably a large portion of them had disruptive behaviors

17 in the middle school years.

18 As a teacher, I believe we must address these

19 problems when they are small and on the front end when maybe

20 they won't cost so much and they are not so large. And

21 I ask the Commission in your deliberations to give

22 consideration to the disruptive student and the needs that

23 that student has as an educational problem which must be

24 defined and overcome if we are to successfully pursue the

25 course of excellence in education.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Ms. O'Neal.

We will now take a recess for one hour, starting back here again at 1:00 o'clock.

Thank you all very much.

(Whereupon, at 12:00 noon, the hearing was recessed, to reconvene at 1:00 p.m., the same day.)

* * *

AFTERNOON SESSION

1:10 p.m.

DR. TUXHORN: Ladies and gentlemen, we will reconvene the hearing on Excellence in Education.

I don't think I need to reintroduce the two panel members that are here.

I would like to suggest if there are those individuals that have a hearing impairment, if they would like to come forward or any place, just let us know, because we do have the interpreter here. And those of you that are here, if you know of someone that comes in later that might have a hearing problem, we'd be glad to have them come forward or sit wherever they want to, and we will provide the interpretation for them.

We will continue on now.

Joe Hornbeak, the Administrative Assistant to the Superintendent, Okmulgee Public Schools, Okmulgee, Oklahoma.

REMARKS BY JOE HORNBEAK

MR. JOE HORNBEAK: Let me take this opportunity to thank the members of the Commission, the U. S. Department of Education, and the Region VI staff for allowing the Okmulgee Public School System to participate in this hearing.

In an effort to terminate the assignment of the task of defining problems that impede the pursuit of excellence in education, I consulted four books in that effort. The first book was the product of a Carnegie Commission study and was entitled "The Purposes and the Performance of Higher Education in the United States Approaching the Year 2000."

The Commission alluded to three major doctrinal views regarding the central purpose of higher education. One view was that education should be concerned with a search for and socialization of values, a view supreme in the United States before the Civil War, according to the Commission.

Another view was that education should further the evolution of knowledge and of skill development within the existing society, a view dominant in the past century.

The third view argues that education should prepare the way for or assist the perpetuation of some designated type of society. The Commission identifies this third view as the main challenge to the still dominant view as to the purpose of higher education.

I respectfully submit that public secondary schools also have a responsibility to shape the American society of the future.

The second source consulted for information

relative to the aforementioned concern was also inspired by the Carnegie Commission. A book titled "Small Futures" by Richard H. DeLaun evolved from the Commission's work on children. The impetus for the book was summarized by two comments. The first was made by Katherine Foster Alter and simply concluded that we should be doing -- we would be doing a lot if we could help stop the hurting of our children. A simply summary of the study was that virtually every index of harm to children, from death at birth to poor school performance, from malnutrition to high and low self-esteem is firmaly associated with poverty and race. They further concluded that although for more than a century we have tried repeatedly to reduce the inequities that adversely affect millions of children, we have made virtually no progress in that effort.

The second remark was made by Dr. John Comer. The first question he said is why we Americans have failed to do for children what almost every other civilized nation have done. He meant, of course, our failure to provide to American children as a right what every child in the democratic nations of Europe can take for granted; for example, adequate health care, income supports for parents, and public provisions for child care.

The author went on to state that poverty at birth by no means irrevocably dooms a child of social

judgments of infirmity, stupidity, or demoralization. There are millions of witnesses to the contrary. But it makes all three of these outcomes more likely.

In retrospect, almost every index of physical, human and spiritual harm to children is largely associated with inequalities of income and race.

I again submit that public schools must recognize and eliminate the differential treatment of students based on race and poverty if excellence in education is to be successfully pursued.

The third reference employed in this undertaking was the work of William Wyche and his Theory Z Development. I believe that public school systems may be perceived as productive enterprises and therefore concerned with problems of productivity. According to Witchy, productivity is a problem that can be worked out through coordinating individual efforts in a productive manner and of giving employees incentives to do so by taking a cooperative long-range view.

Are we productive with children who are GT at the kindergarten and first grade level and twelve years later are labeled as LD students? Did we produce a good student if they enter our system at the 87 percentile based upon SRA scores and twelve years later they exit our system on the 65 percentile level?

I would like to think that as a professional we do make a difference; however, our track record perhaps does not indicate so.

William Wyche suggests the principles of trust, subtlety, and intimacy as being crucial to productivity. Can we employ these principles in education? I hope for our sake that we can.

The fourth and last book utilized in the preparation of these comments was written by Richard Bach and was labeled Jonathan Livingston Seagull. A story is told of a seagull struggle to master flight. The only problem was that once perfect controlled flight was achieved other possibilities were realized. In essence, everything as we know in education is a constant struggle for perfection of what we desire to achieve, or does this exist in education? I believe if a vote were taken the answer would be a resounding yes.

In summary, I have attempted to identify four problems which I believe must be faced and overcome if we are to successfully pursue the course of excellence in education. The problems are, again, defined as:

Number one, establishing the role and responsibilities therein for the perpetuation of some type of designated society that is reflective of the pluralistic democratic ideals founded here in America.

Number two, eliminating the differential treatment of students based upon poverty and race while providing an appropriate educational opportunity for each and every student.

Three, I believe that we must accept the responsibilities of being a productive enterprise and be accountable for our products.

And, fourthly, instilling at all levels the need to strive for perfection of the task at hand.

In closing, I believe that we must produce individuals that can go into society and make a meaningful contribution. To be associated with anything less would be contrary to the pursuit of excellence in education.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Mr. Hornbeak.

Dr. James Christian, who is the Director of Secondary Education for the Muskogee, Oklahoma schools.

REMARKS BY DR. JAMES CHRISTIAN

DR. JAMES CHRISTIAN: Thank you.

Dr. Tuxhorn, members of the Commission, you have my prepared text or speech before you, and I guess I somehow feel that I need to say some other things.

1 although I would invite you and request that you read the
2 presentation prepared.
3 As I sat this morning and listened to the
4 five speakers representing their state departments of
5 education, I was somehow puzzled that many of the problems
6 facing these United States was not addressed. As I listened
7 to individuals refer to competency, and all of us are in
8 favor of competency, I hope. As I listened to individuals
9 refer to staff development, I would hope that we're all
10 in favor of staff development. As I listened to individuals
11 refer to the computer age, and I think we all know that
12 computers are here with us now, I was somewhat disappointed
13 that these state school officers did not refer to a basic
14 problem haunting many of the public schools in my state,
15 Oklahoma. And I'm almost sure that these problems are
16 apparent in many schools throughout these United States,
17 for all we have to do is to review the literature.
18 The problem that I think we need to address ...
19 and in no way can we, in my opinion, accomplish or achieve
20 excellence in education until somehow we address the total
21 problem of equal educational opportunity.
22 I think that many of us are of the opinion
23 that we are out of the generation of the '60's and the
24 early '70's and that we have arrived, that things are going
25 well. And I want to refer you, if you would, to what is

1 going on in my district.

2 Since the early 1980's, there has been

3 increased instances of teachers, educators feeling that

4 maybe I don't have to teach the minority youngster. There

5 have been many books that refer to what we call push-outs,

6 and I think as we look at what is happening, the number

7 of expulsions, and I want to call them push-outs, is on

8 the increase.

9 I think another thing that we need to look

10 at is also the concept of, in my district, and I'm sure

11 it is not happening in your district, the increased number

12 of educators using derogatory racial terms. Some of you

13 may look at me strange and say, "Is this happening in

14 Muskogee, Oklahoma?" And I assure you it is, and I think

15 if you would check your district very closely, you would

16 find it is happening also.

17 Just the other day in our district one of

18 our coaches referred to his basketball players, and I will

19 use the term, as "niggers." And these are things that

20 are happening, and I think we need to focus on why it is

21 happening.

22 I think the tone that is set by national

23 leaders, by state leaders, somehow is giving people -- It

24 is the thing -- Let's see. How do I want to say this?

25 People are beginning to believe that I can say these things

and get away with it, that no one is in fact going to question what I say, that no one is going to really care.

I think these are problems that we must face for I'm firmly convinced that minority youngsters and also majority youngsters cannot get the best education possible in an educational environment that fails to stress the basic human rights of the individual. This is happening. The tone set by national leaders, not only by what they say but by what they fail to say, is giving evidence to people to say we don't have to address certain issues.

I was very disappointed the other night, and I'm sure you heard it, when our -- and I'm not attacking the President. I have to assure you of that. But when the President said that we would go -- the Justice Department would look at the concept of busing district by district, looking at what people -- the people living in a particular district, what they wanted, and I assume that if they were opposed to it, then the Justice Department would join suit with the people who were opposed.

In this great country of ours, in this great America, I am convinced that had we put the issue of slavery to the people that the people would have said no, don't get rid of slavery. I'm firmly convinced that it is up to our national leaders, to this Commission, to our state leaders, to bring out the best in all Americans, to challenge

us to live up to those issues, those ideals that are stressed in many of our great documents, in our Constitution, in our Declaration of Independence. I think these leaders and the leaders of this Commission should challenge all educators to produce the educational environment that stresses basic human and civil rights and thus then strive to bring about excellence in education.

Those things were on my heart. I would ask this Commission to please read over my paper, but I had a need to say those things.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Dr. Christian.

Mr. Millard House, the Director of Classified Personnel for the Tulsa Public Schools.

REMARKS BY MILLARD HOUSE

MR. MILLARD HOUSE: Good afternoon.

I must take this opportunity to thank the U. S. Office of Education, the Secretary's Regional Representative, and also the two Commissioners of the National Commission on Excellence in Education for inviting me to appear here today.

I probably would have stayed home, Dr. Francis,

had I known that you were on the panel, because the comments that I had planned on making and that I will make you made this morning. You indicated and you also emphasized that you were here to listen, and if that was the case, I ask you the question now, why did you take my comments?

(Laughter.)

But, seriously, I'm proud to be here today, and I have been asked to define problems which must be faced and overcome if we are to successfully pursue the course of excellence in education, and it is my hope that the comments made to this Commission will be used in the best interest of public education.

The first problem I will define is a greater commitment to public education. It is my opinion that the commitment to public education nationally and locally must be greater if we are to open the door of excellence, a commitment that adequate funding will be forthcoming to local education agencies, a commitment that at the local level will have the resources needed to provide a quality instructional program, a commitment to not treat unequals equal in the allocation of resource materials at the national and local levels, a commitment to the U. S. Office of Education at the national and regional level, a commitment to desegregation using whatever means necessary to achieve it, and a commitment to making education a higher priority in

the administration and the allocation of our national resources.

I truly believe that that's the first step in achieving excellence in education, and that is a commitment, and that's a great step. As of now, I do not see that commitment. I see a regression in the 1980's. I see a big regression. I see a big retreat from the 1970's.

The second problem I will define is parental expectation for children. I have heard throughout my adult life that the expectations of teachers are very critical in the education of today's student. I agree that teacher expectation is very important. But even more important, in my opinion, is the expectation of parents. The product that the schools receive, in many cases, is a direct reflection of parents. Parents can make more effective schools by motivating and helping their children at an early age.

The first step in helping today's child is to turn off the T.V. and deal with youngsters on a one-to-one basis. Parents can help their children by providing a positive example for their children, having high expectations for their children, having a greater emphasis on education and the learning process in the home, frequently assessing the progress of their children, talking, reading, spending time, stimulating, encouraging and rewarding the achievement

of their children.

Parents can make the difference. It all begins with the parents. Those youngsters', even before we get those youngsters, little attitudes and behaviors are pretty well molded. I believe that in many cases we're getting the youngsters two years later than we should, and that opens up the whole field of early childhood education. I think that's something that we need to look at seriously in our pursuit for excellence in education.

A third problem that we must face and overcome is the lack of involvement of parents in the education of their children. We have recognized and accepted the fact in the Tulsa Public Schools that the schools cannot educate the children alone. We must have parental and also community involvement. We have also recognized that we just can't say to parents that you need to be involved. It is a must that we let parents know how to become involved in the educational process of their children.

The fourth thing that we must deal with in our pursuit of excellence in education is teacher expectation of students. Based on research, what a teacher expects of a student will in large measure determine how that teacher will interact towards that student in the classroom. Thus, that differentiated behavior affects the student's self-concept, achievement, motivation and level of aspiration.

High expectation students will be led to achieve at high levels, and low expectation students' achievement will decline, and over time students' achievement and behavior manifestation will conform more and more closely to teacher expectations.

We must face and overcome the problem of some classroom teachers, especially those teachers teaching minority students, of demanding less effort and less work from those students perceived to be slow learners; seating, quote, the slow learners farther away from the teacher, making it more difficult to monitor student behavior or to treat the youngster as an individual; paying less attention to the slow learner; calling on slow students less frequently to answer classroom questions; criticizing slower students more frequently for incorrect answers.

Appropriate teacher expectations are associated with high achieving classrooms. Teachers' expectations must be dealt with not only in public schools but at the teacher education institutions across the nation. And as a former Director of Human Relations for my school district, I truly believe that human relations skills should be an integral part of the teacher education program.

Last, but not least, I believe we must face and overcome the problem of the principal being the instructional leader in the school. We must face and overcome

1 the problem of ineffective administration of the instructional
2 program at the building level. Is the principal the
3 instructional leader in our schools? Is the principal
4 the principal teacher? Is the principal the principal
5 thinker at the building level?
6 In my opinion, today's principal puts too
7 much emphasis on administrative management responsibilities
8 than serving as the principal teacher or the instructional
9 leader of the school. I must admit that the principal must
10 maintain adequate school records of all types, prepare reports
11 for the central office and other agencies to make sure they
12 are satisfied. Of course, the quickest way that a principal
13 can get fired is really letting his budget get out of control
14 or not managing the student activity funds. There's also
15 a responsibility in the area of personnel administration,
16 evaluation of teachers and so on, scheduling and maintaining
17 a schedule, building administration, administering the
18 supplies and equipment within the building, monitoring
19 programs and instructional processes prescribed by the
20 central office, and communicating to the students, staff,
21 parents, and the community, just to mention a few.
22 I realize that the principal is really being
23 torn in a whole bunch of different directions. I realize
24 that. And I realize that this leaves little time to serve
25 as the instructional leader of the school. But the goals

of the school cannot be fully met until the principal places more emphasis on instructional leadership.

In conclusion, I fully realize that the problems that I have identified, a greater commitment to public education, parental expectation for children, a lack of involvement of parents in the education of their children, teacher expectation of students, and the principal being the instructional leader in the school, are not new problems in public education. They are problems that are being magnified by changes in today's student.

It is to these ends of solving the above-mentioned problems that I respectfully submit these comments. And, again, I want to say to the National Commission and also the Regional Representative that I think this is a good idea, and I hope something productive comes from this.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Mr. House.

Dr. Ruby Morris, the Assistant Superintendent for Sub-District No. 1 of the Dallas Independent School District. Dr. Morris.

REMARKS BY DR. RUBY MORRIS

DR. RUBY MORRIS: Dr. Tuxhorn, platform

1 guests, I appreciate the effort that you are taking in
2 getting input from the local level and people in the field,
3 and appreciate an opportunity to give a little input to
4 this effort.
5 I think there definitely has to be a real
6 commitment for public schools or our public schools are
7 indeed in danger. Regardless of how many push-outs we have,
8 and how many dropouts, I think it is tremendously important
9 for all of us to realize that 50 years ago only 60 percent
10 of the school age youth were in high schools; whereas, today,
11 94 percent of those youth are in high school, and we maintain
12 attendance rates in the upper 80's to 92 percent daily.
13 That's a large number of youth in public schools.
14 There are several areas that I feel that
15 have led to reduced school achievement for students, and
16 one of those, the first one I'd like to mention is the
17 continuing reliance of society upon utilizing schools as
18 the major agent for change, correction, or alleviation
19 of major social problems. And it appears to be a problem
20 because as schools take on tasks, communities, church,
21 home, and other agencies and institutions let us do those
22 kinds of things. We are asking children rather than adults
23 in many cases to confront the overwhelming challenges
24 related to social changes.
25 The National Center for Education statistics

in September of 1982 indicated that of the graduating seniors of 1980, 48 percent of those had participated in family life sex education programs. 39 percent of those seniors had participated in alcohol and drug education programs. 13 percent had participated in bicultural and bilingual programs.

All of these are fine programs, and I would not minimize any one of them. But they are programs that require time away from the so-called basic skills for the most part, and as we move in additional programs, there must be some release from other kinds of programs or there is not enough time in the school day to accomplish all purposes for all people.

With the current immigration patterns, most of us have moved away from even thinking in terms of bilingual and bicultural, and we're now thinking in terms of multilingual and multicultural and again wondering how we will take on the educational task for all the children and peoples who are being relocated from around the world into cities, at least like this one.

A second social situation that I think impacts education is that of the economic conditions that impact student achievement. At this point in time, we have many parents both of whom are working in order to stay abreast of the economic inflation, and some of them are not only

1 working one job, they are working two and three jobs between
2 the parents, and they are just not parents at home. And
3 then you have latchkey kids who go home by the millions
4 every day and they are unsupervised, and there's no one
5 there. And we might wish to involve parents more in the
6 educational process, but there are many parents who are
7 simply too tired at the end of the day to invest much more
8 energy in children's education.
9 Too, we are reminded that when we look at
10 the labor market, 51 percent of the labor market today is
11 made up of women and made up of women whose dollar income
12 compared to that of men represents only 59 cents on the
13 dollar of that paid to males, which suggests that most women
14 are in low paying kinds of situations. In fact, when we
15 look at the statistics, we find that of all secretaries,
16 97.6 percent are women; of all typists, 94.2 percent are
17 women; and we look at waitresses, 60 percent are women,
18 and this simply says that many of the parents and the mothers
19 of our children are indeed in low-paying dead-end jobs
20 where they have to handle at least two in order for their
21 families to survive.
22 Another kind of concern that I've had is
23 the disregard that is shown to the valid research findings
24 by not funding the implementation strategies appropriate
25 to implement these research findings. We not only give

court ordered mandates and various legislation that does not help us implement what we know from research as professional educators, but in reality some of the court ordered mandates and some of the legislation actually mitigate against our implementing what we know to be correct. Let me give you one example.

One of the previous speakers talked about the characteristics of teachers that are related to student achievement. Our research actually shows that there are four teacher characteristics related to student achievement. One is high verbal IQ or intelligence on the part of the teacher. Second is related to the college the teacher attended. Third is the expectations teachers set for students. And fourth, the ability to work with particular kinds of students.

We know that and, yet, some of our affirmative action programs, whether it stems from ethnicity or whether it stems from sexequity, fails to take these kinds of factors into account, and where we have the quota game being played, that's not necessarily related to the four relevant teacher characteristics that are highly related according to the research that's published to student achievement. And this is not to say that we should not have equity for all groups. I'm a firm believer in affirmative action. I'm a firm believer in equity for all.

But I do not think that we can sacrifice competency to achieve equity and still expect our children to be high achievers.

We have mandated programs without federal funding or without any funding adequate, and neither has there been planning based upon impact statements, and these have proved sometimes to be disruptive and ineffective programs.

We have pressure groups who in and of themselves are neither good nor bad, but pressure groups who press for certain kinds of programs; for example, the programs for the handicapped and others. Then there are other pressure groups that do not let the schools innovate or implement programs that would alleviate part of the stress.

We talk about court ordered programmatic changes, and these have been, in some cases, mixed blessings, kind of like divorce since they solve some problems and create some others.

The accountability emphasis that we have on basic skill accomplishment completely overlooks some of the factors such as Ron Edmonds has indicated in the New York Public Schools that school climate is one of the factors that contributes to school achievement. I'd like to suggest that books, supplies, buildings, and such like are not the kind of factors that make for school climate

that is conducive to student achievement. That takes a whole host of services related to social welfare and psychological being of young people.

I mentioned that we do not fund our schools to the extent that we should. If we were to look at institutional costs and care, we'd find that it costs about $8,600 a year to keep a child in jail. It costs the public about $11,500 to keep a child in a detention holding place. I'll take that back -- $11,500. It costs in a typical institution that handles severely handicapped children of the type that many of our public schools now serve approximately $12,500 a year, and do you know that the public schools do this for actually about $1,600 on an average per year, which makes $8.89 on an average per year throughout the United States.

I suggest that if we're going to handle those such children in school that we be given the kinds of funds that their needs can be met.

I think a sixth kind of concern that I've had is the information explosion. Someone mentioned the explosion relative to computer technology. I think more than just computer technology is computer literacy, and we assume that staff that have been graduated several years ago are literate in computer technology themselves. We have some retraining to do.

I think there's also a tremendous understanding that must grow in the information explosion and be taught to our various publics about the international interdependence and the intercommunity dependence between our schools and the communities they serve.

Schools are bound to have a tremendous humanitarian role, but how we get that funded and worked through our schools is tremendously important.

In the whole area of computer technology, we have problems related to whose responsibility is it to generate what types of knowledge and how do we make it accessible to all people in our community, some who may not, again, have access because of low socioeconomic status variables.

Another concern has been that federal funding that initiates programs and funds them for several years until it sort of becomes a tradition in schools or is an expected in the school program and then the funds are cut off or run out and local schools are expected to fund the programs and continue them without benefit of the funds they had to initiate the programs. And, yet, this causes schools to have to redefine what it is in terms of priorities that they really can serve.

If I had to make any kind of concluding remark, I'd simply say that if education is to achieve

excellence, there must be a redefinition and a concensus of what is the role of public schools and public education. We really have not re-examined that nor defined it in a long time. We've continued to add on programs, to keep programs, become committed to programs without having really given attention to what it is that we ought to be about.

Our school people are very concerned that many of the things that they think they ought to be about, socially, psychologically and otherwise, in schools are not the kind of factors upon which they are being evaluated in the accountability model. This concerns them. And I would think that would be a topic that a group like yours should give some additional attention to.

Thank you very much.

(Applause.)

DR. TUXHORN: Thank you, Dr. Morris.

Next is Bobbie Lang, the Federal Programs, Chapter II, Block Grants Coordinator for Dallas Independent School District.

REMARKS BY BOBBIE LANG

MS. BOBBIE LANG: Dr. Tuxhorn, Commissioners, my appearance here today is not that of an official

1 spokesperson for the Dallas Independent School District,
2 but rather that of an individual who welcomed the opportunity
3 to make this presentation at the Southwest Region Public
4 Hearing on Excellence in Education on this fourth day of
5 October, 1982 in Dallas, Texas.
6 My comments here today have been synthesized
7 from an in-depth discussion by six educators in the
8 Metroplex whose total years of service exceed 160 years
9 with experiences as classroom teachers, principals, teacher
10 trainers and central office administrators.
11 When asked to define some problems which
12 must be faced and overcome if we are to successfully
13 pursue the course of excellence in education, the priority
14 issues were identified as, first, decision making; second,
15 finance; third, building coalitions and mobilizing
16 constituencies to eliminate the erosion of confidence; and,
17 fourth, recruiting, retaining, and retraining of teachers
18 and administrators.
19 Several external factors which will impact
20 on our schools are employment and economic conditions,
21 energy, organizational and legal constraints, legislative
22 decisions, demographic events, public expectations, changes
23 in human, technical and financial resources, ad infinitum.
24 For our purposes here today, I shall comment only on the
25 first four mentioned, the first being decision making.

When present day decision makers make a decision that hopefully will have a beneficial impact on the district's operations for many years to come, it must be considered a futuristic decision. Enough long-term decisions and their combined effects are good predictors of the composite future plan of the originators. If we perceive all education springing from some image of the future, and if the image of the future held by educational decision makers is grossly inaccurate, then the educational system will betray its youth.

We must recognize that every decision is not relevant to the population to be served; therefore, decision makers need to be sensitive to the needs of diverse groups and actively seek more input from those groups. Everything flows from decisions.

Secondary education especially has a primary role to assist youth, both in the transition to the world of work and in relation to life conditions. Excellence can only be achieved by providing resources to assist each school to develop programs and services to be responsive to youth. We must seek equal educational opportunities for all students. Atending the same school does not ensure equal educational opportunities.

The second was finance. In the 1981 annual report of the Advisory Panel on Financing Elementary and

1 Secondary Education, the panel saw the 1980's as crucial
2 to America's schools and believed that the federal government
3 cannot safely retreat from an active role in elementary
4 and secondary education without jeopardizing the national
5 interest in strengthening defense, reinvigorating the
6 industrial sector of the economy, and spurring the growth
7 and productivity of the labor force. Each dollar invested
8 in literacy brings a return of six dollars in national income.
9 An investment in the schools is an investment in the people
10 who are basic to keeping the wheels of business and industry
11 turning.

12 During the last two decades, this country
13 made clear to the world and to future generations its intent
14 to equalize educational opportunities for all Americans.
15 The nation recognized also that only through federal
16 intervention could meaningful redress of past injustices
17 be brought about. The decision to embark on that national
18 strategy was made only after long and serious deliberations
19 regarding the difficulties involved.

20 In recent months we have witnessed strong
21 opposition to this national strategy; yet, the 1982 Gallup
22 Poll of the public's attitudes toward the public schools
23 revealed that public school education headed the list of
24 eleven areas if and when more federal money becomes available.

25 The program that I administer in the Dallas

1 Independent School District, though not the costliest of
2 the federal programs, received a 42 percent cut in federal
3 funding for 1982-'83. The Education Consolidation and
4 Improvement Act Chapter I program received a 9.8 percent
5 cut, or just under a million dollars.
6 Are we to perceive this as an accurate and
7 clear barometer in determining what is in store for children
8 of the poor in the 1980's? It is clearly perceived by
9 parents and supporters of these programs that such cuts
10 in federal spending are anti-equity in providing excellence
11 in educational opportunity for children of the poor.
12 Education undergirds our nation's security,
13 productivity, and economic stability. In the midst of an
14 increasingly diversified population, the federal government
15 necessarily plays an essential role in protecting the
16 educational interests of the poor, the handicapped,
17 minorities, and women. Perhaps the most fundamental issue
18 debated in this decade will be the manner in which education
19 is financed in the future.
20 The next issue was building coalitions and
21 mobilizing constituencies to eliminate the erosion of
22 confidence.
23 In the next twenty years economic conditions,
24 technological advancement, political movements, and power
25 shifts will demand knowledge and skills the public at large

hasn't yet begun to consider. The average adult's vision has been tempered by limited accessibility to information. Their notion of literacy and excellence in education have been narrowed by past inventions. To corroborate this belief, respondents in the 1982 Gallup Poll indicated back to the basics, more practical instruction, and more vocational classes at the top of the list of curriculum changes to meet today's needs. The majority of the population has not had the opportunity to interact with complex informational systems, nor had the opportunity to ponder future implications of today's technological advancements.

Educational decision makers and managers have the opportunity and responsibility to build coalitions and mobilize constituencies to inform various publics of the alternative futures and secure their commitments for financing new educational perceptions. This involves parenting education, working with businesses and industry, and getting involved in the politics of education. Even today as we assemble here, the issue of tuition tax credit is on the agenda of the Supreme Court. We must ask ourselves this question: Do we as public school employees choose to preside over a breakdown or lead to a break-through?

If school district administrators are to continue to determine the shape of the learning process and keep the options open for educational institutions,

then mechanisms are needed that periodically challenge the status quo.

And the last is recruiting, retaining, and retraining of teachers and administrators.

Having worked as a staff member of the Dallas Teacher Education Center for six years, the three R's meant more than reading, writing, and arithmetic. Our concerns were with recruiting, retaining, and retraining of teachers and administrators. These three are closely tied to the first three problems that I've identified today such as decision making, finance, and building coalitions.

Public schools, professional organizations, teacher education institutions, and task forces have seriously deliberated this issue for more than a decade. As a participant in the Tripple T Project in the early '70's, I envisioned that by 1982 many of these problems would have been resolved. I shall mention only one aspect of retraining to point out the impact retraining has on teacher effectiveness. Retraining of school personnel in alternative strategies for discipline could greatly reduce teacher burnout as well as negative public opinions about our schools.

Public opinions about our schools as well as finance influence greatly the quality of personnel that we attract. For these reasons, in-service training and continuing education of teachers will be more significant

during the remainder of this decade.

We have met the enemy and he is us, says Pogo. Most of the paths we must walk are visible. Most of them are paths along which teachers, administrators, parents and citizens need to walk to ensure that a significant part of what is required for excellence in our schools is achieved.

Thank you.

(Applause.)

DR. TUXHORN: Thank you very much.

Dr. Frank Borovitz, Jr., the Administrative Assistant to the Superintendent of the Muskogee Public Schools.

Frank, if I didn't pronounce that last name right, will you correct me, please?

DR. FRANK BOROVITZ: You did a magnificent job.

DR. TUXHORN: Thank you.

REMARKS BY DR. FRANK BOROVITZ, JR.

DR. BOROVITZ: That name is kind of hard to pronounce, being Irish as it is.

Chairman and members of the National Commission on Excellence in Education and conference participants,

it is indeed an honor and a pleasure to be here today for the purpose of sharing some of my concerns as a professional educator regarding excellence in education.

The views given here are my personal observations and also those gathered from fellow educators. They are not to be considered in any other manner.

I've chosen to address the topic define "problems which must be faced and overcome if we are to successfully pursue the course of excellence in education." My presentation will be concerned with four problem areas that are interrelated which have a negative impact on excellence in education. They are: Discipline in the schools, declining parental involvement in schools, the pursuit of equal educational opportunities, desegregation/integration, special education, the perplexing situation of financing our schools.

I bring the perplexing situation of financing our schools ... it is more relevant in Muskogee, Oklahoma today than probably many other counties in Oklahoma due to a tax assessment problem that some other states may face some day.

The fourteenth annual Gallup Poll of the public's attitudes toward the public schools has been published in the September issue of the Phi Delta Kappa. The data reported there tends to support the contention

of educators that the lack of discipline in our schools is the biggest problem with which public schools must deal. Each individual community with, of course, vary on matters with perhaps some school systems unwilling to admit that conditions do exist regarding discipline, good or bad.

What are the causes of this lack of discipline? Can we be so specific to attach a cause/effect relationship to such an illusive situation?

It would appear that a number of contributing factors could be considered. Lack of student interest in school has been cited in one study of citizens' perceptions of their schools and approximately 89 percent of those surveyed were in agreement.

Is it the permissive society in which we live, or can we lay the blame on educators?

In Muskogee, we try and are trying with renewed interest to instill in teachers the dignity and worth of each individual, the discipline.

Although the aforementioned Gallup Poll did not cite declining parental involvement as a major problem -- the national total was only about five percent -- I would tend to believe that professional educators would give this situation billing near the top of the list with which problems that the public schools face. One body of educators seems to assert that we are living in such a social conscious

and mobile society that parents are unwilling to relinquish their pursuit of social goals to provide guidance for their children. It is like I've got to do this and I can't be with my children.

As an elementary school principal, I could see this phenomenon developing. Parent teacher organizations across much of this nation were dwindling to mere shells of their once very integral part of our educational system. Parents were unwilling to serve, and those that did serve were serving in name only. Action was missing. This fact appears to be supported in a survey of schools as 94 percent of those responding indicated that a large number of parents lack interest in schools.

Now, what are we doing about this in Muskogee, Oklahoma? Well, you know we don't smoke marijuana there and do all those other kind of things the song says. We do have an open-door policy in our schools. We do solicit and use input from parents, from concerned citizens.

Although the parent teacher organizations were cited previously, they are but a small part of the available populus that should be vitally interested in schools. All parents should be concerned enough about their offspring to show an interest. If the interest is shown, one can't believe students and teachers will see this involvement and react in a positive manner. Having been

an elementary principal, I can attest to this positive reaction.

The pursuit of equal educational opportunity has long been a real concern for professional educators. As we enter into the last part of this century, it would seem that concern for this is waning; not so much in the eyes of educators, but in the eyes and perceptions of those in high government positions. The federal government has and probably will continue to have a prominent position in education.

In 1954, an historic step was taken to eliminate discrimination, dual schools, and move toward equal educational opportunity. But today, in 1982, it appears that this has been placed on a back burner. Desegretation has been achieved in many communities. I'll grant you this. This due in fact and in part to federal dollars and to mandates. Are both of these factors gone? It has been said that integration has not been reached, and the likelihood of it becoming a reality will be gone without federal dollar intervention.

The combining of 28 categorical programs into a block grant will usher in an era of less emphasis on programs designed to eliminate minority group isolation. Can we actually be so naive to think that most school systems will utilize these funds on programs for minority children?

In Muskogee, we are going to use part of our Chapter 2 funds for minority group situations. This, though, has cut our funding about $54,000 totally from when the 28 programs were consolidated. The fact the 28 programs were combined into a single block grant has more of an impact on many school districts in terms of available assistance than most educators predicted. Heretofore, the categorical program said that funds would be spent according to a set plan. Now the plans are gone. So is the available money. This has had a detrimental effect on education in general.

Equal educational opportunity also pertains to the education of handicapped individuals. Concern has been expressed by many school administrators that the proposed changes in the handicapped regulations may have a detrimental effect on progress that has been made to date under Public Law 94-142. It is most important that if paper work is reduced that it not be diluted to a point that the total program for the handicapped suffers. This reduction in paper work should not give schools an excuse to back away from the commitment that has been made to actively deal with the education of handicapped children and youth.

The tuition tax credit question points to the complete demise of public education. Segregation will again be rampant. Dual schools will be in vogue. Although

the most recent information states that the Internal Revenue Service would be authorized to audit private schools for discrimination, how can we be assured that this will be done and profiteering pseudo-educators won't find a way to get around it? As Senator Bill Bradley, Democrat-New Jersey, stated, the public does not want a two track school system.

Funding for public education is built in part on student attendance in some form or another. If the tuition tax credit plan is passed and put into effect, the consequences for public education look dim. This nation can only continue to progress through a free public education system that is built on equal educational opportunity for all.

In summary, four areas, discipline in the schools, declining parental involvement, pursuit of equal educational opportunity, and the perplexing situation of financing schools, are the four areas of my concern. The course toward excellence in education is not an easy route to follow, and the concerns mentioned in this presentation are by no means all inclusive. We must face and overcome these and many other problems if the children and youth of today are to be educated to their full potential. Only when this is done will excellence in education become a reality and American maintains its rightful place as the

greatest nation on the face of this planet.

Thank you.

(Applause.)

DR. TUXHORN: Thank you very much.

Dr. Rudy Rodriguez, the Director of Bilingual Education at Texas Woman's University at Denton.

REMARKS BY DR. RUDY RODRIGUEZ

DR. RUDY RODRIGUEZ: Thank you, Dr. Tuxhorn.

I'd like to start by thanking my friends and distinguished colleagues from the Region VI Department of Education for the invitation to participate in this important meeting which has very critical implications for the future of education in this country.

Most observers would agree that we are now experiencing a turning point in the history of American education. All about us we are witnessing a widespread despair in our schools. Critics describe them as dangerous, costly, inefficient, and, more recently, anti-God, anti-country and on and on.

School people have fought back with a number of arguments. They have argued that too much is expected of the schools and that schools are being asked to solve a hodgepodge of social problems which take away from the

teaching of basic subject areas or matter. Nonetheless, the litany of complaints drones on.

The report released by James Coleman last year only heightened the problem for the public schools. In this report, Coleman presented tangible evidence demonstrating the growing disenchantment of parents with public education and the subsequent expansion of private schools as alternative institutions.

There are several explanations for the public criticism of the schools. According to Henry Perkinson, there are those who trace the failure of the schools to the poor leadership of educators themselves, as manifested through poor program planning and fiscal irresponsibility. Still there are others who blame the teachers.

A second kind of explanation points to the structure of the schools as the reason for their failure. Here the critics emphasize that the schools are class institutions, creations of a predominantly white, middle-class society, and, therefore, designed to serve its interests. Hence, schools are biased against ethnic minorities and lower classes. As a result of such discrimination, ethnic minority and lower class students fail or are failed.

It was this latter condition that helped spark the Civil Rights Movement of the 1960's and later prompted active involvement of the federal government in

education. That federal involvement is now under serious attack by advocates of states rights and others. As a result, the role of the federal government is drastically -- is being drastically altered in the form of reduced funding for programs and deregulation.

Under these so-called new federalism policies, school districts are gradually having to assume greater fiscal responsibility for their education programs. According to President Reagan's long-term budget, federal aid will drop drastically in 1984, that is federal aid to education. It is projected that the 28 largest cities in the United States would experience a decline of 80 percent in federal support within a space of only three years. What should be noted in connection with this decline of federal support is that the same 28 districts serve approximately five million students of whom 30 percent live below the poverty level and 75 percent are minority, mainly black and Hispanic. With few exceptions, these 28 urban centers depend more on federal aid than average U. S. districts and are at the present time experiencing little growth in property tax revenues. This is because of the low socioeconomic makeup of the communities and the fact that those who have the ability to pay any increases in taxes are people without children in the schools and therefore would be prone to vote against any proposals to raise taxes.

1 Consequently, these districts are finding
2 it difficult, if not impossible, to fill the void in the
3 district budgets resulting from the withdrawal of federal
4 funds. With federal aid to education in deep trouble, the
5 logical place for urban school systems, as was indicated
6 earlier today, to turn is toward the state capitals. The
7 problem with this alternative move is that the states, too,
8 are facing reduced revenues, that is from two successive
9 recessions, self-imposed fiscal limits, as in the State
10 of California through Proposition 13 and Massachusetts and
11 other states, and rising welfare and unemployment costs,
12 as in the State of Texas.
13 The fiscal problems are serious, and the
14 trend suggests that they will continue. It is also evident
15 that these developments will have heavy and disproportionate
16 impacts on Hispanics, blacks, and low income students, and
17 this is happening during a period in our history when
18 minorities, especially Hispanics, are experiencing a
19 considerable growth in their numbers in this country, while
20 at the same time that we are, as a nation, experiencing
21 a second wave of immigration. The evidence based on --
22 This is based on U. S. Census demographic data ... also
23 show that this group is largely an urban dwelling population,
24 that is, the Hispanic population, Hispanic group.
25 It is not at all difficult to predict based

on the past record of Hispanics with the educational system, or, rather, the record of the educational system with the education of Hispanics, what the effects of poor education in urban schools will have in their lives and the quality of Hispanic participation in the social and economic and political system. Of course, not to mention, of course, the effects of deficient schooling on other minority groups.

Here the assumption is made that there is a direct link between the quality of education and the economic strength of the school districts, and there is much research available to support this assumption. The message is clear, although I have no clear solutions to the current urban plight, the message is nevertheless clear. Present developments in education point very decisively to the need for improvements in education, and irrespective of the current political philosophy, the federal government, and may I add, business and industry, has a responsibility to assist in this effort in a more vigorous fashion than what we are seeing today.

Steven Vraley and others have spoken of the need to broaden the support base for education beyond the present Department of Education if we are to be successful in this effort.

Casper Weinberger, Secretary of Defense, for example, cannot hope to move to a high technology defense

system without at the same time supporting a significant increase in the quality and capacity of the math and science teaching, including research, in this country.

On the other hand, the Secretary of the Treasury, industry, business, et cetera, must realize the relationship between economic growth and education. The Secretary of State has the same kind of issues in foreign policy; a healthy economy and domestic tranquility are directly related to foreign policy.

Education must be viewed as part of the total economic planning process of this nation. Clearly, education is going to need many serious resources in the years to come, particularly, as we move to a much different society and it becomes more expensive to educate for that kind of society.

(Applause.)

DR. TUXHORN: Thank you, Dr. Rodriguez.

Dr. Frank Buell, Assistant Director of Instructional Services for the Region XI Education Service Center in Fort Worth.

REMARKS BY DR. FRANK BUELL

DR. FRANK BUELL: Thank you, Dr. Tuxhorn.

Members of the Commission, I appreciate this

1 invitation to testify today, and the area that I'm interested
2 in is the problems that must be faced and overcome if we
3 are to succeed in providing excellence in education.
4 And I'd like to narrow that to one specific
5 area relating to technology in the field of education. We've
6 faced a tremendous growth in computers in our everyday life
7 in recent years, and we're facing that same problem in
8 education, and there are certain concerns I have here for this
9 particular area.
10 One, a concern for the access or equal access
11 of rural and urban schools and school children to such
12 educational technology; the need for computer literacy
13 for teachers, as well as for students, for quality computer
14 use that would enable teachers to do management kinds of
15 activities in the area of instruction more effectively
16 to increase time on task for some of the basic skill areas
17 that we desperately need to improve; and, also, a concern
18 for quality software programs that go beyond the segmented
19 type flashcard drill and practice, question and answer
20 techniques and into some sequential type programs that
21 provide tutorials, problem solving, and demanding higher
22 thinking skills on the part of our students.
23 I know in Region XI, for instance, we face
24 a tremendous growth in the use of microcomputers in our
25 schools. Two years ago, we had an handful of schools

They are involving them in rather advanced mathematics. In the high school level some areas of science are involved.

And in the business department they are switching over to microcomputers rather than the IBM typewriters in order to provide word processing skills for youngsters that are going to have to go into a service industry.

And these are some of the concerns that four or five of our school districts have expressed, actually providing a working skill for youngsters to go into a demanding field and give them a step up over students that would be competing with them. But many of our schools districts are getting involved, and, yet, the school districts that are being involved are school districts that have a good tax base. They are the school districts that are suburban in nature. They are school districts that are county seat in nature that have some industrial support and background, and they are school districts that sit, as the school I mentioned, in a shallow oil field, in the midst of that so that they have a tax base that enables them to do pretty much as they please relative to an instructional program.

So there is a real concern in our area for the equal access to these educational opportunities.

Also, serving on four teacher center boards, I find a good deal of concern on the part of the universities

as well as the certification hearings state-wide at the present time for teacher literacy and for the demand for teacher literacy to be included in the certification requirements for teachers in the State of Texas. Almost every one of the universities that I work with in a teacher center operation at the present time is looking at the potential or actually has instituted at least three hours in computer literacy in their teacher degree requirements.

Those teachers that are out in the field, though, need a great deal of help, also, and this is an area where we're providing some assistance.

Computer literacy for students. Here again, in Texas the curriculum studies that are reviewing the basic essential elements of what should be taught to students in Texas is seriously considering the need for computer literacy as one of the basic skills to be added to the requirements for high school graduation in Texas.

So these are the kinds of activities that we're facing. In addition to that, we're involved in a Texas state-wide program in evaluating computer software, and we find a tremendous amount of computer software available from commercial companies, but much of it is segmented, lacks depth, it lacks quality that will teach computer assisted instruction or provide computer assisted instruction.

So these are some of the concerns. In the process of doing this, we're evaluating microcomputer software. This past year we evaluated some 200 during one month, and the program is considering for this next month. Our school districts are looking at this and using that as a tool to search out programs that are worthwhile to use in seeking some quality efforts on the part of their computers.

The block grant under Chapter 2 we felt like would possibly lend some assistance to our school districts that are in the process of purchasing computer equipment, looking at long-range plans for improving their instruction. But what we are finding is the fact that these schools that have the capability of purchasing on their own are actually reserving and spending block grant monies that they had not had access to in the past are relatively little for use in computers. Those school districts that face dire needs of programs for students are looking at a variety of things other than this type of expense. They feel like that there are other priorities first.

So we feel like that there is a desperate need for research in the area of the impact of computers and improving the availability of software, course ware type materials that are available to teachers, a need for additional research and teacher training and utilization

of this to improve the effectiveness of teachers and school districts in managing their operations in order to spend more teaching time on the academic tasks that face them.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Dr. Buell.

Mr. Tomas Villareal.

(No response.)

Ms. Reeve Love. She's from the University of New Mexico, the Vocational Education Equity Center, Division of Secondary and Adult Education.

REMARKS BY REEVE LOVE

MS. REEVE LOVE: I thank both the National Commission and the Regional Office for giving me the opportunity to speak here this afternoon.

An article entitled "Five Ways to Wisdom" appeared in Time magazine on September 27th of this year. The "five ways to wisdom" represent five goals of excellence in American higher education, and I believe that they are significant goals for public school education, as well. I would like to speak briefly to each of these goals, and I hope to show in this testimony that in each of the five areas, the attainment of educational excellence presupposes

1 the achievement of educational equity; specifically, the
2 achievement of the goals of those affirmative programs
3 which have been designed to ensure quality of educational
4 opportunity regardless of race, sex, national origin, or
5 handicapping conditions.

6 Dr. Roberts said this morning that equal
7 access to learning must now follow equal opportunity and
8 that we must have equally high expectations for all our
9 children. I concur with this, and I believe that equity
10 and excellence are not mutually incompatible but synonymous,
11 as Dr. Kronkosky, Dr. Zamora, and several other speakers
12 today have reaffirmed in their testimony. With this
13 rationale, I will address each of the five ways to wisdom.

14 First, education means careers. This is
15 an extremely significant goal at a time when national
16 unemployment rates are projected by the Labor Department
17 to exceed ten percent in the immediate future. Despite
18 the advances that have been made in expanding career
19 choices and opening up higher paying jobs for minorities,
20 women, and the handicapped, many students still have their
21 options effectively foreclosed in their earliest years.

22 An informal survey done in the Albuquerque,
23 New Mexico Public Schools in 1981 showed that elementary
24 and junior high school boys, when asked to draw or write
25 about their future careers, generated a wide variety of

occupations, focusing heavily on computer and space technology. Girls of the same age saw themselves primarily as teachers, nurses, and homemakers.

And this isn't a reflection on APS, Dr. Sanchez, but it is a reflection of our social reality.

What is obvious across the nation is that the demand for skilled technical workers is growing, whereas in the service occupations where women and minorities tend to cluster, the number of graduates far exceeds the demand. And at the bottom of the career spectrum, when people know or when they believe that they are deprived of upwardly mobile career options for reasons that have little to do with individual potential, their personal frustration and disaffection lead to social unrest and, ultimately, to breakdowns in the social structure.

As Supreme Court Justice William J. Brennan, Jr. stated in the majority opinion on the June 15, 1982 court decision mandating the education of undocumented children, "It is difficult to understand precisely what the state hopes to achieve by promoting the creation and perpetuation of a subclass of illiterates within our boundaries, surely adding to the problems and costs of unemployment, welfare, and crime. It is thus clear that whatever savings might be achieved by denying these children an education, they are wholly insubstantial in light of the costs involved

issue this morning. We laugh when we hear that ex-President Carter's wish, as expressed in a speech in Poland, "to learn your opinions and understand your desires for the future" was translated by his American interpreter as "I desire the Poles carnally," or that the name of General Motors' Chevy Nova was changed to Caribe for Latin American markets when it was discovered that Latin consumers were reading it literally as "No va," it doesn't go.

We should not laugh when we learn that a recent study showed that 40 percent of United States high school seniors could not locate Egypt on a world map, or that the 1977 Gallup Poll revealed that 50 percent of all Americans did not know that the United States has to import petroleum, or that in 1980 there was not one person in the United States embassy in India who could speak Hindi.

In fact, as Representative Paul Simon has documented in his book, The Tongue-Tied American, the United States is the only major country today in which a student can graduate from college without having had a single year of a foreign language either prior to or during his or her university years.

Economic and political, as well as philosophical, reasons clearly mandate that we improve upon this sorry situation. We have rich linguistic resources already existing within the United States in our children who are

1 native speakers of languages other than English. We need
2 to nurture these resources through the provision of
3 comprehensive bilingual programs in the early years of
4 public education rather than squandering them and then
5 attempting to regain them in an attempt to teach, quote,
6 foreign languages to students who are already well beyond
7 most assessments of the optimal age for language learning.
8 If we do not enhance our capacity for international
9 communication, we not only risk our stature within the world
10 community, we lessen the likelihood of world peace, as well.
11 Third, education teaches us how to think.
12 This is the argument for education as a continuing process,
13 one which focuses on the evaluation of new facts and
14 arguments and the entertaining of divergent points of view.
15 With today's expanding and rapidly changing technology,
16 we can never hope to know all that there is to know about
17 the manifold fields of human learning and human endeavor.
18 "The best that we can do," as one of Time's interviewees
19 admits, "is to make students capable of gaining new knowledge."
20 However, there are forces within our society
21 which serve to mitigate against the development and use
22 of this capability. One of these forces is purely and
23 simply prejudice. The very essence of prejudice is non-
24 thinking, the passing of some automatic judgment, whether
25 it be "culturally deprived" or "secular humanist," upon

1 a fellow human being because of his or her physical or
2 psychological packaging. We need to learn all we can from
3 one another and from our common history if we are to survive
4 as a species, and we can learn nothing where no tolerance
5 exists for diverse cultures or divergent points of view.
6 The research findings of Drs. Jensen and
7 Shockley regarding racial differences in intelligence have
8 been refuted on a scientific level by scholars who, not
9 coincidentally, happen to be sounder thinkers than either
10 of these two researchers. However, the Texas textbook
11 adoption committee still cannot place a single dictionary
12 on its approved list of texts, since all available dictionaries
13 have been cited by concerned individuals and/or citizens'
14 groups as containing dirty words.
15 So I don't just pick on Texas, we're having
16 the same problem in Carlsbad, New Mexico.
17 And books ranging from Rudolfo Anaya's
18 prize-winning novel Bless Me, Ultima to a handbook of
19 values clarification activities have literally been burned
20 by zealots across the nation.
21 It should hardly be necessary to point out
22 that divergent thinking is one of the first activities to
23 be repressed by most fascist regimes. The Nazis burned
24 books before putting people in their gas ovens, and the
25 same Chilean generals who silenced the voice of Victor Jara

destroyed the works and manuscripts of Pablo Neruda.

As a democratic people, we cannot, we must not, tolerate attempts to impose a single set of values and attitudes upon our children to the exclusion of independent thought and the detriment of cultural diversity.

Fourth, education liberates the individual. The word itself derives from the Latin "educare," to lead out, and this interpretation implies a drawing out to full potential, whatever that potential may be and whichever path it may follow. For populations with special needs, these paths may take comparatively complex forms, but I firmly believe that in the end the individual and societal benefits thus attained will far outweigh the costs.

For example, the San Antonio, Texas YWCA, under the direction of Elena Vergara, who has worked in a variety of educational equity programs, provides a day care program for physically and/or mentally handicapped preschool children which has as its goal the mainstreaming of these children into regular kindergarten or first grade classes. The parents of these children typically cannot find any other day care centers willing to take them, and they cannot afford the services of private institutions. If the YWCA program or a similar program were not available, the children would probably be placed in public institutions, which would not only stifle their individual potential, but

also impose a heavy financial burden upon society as a whole. With this program, the children are taught the necessary skills to enter standard public school programs and begin relatively normal lives.

With the educational programs currently in existence to remediate past wrongs and encourage the development of human potential, we have the capability for providing unparalleled opportunities to all our children. For their sake, and for the sake of our nation, we must not diminish or destroy this capacity.

Fifth and finally, education teaches morals. This goal of education addresses the fundamental question: Education for what? What is the point of teaching facts and demonstrating methodologies to learners who are unable to fit these facts and methodologies into any ethical or philosophical frame of reference?

Dr. Roberts stated this morning that our students need more advanced skills to handle advanced weaponry. I would like to add that the human race can no longer afford the stupidity of placing this weaponry in the hands of moral cretins.

If we, as educators, are to be responsible to society and to humankind, then we must teach morals, and by teaching morals, I do not mean imparting socially accepted doctrine or preaching religious dogma. Lawrence

Kohlberg outlines a six-stage hierarchy of moral reasoning. In his sixth and final stage, "Right is defined by the decision of conscience in accord with self-chosen ethical principles. . . At heart, these are univeral principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons."

If this last sentence is not a definition of equity, then I would certainly like to know what is.

If we lived in a world where these principles had been taught and internalized, we would not have seen the recent massacres of innocents at El Salvador's Rio Sumpul, or at the Sabra and Shatila refugee camps in Lebanon. And I believe that the process of brutalization which ultimately permits the slaughter of hundreds of defenseless souls begins when we develop a callousness toward what we regard as lesser life forms.

Our Secretary of the Interior is presently promoting the sale and potential exploitation of many of America's public lands and the fragile natural ecosystems they contain in order to realize a quick economic profit. While scientific research reveals that whales are sentient beings with an amazingly complex communications system, the whaling industries of several nations continue to hunt them to extinction for dog food and tennis rackets.

Indigeneous peoples the world over have sensed and revered the interconnectedness of life forms; if we lose that reverence, through our worship of technology for its own sake and our dependence on its creations, we run the very real risk of allowing that technology to destroy us.

It seems to me now, in looking at our educational system, our society, and our world, that we must set our feet with fervor and commitment upon each of the five paths to wisdom. If we do not prepare our children adequately for the world of work, then we will evolve into a society of the disaffected, the unproductive, and the violent. If we have no sense of the commanalities of human civilization, then the sense of alienation that allows us to view human beings of other races and nationalities as less than human will continue both to exacerbate racial tensions within our own country and to propel us on a path of blind slaughter throughout the Third World.

If we are not trained to think logically and clearly, then we will accept the rationalizations of the director of nuclear operations at the government complex in Hanford, Washington, quoted in Paul Loeb's Nuclear Culture when he says, "It completely terrifies me that our regard for life is such that men can even think of something like the neutron bomb, but if the government experts who know more than I do say we need the neutron bomb, then I have

to back them up."

If we do not support and promote the liberation of the individual, then we will continue to consign potentially promising minds to the trash heap of ideals destroyed and dreams deferred. And if we do not dare to teach principles of morality that transcend individual or national self-interest, then we will continue to court global cataclysm and universal destruction, for there is literally no future for the human race unless we can learn to love one another.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Ms. Love.

Our panel members have been sitting here since lunch, and they need about five minutes.

(A short recess was taken.)

DR. TUXHORN: I believe we are ready to start.

Dr. Charles Christian from the University of Oklahoma. Charles.

REMARKS BY DR. CHARLES CHRISTIAN

DR. CHARLES CHRISTIAN: Dr. Tuxhorn, Dr. Francis, Dr. Sanchez, first of all, I am very pleased to present testimony to the National Commission on Excellence

in Education. I will present my remarks on the social changes which have occurred over the past 25 years and their effects on the excellence in education.

I will discuss three major social changes which have occurred over the past quarter century and their -- and I underscore this -- seemingly profound impact on education.

The first is the knowledge and information explosion. The second is trend toward equity in American education. The third is changes in demography, particularly the geographic distribution of our population and changing family structure.

In my assessment of education and student achievement over the past 25 years, there's little doubt that the most significant social change that has occurred over the time period has been the knowledge or information explosion. This information explosion is simply the abundance and availability of general and specific, relevant and irrelevant bits of information on just about every item known to mankind.

The sad part about it is that our educational systems appear ill-equipped to order, structure, and deliver this information in a manner suitable for providing intellectual growth among our students.

The computer has added to the knowledge and

information explosion problem, but in time it might be the answer. The fact of the matter is that computers are here to stay, and they, many computers, are found increasingly in homes throughout the country. It is now up to humanity and our educational systems to use them as constructively as possible.

Sadly, however, the computer in education has been largely restricted to such mundane but important educational tasks as storing and analyzing information, making class schedules, controlling budgets, assigning grades and laying out bus routes. One of the creative educational uses to which computers have been put involves little application to instructional purposes, but even these applications have not been very well developed in any school system.

The use of computer by and in our educational systems to enhance student achievement appears to be following a similar path as education's use of television. Interestingly, just about every household in the U. S. has had a television or televisions for several decades, but few school systems have fully utilized this communication technology as a conscious instrument for educational exchange. The potential of television for increasing citizen awareness and involvement in educational issues has been virtually untapped, as well as the use of television for enhancing

student achievement.

Without doubt, our expectations of the knowledge explosion have not materialized. Although our students know more facts and trivia, they are limited in their ability to think and to think reflectively. This is evidenced in verbal SAT scores which have dropped from 466, out of a possible 800 in 1968, to 424. Mathematics scores have dropped over the same period from 492 to 466. I would have to admit that I haven't the slightest idea what these tests actually measure, and I would dare say that many of us haven't the slightest idea either.

With all due respect given to the importance of the information and knowledge explosion, our educational system must endeavor to train students for competence in a given area or discipline, making sure that he is familiar with the rigorous discipline, the techniques, and the mode of thinking which are transferrable to and applicable in even unrelated fields. And we must ensure that the student is trained to be a responsible citizen and a good neighbor by introducing him to the fundamental intellectual achievements of his and other cultures, and providing him with the minimal equipment necessary to achieve personal fulfillment in our society.

And I think we have been quite remiss in that, particularly in the sense that many of our young

people do not have the ability to organize their thoughts. They do not know how to take tests. They do not know how to write or speak clearly. They surely don't know how to make decisions, and we're finding that they are less creative.

Another important social change over the last quarter century has been a trend toward ensuring equal rights for all Americans. Without doubt, progress has been made toward racial, ethnic, and sexual equality in almost all endeavors of our society. There is no disagreement that the legal sanctions for segregation of race in public education has been removed; reference, Brown vs. Board of Education. But there are signs that equality in educational opportunity is not a reality.

It is impossible to ignore the school closings in minority communities so that white children need not attend classes in ghetto environments. It is impossible to ignore that all-white and racially segregated private schools are increasing at a greater rate than all other schools. It is impossible to ignore that in many metropolitan areas central city school systems are becoming blacker. It is impossible to ignore that busing is still a heated issue and that many school systems are reluctant to implement it.

It is impossible to ignore fruitless searches for reportedly nonexistent qualified minority staff. It is

and the drastic changes in family structure in this country. Considering the fact that either of these social changes could take up several volumes, I will treat each one from the standpoint of selected salient aspects as they relate to excellence in education and student achievement.

Perhaps the least studied social change in our society has been the effects of geographic mobility on student achievement. Within the last quarter century, we have witnessed the geographic shifts of all populations to the suburbs, to non-metropolitan areas, and to the South and West, commonly referred to as the Sun Belt in popular media. We have, too, witnessed the outpouring of whites and well-to-do persons from the central cities to the suburbs and beyond, primarily in the northeast and northcentral regions.

Although much of these movements are directly tied to the growth of industry and jobs in the Sun Belt, the fact of the matter is that these movements tend to create stress on households and their members in different ways. In specific, these movements tend to produce psychological stress for many children who are picked up and moved from school to school and are expected to perform as though nothing has taken place. Of course, the type of movement may be an important factor; that is, whether the household moving is a one-parent household, a two-parent

household, an unemployed household, or an employed household, and one can go on with related factors.

Frequently, we are less concerned about the children in this movement behavior. We figure that they will eventually adjust as the parent settles down and finds a job. Research, I think, is needed on this particular dimension.

A study recently done in Detroit showed a clear relationship between high school student performance in school and discipline problems with their parents' unemployment. The psychological stress for many of these children were played out in their lower achievement and discipline problems.

The geographic shift in populations are placing physical strains on some public schools, particularly as we see the frequent closings of schools in central cities and declining populated areas. On the other hand, we are seeing physical strains on those school systems which are growing and becoming overcrowded. Ironically, as the well-to-do populations and their children move from central cities and others who can afford to place their children in private schools, we must see a remaining trapped student population in some of our central city public schools, those children from families that can afford neither.

In conjunction with these migration patterns

is the relocation of the qualified or high quality teachers. With a declining tax base, many teachers are either moving out of the central city, seeking new occupations, simply because they perceive the city and its population unwilling to tax themselves for school improvement, needed facilities, or to pay adequate salaries for qualified teachers.

Student achievement and excellence in education is further hampered by state equalization policies. As population dynamics continue to widen the gap between rich and poor school districts, state equalization policies are lagging behind in their response to close these widening gaps. School disparities are increasing among our public schools in rich and poor communities as a result of geographic mobility and our declining central cities are finding themselves ill-equipped financially to deal with aging structures, needed educational services, because the remaining population simply refuse to vote tax or vote school bonds.

In general, without adequate financial assistance, many school systems will face severe educational problems in the next few years. These problems, I think, will be mirrored in student achivement scores.

A related social change is the changing family household structure. In 1950, there were six married men as breadwinners to every married woman breadwinner. Today

these statistics have drastically changed to less than two married male breadwinners to one married female breadwinner. Without doubt, the female is out of the household in a job trying to make ends meet in today's household. The traditional family household structure is giving way to a new family structure. For example, in only seven percent of families of four in the U. S. is the father the only worker. Furthermore, only half of all divorced or separated women are paid child support, and more than 20 percent of all American families are headed by females. The percentage of children living with both parents continue to decline as divorces continue to reach record levels annually.

In 1977 -- wish I had better statistics -- more than 53 percent of all black children were living in one parent households, and in white families the percentage was 15 percent. Recent preliminary statistics show that white children in single parent households are increasing more rapidly than blacks.

What do these statistics tell us about student achievement and excellence in education? It should suggest that we have a big problem ahead of us. For example, the dropout rate is higher among children in single parent households than in both parent households. Time spent viewing television is as much as five times greater among children in one parent households than in both parent households.

Parental education is lower in single parent families headed by mothers than in two parent families headed by fathers. Single parents devote little time to helping with children's homework. The largest number of discipline problems are with children in one parent households. The child from a one parent household is more likely to be held back in school than those from two parent households. And I could go on.

These gloomy statistics reveal a growing educationally underserved population in our midst. Although these statistics show black and minority populations to be most proportionally underserved in this regard, the largest increase in female or one parent households is increasing most rapidly among whites.

As educators and policy makers, we must be concerned with the family structure and its impact on student achievement and educational excellence. The family is the cornerstone of our society. More than any other force, it shapes the attitudes, the hopes, the ambitions, and the values of the child, and when the family collapses, it is the children that are usually damaged. When it happens on a massive scale, as it is now, it affects the community and our nation.

There is no single easy answer. Jobs, surely that's a part of the answer. Income, yes, that's a part

of the answer. Decent homes, yes. But I think the bottom line is that every individual, every child must be given an equal chance to learn. That's a big part of the answer. I think the situation has reached a critical dimension in our society, and I think it must be addressed by policy makers.

I'll end by pointing to broad statements. I think we must facilitate some means of accountability and responsibility for our educational system, from the top to the bottom. We should ensure that our educational system serves the total society, not those who are well-to-do, but the total society, and it should serve particularly as a vehicle of social, economic, and political action. It is nonsense to think that our educational institutions should be about the business of teaching reading, writing, and arithmetic only. I think it should retain its intellectual objectivity and its integrity, however.

In general, over the past 25 years we have diffused the thrust of education to the extent that it is unclear where we are going, what directions are we heading, what aspect of human development should be reflected in our educational philosophy, and, sadly, we don't know what kind of product or what kind of output we are producing, nor the kind we would like to produce.

I'll close with this statement. If these

aspects were evident in a business or industry, it would surely fail.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Dr. Christian.

Dr. James Williamson, Dean of the College of Education from East Texas State University at Commerce.

REMARKS BY DR. JAMES WILLIAMSON

DR. JAMES WILLIAMSON: Thank you very much.

Distinguished panel members, I can't imagine what I can say at 3:00 o'clock in the afternoon that you haven't heard all day long. Everything that has been discussed and has been mentioned is significant. But lest you get too comfortable, I'm going to use my time anyway and say some things again, because I'd like to attempt to address one problem with two subparts in the brief time that I have.

And that problem that I would submit for your consideration is that in the general sense of educating the nation's teachers, and the two subproblems, one has to do with the shallow talent pool in teacher education, and that has been addressed in several ways today.

Not only has the quantity of those entering

1 teacher education declined and diminished dramatically
2 since 1972, but the quality has likewise plummeted. And
3 in a article in the May-June, 1981 issue of the Journal
4 of Teacher Education, there was a study that pointed out
5 all of the information that you have been given today about
6 the SAT scores and as it relates specifically to education
7 majors and those who intend to pursue a degree in teaching,
8 that those scores had fallen in the ten-year period
9 significantly and that that decline was consistent with
10 the general population. But, nevertheless, we still have
11 a problem in that regard because there are numerous effects
12 of that problem, that decline of those test scores.
13 The immediate, of course, effect of that
14 is in the quantity dimension is the fact that we have
15 in this state and in some of our sister states a problem
16 of a teacher shortage, and that's what we're feeling
17 immediately. But perhaps the most significant and the
18 long-range impact or effect is in the quality dimension.
19 We have been entering into the profession
20 persons who are in the lower range of ability and performance
21 in the general college age population, and this is having
22 and will continue to have a direct impact upon the quality
23 of education for years to come.
24 Now, we could speculate endlessly on the
25 reasons for that shallow talent pool, and I would only

suggest a few for your consideration, because some of them have been mentioned already.

Low salary tends not to attract in great numbers people with superior academic ability. Salary and standard of living are equated with prestige and status, and teachers are at the low end of the scale in both domains.

The conditions for professional practice in many elementary and secondary schools are not attractive to one who would be a professional in the true sense of the word so they choose another career.

Thirdly, teaching is a stress job, and the public expects miracles from teachers but do not provide sufficient rewards to convince large numbers of talented individuals to choose this stressful occupation, or if they do choose it, as recent studies indicate, the persons of higher ability do not stay in the profession over a long period of time. So the dropout of people in the higher academic performance levels is severe in the teaching profession.

Fourthly, teacher education programs have been and still are at the low end of the prestige and the priority scale in all too many colleges and universities in this nation, and some of this is the fault of teacher education and teacher educators, and some of the fault lies beyond the control of teacher education faculties and in

1 the hands of faculties in other departments, regions,
2 administrators, state agencies, and legislatures. But
3 whatever the cause, the best students are usually not
4 attracted to low prestige programs, and, too often, teacher
5 education students, even the bright ones, are treated by
6 academia as second-class citizens. And one might say that
7 this is good training ground for the role as second-class
8 citizens in society as a whole because that's generally
9 what teachers are experiencing today as they enter our
10 culture.

11 And, fourthly, the fact that many career
12 opportunities other than teaching and nursing are now open
13 to women has taken its toll on the teacher education talent
14 pool.

15 So what steps might we take to address this
16 problem? I'd like to suggest, first of all, even in the
17 midst of a teacher shortage, we must be more rigorous in
18 our requirements for entry into the university and into
19 the teaching profession. Though the temptation to
20 is great, the gate to the classroom, even in a time
21 shortage, and the gate to teacher certification should not
22 be open to just any warm body.

23 At East Texas State University in recent
24 years we've taken steps to strengthen admission into teacher
25 education. Standards for academic achievement, as indicated

by the traditional indicators such as grade point average and other things, are greater for those who earn teaching degrees and certificates at East Texas State than for any other program on campus. We're also in the process of strengthening general university admission requirements to ensure an intake of more highly qualified students, and this is not a popular thing to do either, particularly in an era of declining university enrollments in general, and when you are in a state institution that's formula funded, then you have a problem when you decrease your enrollment.

Then, we, in teacher education, will have to work even more diligently to get our fair share of a more highly qualified student body who will be entering our universities. And with already greater requirements in place for those who would want to be teachers than any other program, and in our state and the testimony presented this morning in the other states in the region, with new testing requirements on the horizon, many young people are asking, well, why pursue that career when the entry level salary is so poor and when the prestige and status one could earn as a teacher is not that that it is in other careers. So all of us together share a burden of working through our political system to better that for the nation's young people and also to dispel some myths, because there are many of our schools, particularly in our state, that are

meeting that need and making teaching salaries very attractive to our young people. One of our major metropolitan school districts employed four or five of our young people last year who began at $20,000 for nine months and no experience, bachelor's degree, and I have some college education faculty that I have a hard time paying that much money to who I expect to have doctoral degrees and college teaching experience in the public schools.

But more and more students are having a difficult time facing the financing of college education, and in the face of that, perhaps we should give some consideration to a national student low interest loan program and/or scholarships for academically gifted and talented students who will commit to pursue teaching as a career. And a portion of that loan, of course, might be forgiven each year as the person remains active and successful in the profession. It might be one of the best investments that the government, any government, state or federal, could make when one considers that the role of this nation as a leader in fields, technology included but others, also, is threatened, because there are not enough excellent kindergarten, elementary, or secondary special subject teachers in fields such as science and mathematics.

Not waiting, however, for the government to do this, we are moving forward with our own alumni to

1 help us begin a scholarship and perhaps a loan program that
2 will do just this very thing. But we can make only a minimal
3 impact going it alone with such an enterprise.
4 Contrary to popular opinion, while not
5 wishing to diminish the importance of the subject matter
6 specialist in science and math and other fields, the
7 individual that has the most impact, in my view, on the
8 future is the elementary teacher, because it is in the
9 elementary school where the love of learning is established,
10 must be established. And for that reason, I would not
11 support a loan or scholarship program available only to
12 secondary teachers of science and mathematics, because I
13 believe there are also other critical teaching roles.
14 Well, another subproblem related to that
15 is, well, how does one strengthen university based teacher
16 education programs. Given, we have a problem with the talent
17 pool and getting people into it. Once you get people into
18 it, what kinds of things are needed to strengthen that
19 program at the university level?
20 Many states have taken some initiatives to
21 do this, Texas included. One of the most popular methods
22 for putting the pressure on academic institutions of higher
23 education indirectly is to require teacher proficiency
24 competency examinations prior to admission or prior to
25 certification. There are probably twenty or more states

that now have this in place. That's one way to do it.

There are many people, however -- and I would point out to you, though I do not oppose testing, per se, but it is a very simplistic answer to a very complex problem, and there are many people who can pass any test you would give them, including some who are in our prison population, but we wouldn't want to put them in the classroom with children, even though they could pass a test, a competency exam.

So, in addition to testing, at least in our state and in our own institution, we're attempting to strengthen the standards by which the 63 institutions in Texas are accredited to offer teacher education programs, and that's one way to begin, with the institutions of higher ed. And one key to improving teacher university preparation programs is for the public and the profession to agree on expectations and then in some way, like through accreditation, to hold institutions accountable.

And I would solicit the support for movements such as this not only from our own state people but also at the national level, as one looks at the importance of some sort of national accreditation for teacher education such as is now in place with the NK organization.

Funding for higher education is a problem in and of itself. If teachers in the nation's schools

1 became the priority that physicians and lawyers apparently
2 are, then funds for teacher preparation programs would be
3 dramatically increased. We continue to be at the low end
4 of the totem pole in almost every state in terms of funding
5 for higher education for the training of teachers. In most
6 institutions of higher education, and there was a study
7 on this a few years ago, it costs less -- we're spending
8 less on the training of a teacher than most good public
9 schools are spending on the education of a third grader,
10 and I would submit that the training of a teacher is a much
11 more complex task, as important as the education of a third
12 grader happens to be.
13 So schools, departments and colleges of
14 education also need specialized teaching and learning
15 facilities. It costs money to educate a teacher. It is
16 more than a four-year lecture kind of program. It costs
17 money to give people good internships and clinical and field
18 based experiences.
19 Teacher education is always playing a catch-
20 up role with the public schools, and a good case in point
21 is the one that has been pointed out here several times
22 today, and that's with the computer technology which is
23 taking hold in elementary and second schools. But, yet,
24 there are very few teacher education programs in the country
25 with equipment or expertise comparable to that in some

public and private elementary and secondary schools.

East Texas State University has just established a microcomputer laboratory specifically for teacher education with a pittance. If we were to have the kind of laboratory we need for the 2,500 young people who are annually enrolled in undergraduate and graduate studies in teacher education, we would have to spend a minimum of $250,000 tomorrow just on equipment to handle that many people, and we do not have those kinds of resources available to teacher education at this point in time.

Resources for retraining and development of teacher education faculties are also needed. We've heard about staff development today for public school personnel and that's important and needed, and frequently state and federal funds for in-service of elementary and secondary education flow without any thought to the needs of higher education faculty who must also be updated and who must, in turn, be responsible for educating those elementary and secondary people in the public schools.

Educational research merits more support. Education, a very large enterprise in this country, has perhaps the least amount of funding for research.

Encouragement is also needed to permit universities to pilot and implement new approaches to teacher education. Frequently, both state and federal

guidelines get in the way of this and make it, if not impractical, very difficult to seek new solutions to old problems.

I'm pleased to be a part of this experience here today on the part of the state-wide enterprise in Texas to improve teacher education by virtue of the fact that I'm one of 16 individuals appointed to serve on the Commission on Standards for the Teaching Profession. So, along with our State Board of Education and our Texas Education Agency staff and a host of others in the profession, we are identifying and planning solutions to some of the problems I've mentioned and many more that I did not have time to elaborate on.

And I'm also pleased to be part of a university in which teacher education is important and in which there are administrators and faculty who support higher standards and program improvements. East Texas State ranks in the top ten of the state's 63 institutions that prepare teachers in terms of the numbers of people we produce annually for the schools and colleges in Texas and in our neighboring states of Arkansas, Louisiana, and Oklahoma. Therefore, our responsibility is great and so is our need for support in this enterprise.

So we applaud the efforts of the National Commission on Excellence in Education and pledge ourselves

to assist by making our own local contributions to excellence in the preparation of teachers and other personnel for the schools in our state and this region of the country.

Thank you very much.

(Applause.)

DR. TUXHORN: Thank you, Dr. Williamson.

Dr. Ralph Eddins, Stephen F. Austin University over at Nacogdoches.

REMARKS BY DR. RALPH EDDINS

DR. RALPH EDDINS: Dr. Tuxhorn, members of the Commission, I'll try to demonstrate my humane concern for the panel and particularly the reporter by making my remarks relatively short.

As Dr. Williamson said, there's been numerous subjects discussed, and it is hard to find one that hasn't, but I'll try to take a little bit different angle on one subject.

I'll take a few minutes to identify some concerns having to do with community based education. We've pointed up earlier today -- Dr. Jones mentioned the fact that the American economy, we have a problem in our society having to do with, as a national problem, the failure to maintain our economic leadership in the world. The United

States position in the world economy has been declining for the past 20 years. This is brought about in major part by the increasing unprepared, alienated, and self-preoccupied labor force that has resulted in, among other things, a serious drop in the efficiency and quality of our national productive efforts.

We are steadily forfeiting much of our competitive advantage relative to several other industrial nations. The current method of educating youth directly contributes to this problem. Our educational system is structured so that students are kept in a protracted state of isolation from the real world of work and responsibility. The trend in this direction perpetuates adolescence and adolescent values by retarding the maturation process. Everywhere there calls for a remedy to this situation by building linkages between the work place and education, and here I speak of the work place not just as some vocational center; talking about the interaction between community agencies, the total community as a whole.

Much discussion and experimentation has taken place in the effort to devise these linkages, and much progress has been made, but there is still more to be done.

Although national unemployment figures remain high, tight labor markets occur throughout the nation. Employers search and compete vigorously for employees

1 possessing those needed skills for entry level or the more
2 advanced skill levels of jobs. Equally important to the
3 academic preparation for work is the development of the
4 individual's adaptive social skills, attitudes. One of
5 the big problems identified by employers is the attitude
6 toward work, the working individuals and their attitude
7 toward performance. So many of our young are lacking in
8 these vital social skills because they have failed to
9 practice them in their early development, largely due to
10 the isolation fostered in their education.
11 A recent survey conducted by the First
12 National Bank of Boston revealed that one businessman out
13 of five agreed with this statement. "Recent high school
14 graduates are simply not prepared to be involved in the
15 day-to-day responsibility of the work place. We do not
16 hire them." In other words, the educational system has
17 produced, is producing individuals in isolation of the
18 reality of the work place, any work place. We're not talking
19 about manual occupations. We're talking about any work
20 place.
21 To solve our human resources development
22 requirements we have been focusing on the system rather
23 than the sources of the affliction. Programs and initiatives
24 that have been organized to combat structural unemployment,
25 such as CETA, as well as other employment programs, deal

to work seriously in the community for the community aims as well as their individual goals.

It is important for us to begin to recognize that as a society we need to reinforce our institution by focusing on strategies to increase people's involvement in helping and supporting one another. The school curriculum should be redesigned and placed in a more comprehensive setting.

How can the society best provide for the full development of youth in an era of specialization? The basic responsibility of the school within the total context is to instruct students. Where learning or the planning or sponsorship of learning is not the central purpose at hand, institutions other than schools should provide the needed services. Schools should not presume to be the singular cocoon of youth. They cannot furnish all services to all youth. Under this concept, the school will assume responsibility for pulling together the learning resources of the entire community, as well as developing courses for the classroom instruction. The identification and design of learning opportunities in the community must become a new curricular priority for the school, and the entire role of the school is to orchestrate these opportunities for the education of youth.

Community based learning provides a unique

opportunity for youth to develop respective maturity and leadership. Thoughtful planning and organization are required. Cooperation in the community is essential. A shift in school resources may become necessary. Legislation will be required. We have a concept that the only place you can learn is within the walls of the classroom and credit has to be earned there. Legislatures, in some instances, would have to provide action to provide credit for certain types of experiences of students in the community.

Schools are the appropriate agency for diagnosing the learning needs of students, for locating and managing the total resource pool available to serve those needs, and for initiating, organizing, supervising, and evaluating all appropriate educational experiences for students on campus and in the community.

By linking thinking and feeling, by organizing to accommodate individual needs, by discussing the consequences of alternative action, by considering many viewpoints, by offering encouragement and support, by assigning responsibility and giving trust, and by adult example, the schools weave an attractive strand into students' consciousness.

For survival of our way of life, we must have a literate people. Deficiencies in basic skills, academic and social, are documented and we've discussed

them many times today. All states have undertaken some efforts to enhance the learning and basic skills, particularly in the areas of literacy. There are promising signs that some of these efforts are successful. We need more scientists, mathematicians, engineers, data processers and technicians, and we need teachers. Our national efforts should not focus on one of these needs at the expense of the others. The leadership, the people and resources of this country must be committed to the solution of these problems. We need public support, not just dollars ... sometimes as important; we need the support of the leadership. The political, civic leadership of this country must be committed to the solution of these problems. And we need not to be embroiled or get the schools embroiled in controversies. Religious and political issues can hamper the effectiveness of the schools.

In the words of Horace Mann, when they asked him to defend the establishment of the public schools having to do with the introduction of religious and political indoctrination into the public schools, his famous quotation, which I'm sure you are familiar with, "The school is neither the forum to discuss or the tribunal to adjudicate these issues."

I think we have to be very much concerned that we keep our concerns -- Certainly the political and

1 religious concerns are vital, but we have to look at the
2 impact on the unity that it takes to develop programs to
3 solve the problems that today face the American public
4 school system.
5 Thank you very much.
6 DR. TUXHORN: Thank you.
7 Carolyn Gillespie, the President of the
8 Central Parent Advisory Council for the Dallas Independent
9 School District.
10
11 REMARKS BY CAROLYN GILLESPIE
12
13 MS. CAROLYN GILLESPIE: To Dr. Tuxhorn,
14 Mr. Ed Baca, the National Coalition of ESEA Title I Parents
15 have named a special day, April the 9th, as Ed Baca day.
16 And, members of the National Commission on
17 Excellence in Education, I would like to take this time
18 and opportunity to thank you for letting me represent you
19 as a parent in the Dallas Independent School District to
20 bring forth some issues to you that we feel would affect
21 us and our children.
22 As President of the National Coalition of
23 Elementary and Secondary Education Act Title I Parents,
24 Region VI, and President of the Dallas Independent School
25 District's Education Consolidation and Improvement Act

1 Chapter I Central Parent Advisory Council, may I at this
2 time thank Dr. Tuxhorn for his support for quality education
3 for every child in this great country of ours and his
4 creative wisdom in providing his staff for the support
5 of parental involvement in his quest to make every child
6 a winner in the educational arena.

7 We, the members of the National Coalition
8 of ESEA Title I Parents and the Chapter I Central Parent
9 Advisory Council, would like to address issue number two,
10 problems which must be faced and overcome if we are to
11 successfully pursue the course of excellence in education.

12 First of all, let me say that we all,
13 including the President of the United States, elected
14 officials, educators, community organizational leaders,
15 church officials, business managers, and parents, should
16 work vigorously for excellence in education because quality
17 education to our boys and girls is so important. Our boys
18 and girls are the most precious possessions we have. They
19 are our treasures, our investment in the future.

20 As has been stated so many times earlier
21 today, during the time before 1957, when the Russians
22 successfully put the space orbiting satellite, Sputnik,
23 in outer space, the federal government began to funnel
24 money into the public schools because most politicians felt
25 that we had fallen behind the Russians in technology. They

1 became interested in strengthening the public school systems
2 across this country. After the federal government began
3 to spend monies in public schools and the boys and girls
4 began to receive the benefits, we began to proper. We are
5 now leading the world in outer orbit flights, technology
6 and other specific areas.
7 If our way of life and this democracy is
8 going to survive, then we all must face the problem of
9 recessions and our budget reductions when it comes to
10 successful programs for our children. As I see it, the
11 responsibility of the federal government is to support
12 education in order to serve the national interests by,
13 number one, promoting equality of education; number two,
14 advancing quality of education; number three, assuring
15 equal access for educational opportunity; and, number four,
16 responding to national emergencies through education.
17 We feel that the federal government should
18 be committed to supporting the special needs of minorities,
19 disadvantaged, handicapped and non-English speaking children.
20 We are against funding cuts that harm educational quality.
21 We urge the consolidation of similar federal programs
22 into a limited number of grants to promote local control
23 and the flexibility of educational programming at the district
24 level. We recommend the Kirby from Texas plan.
25 Careful consideration of proposals to

consolidate similar programs for a specific student population can promote better services to students. It appears that last year's experience of consolidations are motivated by a desire eventually to eliminate programs at the federal level and/or transfer these programs to the state without necessary federal support.

The National Coalition of ESEA Title I Parents Region VI would like to go on record as continuing its support for categorical programs or single purpose federal education grants, as well as the consolidation of similar purpose federal education programs. We oppose the different purpose federal grants into block grants as this destroys the identity and purpose of the grants. This concept of providing stock money makes the funds as easy targets for severe cutbacks and erodes public support for the programs and special populations they were intended to serve.

We oppose the tuition tax credit because, number one, tuition tax credits favor only those families able to pay; number two, the money to fund tuition tax credits must come from existing sources, thus requiring some other program to be further cut; and, number three, tuition tax credits would erode public support for public education.

In the pursuit of excellence in education, we support the continuance of Cabinet level status for

tax dollars to run their schools. Our children should not be penalized in their pursuit of excellence in education just because their area is full of federal installations.

We oppose the transfer of administration of these and other educational programs to other departments of the Executive Branch. This fragmentation will not provide good efficient management of funds. It certainly will increase and not diminish paper work.

In closing, might I say again that if we are going to pursue a course of excellence in education that we all, including the President of the United States, elected officials, educators, business managers and parents, vigorously work to support public education. And, again, our boys and girls are this country's most precious possessions. They are the treasures, the investments for the future.

Thank you very much.

(Applause.)

DR. TUXHORN: Thank you.

Mr. Don Helms from East Baton Rouge Schools in Baton Rouge.

REMARKS BY DON HELMS

MR. DON HELMS: Drs. Tuxhorn, Francis, and

1 Sanchez, I appreciate the opportunity to address this hearing.

2 I, too, am in the same predicament of having

3 some notes and materials that have been more adequately

4 and in more depth covered than possibly I need to go over

5 again. So, consequently, I'll try to restrict the remarks

6 and reiterate only those that we in East Baton Rouge Parish,

7 Louisiana are concerned about.

8 To assess the degree to which major social

9 change in the last quarter century has affected student

10 achievement is a difficult, if not impossible, task. There

11 is no tangible test data which could properly measure the

12 impact of social change upon achievement. National assessment

13 is the first attempt to assess achievement in a systematic

14 standardized way.

15 If one looks at indirect measures such as

16 dropout rates, school attendance, vandalism in schools,

17 suspension and expulsion rates, et cetera, logic would

18 dictate that achievement should correlate inversely to

19 the factors such as these. Some persons assess the success

20 or failure of educational programs using SAT and SAT scores,

21 and we have talked considerably this morning and this

22 afternoon about some of these issues. Here again, these

23 cannot be used as sole measures of program success since

24 the nature of the population from which these scores immanate

25 change from year to year. The nature of the population

1 change could be a more revealing source of information
2 regarding the success of achievement than the test results
3 themselves.
4 Certainly, the results of some research
5 studies reveal a fairly direct correlation between the
6 attitudes of parents and community at large toward school
7 and the achievement of their children in school. If indeed
8 this is true, the social change which results in negative
9 parental attitudes towards school or towards self would
10 generally result in less achievement on the part of children.
11 Only when the attitudes of school personnel are positive
12 enough to override the negative opinions of others does
13 this seem to be reversed.
14 In my opinion, there are three identifiable
15 social changes that have had a heavy impact upon public
16 attitudes towards the schools or towards self. The impact
17 of technology on the media has made news from around the
18 world almost instantaneously. The fact that the media
19 consistently accents the negative does little to encourage
20 the average citizen to, quote, count their blessings.
21 While I don't think the media has exaggerated
22 the corruption in government, federal, state, and local,
23 I do think the lack of coverage of worthwhile accomplishments
24 of the government has resulted in negative or anti-establishment
25 attitude within the general public. Schools are closely

1 identified with the establishment and, therefore, receive
2 a healthy share of this lack of respect.
3 The harsh realities of physical war between
4 nations and other more subtle but less harsh realities
5 of the every day war between labor and management, minority
6 and majority cultures, the law and the lawlessness, has
7 done little to give the average citizen encouragement about
8 their future. These attitudes, either knowingly or not,
9 are passed on to their children.
10 Factors such as these, coupled with the
11 media's ignorance of the meaning or lack of meaning of
12 test scores they report, have placed the schools in a system
13 of a highly defensive stance and force them to react to
14 symptoms of problems reported by the press rather than the
15 roots of the problems that many educators know should be
16 addressed, many of the problems that have been pointed out
17 by other presenters today.
18 And I have to divert from my text just a
19 moment to indicate to you that in East Baton Rouge Parish,
20 Baton Rouge City and rural areas, for the first time since
21 the state assessment tests in the basic subjects that
22 Dr. Gaston referred to this morning, East Baton Rouge scored
23 this year higher than the state average since the inception
24 of the testing program in all but one category, seventh
25 grade math. And the headlines in the paper were "East Baton

Rouge falls below state average in math." The fine print did go on to say that we have accelerated and made great progress in reading, math at other grade levels, and writing. But I think the message is there.

The impact of inflation on the average citizen goes much further than the dollars and cents. The feeling of inadequacy and helplessness that accompanies unemployement or a salary that will not provide the necessities leaves many both bitter and angry. Schools are handy scapegoats. Coupled with the decreased financial support to public schools and the decrease in service that must accompany such loss is one of the justifiable outlets for bitterness and anger.

Finally, the focus on desegregation, by its very nature, is negative, while the process of integration is positive. One concentrates on undoing something that is wrong, while the other emphasizes the right. In other words, integration should concentrate on the positive mutual thrust for creating a better world. While few communities can be forced to integrate, most could be required to initiate positive steps with a nucleus of positive citizens. If funds utilized over the past ten years for forced desegregation could have been routed through mutual understanding of diverse cultures in communities along with a form of affirmative action, I think

we could have seen better communities, better schools, with more high achieving students. Many of the changes being forced upon the schools and the negative attitudes that accompany them have resulted in an ever decreasing support of the schools both fiscally and attitudinally.

Some of the problems that we need to overcome, in my opinion, are as follows:

The decrease of financial support from government and local taxpayers is severely handicapping many of the schools trying to maintain programs, some of which were started by government agencies. Also, in the midst of financial cuts, new mandates requiring greater expenditures are further draining resources available to the schools.

The increased public support for private education encourages even less support from public education. Voucher systems, tax credits, all place the public schools in a position of facing the loss of additional students and, at the same time, loss of federal and local revenues to maintain a quality education program in a public school system.

The publicity provided by the media reporting on the progress of education by and large is negative and based on very unsubstantial evidence. While we have a problem in public schools, we are having to respond to many unfounded

accusations. The media, in general, and general citizenry must be better informed about the schools and the measuring devices used to assess them.

School systems are victims of ambitious politicians and advocacy groups. Many mandates and practices are pushed upon school systems by the power structure. Some regulations and direction is necessary to counter local politics; however, advocacy groups and regulation writers with such programs as 94-142, the Lau guidelines or remedies, desegregation remedies and their costs, without financial support necessarily required, require the diversion of funds from general education needs.

A comment that refers only to East Baton Rouge Parish. With a loss of 3,100 students between June of last year and September of this year, we have been required to add to our teaching staff an additional 119 teachers, most all gifted and talented and special education, oftentimes with class sizes of four to twelve. Therefore, the financial impact and the impact on space, on transportation, et cetera, being tremendous, a tremendous burden, a burden that those who write such regulations, I'm sure, never dreamed would occur. We need better balance. It is not to say that our school systems and educators are opposed to the needs of children with all types of handicaps, special education needs, whether they be remedial or whether

they be advanced, but such programs need to be properly funded, and there needs to be a balance in the regulations that require sometimes unneeded expenditures.

While the intent of many is positive, and we are very supportive of efforts to help us deal with problems that public schools have never been asked to deal with before due to social changes, professional strategies need to be designed by professional educators, and such policies need to be implemented at the federal, state, and the local level.

Several speakers have commented today about teacher literacy. I just want to reiterate that while we are suffering, as Dr. Gaston indicated, a decline in the number of teachers available and a teacher shortage, we are concerned about the quality of the teachers we have, and we would urge the Commission to keep the quality of teachers that we have available to us utmost in their deliberations. Quality, rather than quantity, is what will bring public confidence back to education.

Finally, I'd like to say that pay, support, recognition for good teaching are vital if we are to retain and attract excellent teachers. We're in the process of developing a program that would interface with our petrochemical industries, and we have found a great demand for youngsters 18 years of age, high school graduates,

great demand for employment of such youngsters. Yet, at 18 years of age they start at $25,000 a year, even in apprenticeship programs. That same 18-year-old who chooses a college of education and a teacher training program loses the $100,000 the petrochemical industry worker has made during the four years of his college training and then goes on to a teaching career with salaries woefully low and in our state, as was indicated this morning, only averaging $17,500 a year.

During the four years that our teaching candidates are in college, the petrochemical worker has made $100,000. By the time the teacher is ready to go to work for us for $14,000, the petrochemical worker with a high school diploma is making $35,000.

East Baton Rouge has been designated by the Justice Department as the model for new desegretation strategies. Some call it the battle ground for new desegregation strategies.

We have to find a way to deliver quality education, to achieve integration, but, at the same time, not continuing to cause our schools, to quote the Justice Department, to be a public school system for only the poor and the minorities. East Baton Rouge Parish has lost 8,000 students in two years since the implementation of our forced busing plan.

We must find ways, in cooperation with the federal government, with the community, and with educators, to avoid running 700 buses a day, 10,000 miles a day, with 18,000 pickup spots, and using a quarter of a million gallons of gasoline a year for 55, 60,000 students. We must find a way to channel that energy and that cost into improving instructional programs and educational programs and reallocate resources to do so. With a 147 million dollar budget, East Baton Rouge has a contingency reserve of only $600,000. One good storm, one good rain storm through the area and the contingency reserve would be gone and we would not be making payrolls.

We have problems, as do others who have taken this opportunity to speak to you today. And I want to say that I appreciate the opportunity, also. Regardless of those problems, there are many of us out there and many of those who spoke before you today who are optimistic and who realize that we must remain positive even though we do have problems and frustrations that we must present to you. We ask for many things, money sometimes, support sometimes, assistance with publicity and attitudinal change toward public education, but we're here and we're waiting, and we need help, and with that assistance, we hope and feel that we can continue to work with the public school systems as they were originally designed and as we hope

they can be for all children.

Thank you.

(Applause.)

DR. TUXHORN: Thank you, Don.

Mr. Lewis Putnam, the President of the New Mexico School Board Association.

REMARKS BY LEWIS PUTNAM

MR. LEWIS PUTNAM: Dr. Tuxhorn, members of the Commission, the hour is getting late, and I'll make mine short and sweet.

One of the major social changes we view as affecting education is the growing permissiveness of society. This permissiveness permeates all levels, age levels, and adversely affects student achievements, attitudes, and conduct. This attitude has caused students to feel that individual rights are more important than group rights. Unless they are permitted to do what they want, when they want to, and the way they want to, they will not play the game at all, and not only refuse to learn themselves, but they will not permit others to learn.

It is glaringly apparent that many students have developed an attitude "I can do my own thing and do not have to answer to anyone for my actions." How often

do you read a bumper sticker or a T-shirt slogan that says, "If it feels good, do it," which seems to be the attitude of too many of today. And, of course, the obverse is true; if you don't feel good and it requires discipline and effort, don't do it.

Another change, or possibly more correctly, another aspect of this permissiveness is the growing lack of respect to any authority. This starts with parental authority over their children and continues through adulthood with the lack of respect for authority of law and government. Many students have come to believe that society owes them a living, and, believing this, they can see no value in getting an education. Why strive to get an education which will enable them to get a job when society will feed, house, and clothe them without any effort on their part. People have the idea that this country and its institutions owe each person something, but tend to forget that what made the country great in the first place was each person contributing his or her share and being willing to do their share of the work.

If we are to successfully pursue the course of excellence in education, we must improve students' motivation, attitude, and conduct. The schools need to return to the basics, but the schools must be allowed to educate and let the parents raise their children. The

schools will need to regain some of the authority which they have lost in the last quarter of a century in such areas as conduct, dress codes, discipline. There should be greater cooperation between schools and the judiciary system. The courts need to stop attempting to run the schools and return the control to the professionals. Schools should not be a dumping ground for every problem of society, nor should they be used as a means of punishment the way some judges and probation officers deal with young people.

Finally, there needs to be a definition of what schools are supposed to do. What does our society expect the finished product to be? Do we want an increase in the achievement of basic education objectives, which can be done through a general and systematic effort to improve curriculum standards, or do we want to maintain a pluralistic education system which fluctuates to accommodate the various contradictory values and interests of any constituency?

And I thank you.

(Applause.)

DR. TUXHORN: Thank you.

Martha Thompson.

REMARKS BY MARTHA THOMPSON

MS. MARTHA THOMPSON: My name is Martha

1 Thompson.

2 To Mr. Scott Tuxhorn and Mr. Dixon -- Am

3 I correct? To the other two Commissioners, I'll say it

4 like that, because this was a quick thing.

5 And my concern as being here coming before

6 you-all is I wonder why that the parents and the community

7 people, leaders was not notified about this public hearing.

8 There could have been much more input from the community

9 people and the parents who are furnishing the schools the

10 children. And we're concerned about our children's

11 education. We're concerned about having a part and not

12 signing a paper saying that we have been input on planning

13 when we don't know anything about it.

14 And I live here in Dallas, and I'm very

15 involved with the school district, the ISD. I'm a repre-

16 sentative of our local school with Title I, the Central

17 Parent Advisory Committee. And I think it is unjust to

18 the parents, it is unjust to the people that is concerned

19 about quality education. We're not by quantity. We are

20 by quality. And there's a difference in quality and quantity,

21 and we can do much better. And I hope that the federal

22 will not lay their hands aside and send it down to the state

23 for the state to allocate it to whoever they feel like that

24 need it, because there are children out here that needs

25 the service and not put on paper what they are getting.

And testing shows where that we have all of these different programs. We need a good program that children can be educated and get a good education, and that's my concern here today.

They had a public hearing down here last week on the handicapped, and the way I saw it was on the T.V. And I know that it costs much more by putting it on T.V. and putting it in the newspaper than it is -- They have the parents' name. They have the leaders, and let them know about it, because I work very closely and I didn't know anything about this hearing coming up as today until a lady ... and she could not explain to me who told her, but by being here, I know who told her. And I'm not hostile with her at all. I just want it to get to the right people, keep the program going, see that it is overseen, that the children get the benefit of it.

And thank you.

(Applause.)

DR. TUXHORN: Thank you. We appreciate your coming down.

And we do have a problem sometimes. We get it to the newspapers. We don't always get these things printed. It is not really news.

Frank and Norm, appreciate so much your being here, and as soon as we get the transcript, we'll be getting

you a copy of it.

DR. SANCHEZ: Thank you, Scott, very much.

DR. FRANCIS: Thank you.

Whereupon, at 4:07 p.m., the hearing was concluded.)

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C E R T I F I C A T E

I, Glenna M. Wright, a Certified Shorthand Reporter for the State of Texas, do hereby certify that the facts as stated by me in the caption hereto are true; that the above and foregoing proceedings as indicated herein were reported by me and the same were thereafter reduced to typewriting by me; that the above and foregoing as set forth in the typewriting is a full, true and correct transcript of the proceedings had.

GIVEN UNDER MY HAND and seal of office on this 19th day of October, A. D., 1982.

Glenna M. Wright
Glenna M. Wright
Certified Shorthand Reporter
State of Texas