

When the press is free and every man able to read, all is safe: Thomas Jefferson

# Opinion

Wednesday, September 29, 1982

## Manifesto

The modern trends of education have been toward specialization — training of students. Equality of education has meant attempting to give all students up to grade 12 an equal quantity of schooling, but of sharply varying quality. The results have been dismal: The creation of a subclass of functional illiterates who make it through the schools without learning the skills to make it through life.

A distinguished educator, Mortimer J. Adler, has written a manifesto condemning the specialization in public school education and advocating a system of basic learning for all students. Professor Adler, who helped devise the Great Books curriculum in the 1940s, calls his new book "Paideia," the Greek word for "upbringing of a child," which connotes "general learning that should be in the possession of all."

Dr. Adler speaks best for himself:

"Suffrage without schooling produces mobocracy, not democracy — not rule of law, not constitutional government by the people as well as for them.

### Our Readers Write

## JMU Defended

While reading a biographical sketch of Paul S. Triple Jr., Republican candidate for the U.S. Senate, in the Richmond Times-Dispatch recently, I noticed a statement he made which, as an alumnus of James Madison University, deeply disturbed me. Mr. Triple attended two summer sessions at JMU to complete biology and chemistry course requirements for Hampden-Sydney College, which he attended, because, he is quoted as saying, those "courses were too difficult to take at Hampden-Sydney College."

As an alumnus of James Madison University, I find such a statement to be insulting to me and to my school. He seems to be insinuating that a degree from James Madison University is of somewhat less quality than one from his alma mater. Hampden-Sydney, I'll have to agree, is a respected institution of higher learning, but no more so than James Madison. Maybe he feels that state colleges and universities are to be looked down upon by graduates of private institutions.

I could be taking his statement too personally, but I feel that every student and every alumnus of JMU should be outraged by his statement which expresses his disdainful attitude towards public higher institutions and James Madison University in particular. I think that we should all, along with Dr. Carrier, demand an apology from Mr. Triple.

I believe that as friends and alumni of JMU, we should consider Paul Triple's statement when we cast our ballots for a U.S. senator in November.

C.L. Helferstay Jr.  
Lynchburg

**EDITOR'S NOTE:** The Breeze, student newspaper at James Madison University, reports that Mr. Helferstay plans to do volunteer work for Mr. Triple's opponent, Lt. Gov. Richard Davis. An official of JMU states that as many as 75 students from Hampden-Sydney came each year in the 1960s to summer school here to take courses.

### LISTENING EAR VOLUNTEERS

As chairman of the Harrisonburg-Rockingham Community Services Board (Chapter 10) I am pleased to recognize Listening Ear's 10 years of service to our community. Listening Ear began its hotline services in July 1972, enlisting the service of volunteers who have devoted

"The innermost meaning of social equality is: substantially the same quality of life for all. That calls for: The same quality of schooling for all.

"At the very heart of a multi-track system of public schooling lies an abominable discrimination. The system aims at different goals for different groups of children. One goal, higher than the others, is harder to accomplish. The other goals are lower — and perhaps easier, but ironically, they are all too frequently not attained.

"Teachers should be on the way to becoming educated persons. What signs indicate they're tending in this direction? One is that they manifest competence as learners. Another is that they show a sufficiently strong interest in their own education and a sufficiently strong motivation to carry on learning while engaged in teaching.

"Our concern is double-edged. We have two fundamental goals in view. One is equipping all the children of this country to earn a good living for themselves. The other is enabling them to lead good human lives."

countless hours of operating the "Ear's" three phone lines. Today Listening Ear services are available from noon to midnight every day thanks to the efforts of 60 volunteers.

The Listening Ear volunteer is an exceptional person, one whose personal contributions go unrecognized due to the anonymous nature of Listening Ear services. Yet, we in the community have come to depend on these volunteers to listen to our troubles and to give us support. Indeed, the phone intervention of the Listening Ear volunteer can be especially critical, given what may be a crisis situation.

I know that the community joins the Community Services Board in thanking the Listening Ear volunteers for their service and dedication.

Mary B. Bradshaw, Chairman  
Harrisonburg-Rockingham Community Services Board

### STUDENTS PITIED

This is in response to a letter by Jack McDevitt printed Sept. 3, which seemed to take another letter writer (Mr. Davis) to task for believing literally in Divine Creation. Jack calls it "The Bivensed Event," but with obvious skepticism, and then scorns his "pseudo-logic." Mr. McDevitt claims to be both an evolutionist and a believer in "Our Lord...God." My problem is this: How can one believe in one they doubt?

The Bible, which claims to be God's word, states that, "God created man in his own image..." (Gen. 1:27). Referring to this "blessed event," Jesus said, "From the beginning of the creation God made them male and female." (Mk. 10:6). Faith in believing something one hasn't seen, based on the testimony of a reliable witness. How can Jack say he believes in some parts of the Bible, while doubting other parts? After all, the Bible is the only book I know of which speaks of God's "life-changing power of his revelation to humankind."

Jack doesn't say whether he is a professor, student or worker at Bridgewater College, but judging from his vocabulary, it would seem unlikely that he is a groundskeeper and that's too bad, for if he is a professor, I pity many poor students who are likely to leave there as confused as he.

Rogers Hart  
Grottoes

### THE FAMILY-CIRCUS. By Bil Keane



# Ex-Im Bank's 'Corporate Welfare'

By DONALD LAMBRO

WASHINGTON — The fierce resistance that Budget Director David Stockman has encountered in his battle to cut Export-Import Bank subsidies to rich corporations continues unabated — in Congress as well as in the Reagan Cabinet.

Two-thirds of Ex-Im's direct loans benefit a handful of this country's biggest corporations: Boeing, Lockheed, General Electric, McDonnell Douglas and Westinghouse, among others. When Stockman tried last year to cut \$752 million from Ex-Im's loans, Commerce

Secretary Malcolm Baldrige and U.S. Trade Representative William Brock ganged up against him. According to Stockman, the two Cabinet members "fought, argued (and) pounded the table" in retaliation.

As Stockman related to journalist Atlantic Monthly confessional, a list of Ex-Im's richest beneficiaries — planted by Stockman — was suddenly produced at the White House budget meeting. Then, Stockman recalls, "I went into this demagogic tirade about how in the world

can I cut food stamps and social services and CETA jobs...and you're going to tell me you can't give up one penny for Boeing?"

It worked and the cut was proposed, only to be watered down by Republican opposition in Congress — spearheaded by Sen. Nancy Kassebaum of Kansas — to cutting corporate welfare.

But the fight continues as the administration tries again to limit Ex-Im's lending in the coming fiscal year to \$3.8 billion — down from \$5.4 billion in fiscal 1981. Baldrige and Brock are still quietly

fighting the cuts. Only now the program's supporters have teamed up in an unholy coalition of big corporations and militant labor unions like the International Ladies Garment Workers and the Seafarers International. Known as the Coalition for Employment Through Exports, the alliance is aggressively pushing a bill offered by Sen. John Heinz, R-Penn., to raise Ex-Im's loans by a fat \$2 billion and turn it into an off-budget agency.

But the special interests are going to have a tougher fight than usual, because the old arguments that Ex-Im helps create jobs at home while the loans pay for themselves no longer hold water.

Indeed, a little-known cost-benefit study of Ex-Im's loan subsidies, now being circulated in Congress by North Carolina Sen. Jesse Helms, reveals that the bank's indirect costs to taxpayers are actually in the hundreds of millions of dollars.

Authored by John Boyd, senior economist for the Federal Reserve Bank of Minneapolis, the study finds that, contrary to the Ex-Im bank's propaganda, Ex-Im's lending is "indeed subsidized and much more heavily than previous studies have suggested."

Analyzing the agency's lending between 1976 and 1980, Boyd concludes that "this program's annual costs exceeded its benefits by an average of about \$200 million." Not only did the subsidy increase "substantially over the sample period," but "by 1980 (it) may have reached as high as \$650 million."

Moreover, the bank can no longer boast that it is paying its way at no direct cost to taxpayers. Last month, Ex-Im Bank President William S. Draper III told a Senate Appropriations subcommittee that the agency will suffer its first loss this year, perhaps exceeding \$120 million. The Office of Management and Budget estimates the bank's losses next fiscal year could hit \$250 million.

As for creating jobs, that argument has been proven specious time and again. When Pan American World Airways hit the skids a few years back, Pan Am pilots ran full-page ads that bitterly criticized the bank's cheap loans to rival foreign carriers.

Similarly, Japanese textile manufacturers who buy raw materials here with low-market Ex-Im loans are given a leg up over domestic manufacturers.

This is, in part, why Boyd says Ex-Im's claims that its indirect benefits are worth the costs "are highly questionable."

"Ex-Im Bank's lending program appears to be a program which society would be better off without," he says.

### Our Daily Bread

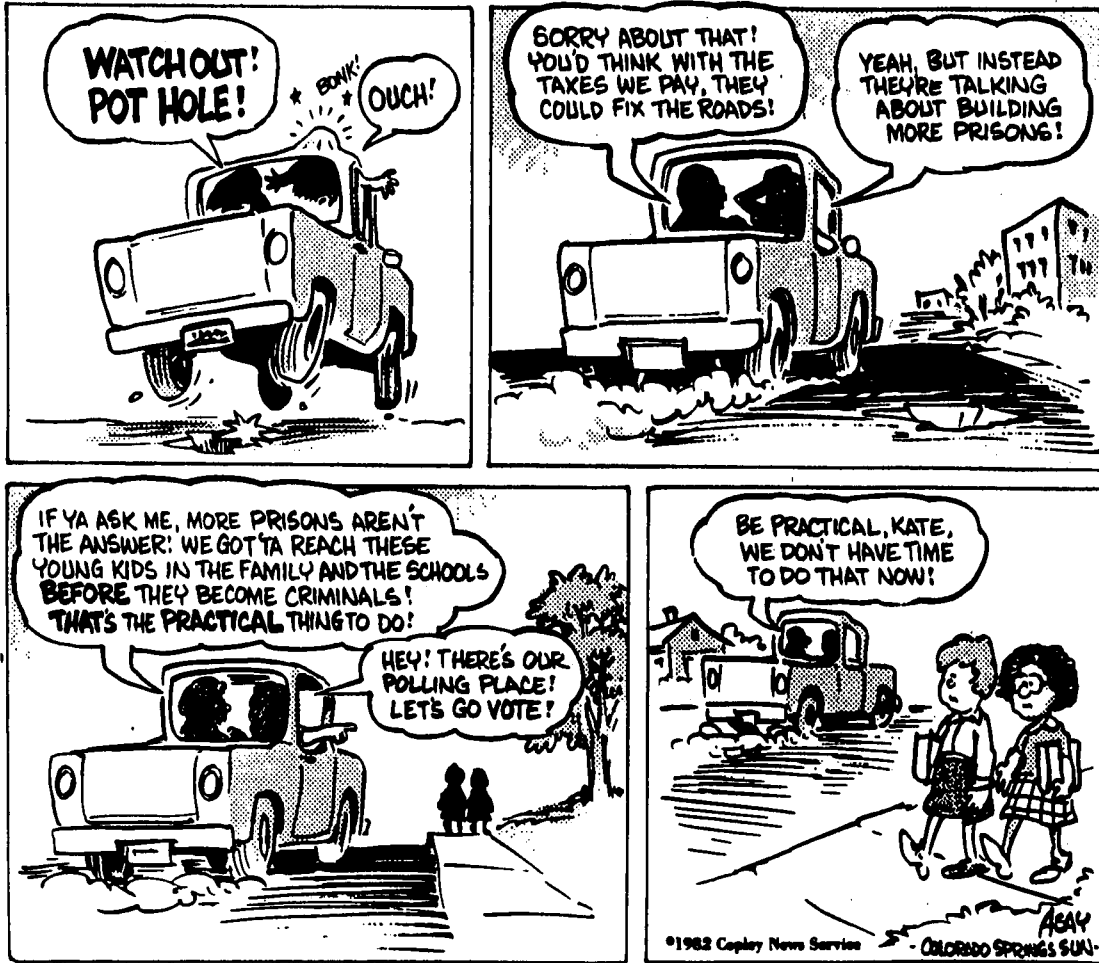
By THE REV. A. PURNELL BAILEY  
John Henry Jowett was in the midst of writing a message on the Biblical theme, "The wind bloweth where it listeth..." — the Divine Spirit that controls the believer's life.

He paused in his writings and went down to the beach where the breakers were coming in from the North Sea. He saw an old sailor near a breakwater, knife in hand, slicing the rope. "Ah," said Dr. Jowett, "if any man can explain the wind, this is the man."

He took a seat by the old sailor, and asked politely, "Sir, can you explain the wind?"

The old sailor looked out across the horizon and saw the white sails of a ship go by. "No," he said, "I can't explain the wind, but I can hoist a sail."

To be spiritually minded is life and peace. (Romans 8:6)



## Functional Illiterates Abound

By JEANE ROSENBLATT

Editorial Research Reports

WASHINGTON — The Soviet Union's launching of Sputnik 25 years ago, on Oct. 4, 1957, sent the American education establishment into a tailspin. At least since the early 1940s the trend in education had been toward the social development of children rather than an emphasis on hard academic subject matter. At the same time, however, there had been a growing concern about whether math and science education was adequate and whether enough students were prepared and interested in seeking American technology.

Russia's dramatic exploit in space highlighted the costs of neglecting rigorous academic training, particularly in math and science, and galvanizing this nation to action. President Eisenhower stressed the importance of education to national security, and American leaders rushed to bolster the nation's science, math and foreign language instruction.

Twenty-five years later educators, scientists, industrialists and other concerned citizens are again declaring that American children are not being adequately educated, which they see as posing a threat to economic growth and national security. Last spring President Reagan told a meeting sponsored by the National Academy of Sciences that problems in math and science teaching are "serious enough to compromise the nation's future ability to develop and advance our traditional industrial base to compete in international marketplace."

Declining student competency, reduced requirements for graduation, a shortage of qualified teachers and an inadequate supply of instructional materials are factors cited as evidence of the poor state of math and science instruction, at a time when America's competitors as well as allies are placing greater emphasis on these subjects.

Experts say a scarcity of trained personnel in various scientific fields is cause for alarm. They add that the pool from which such personnel can be drawn is diminishing, even as the need is increasing. At the same time, by luring math and science teachers into industry with high salaries, "we are consuming our seed corn," said Denis P. Doyle of the American Enterprise Institute.

These concerns are surfacing at a time when the federal government is slashing funding for elementary and secondary education, including science education, and individual states, under their own budgetary strains, are reducing their support as well. Many people advocate a "Sputnikstyle" federal investment, but the Reagan administration opposes such an effort.

"We disagree with those who say that the federal government should be ultimately responsible for this problem," presidential policy adviser Edwin L. Harper told the National Academy of Sciences meeting. Businesses, the states

and local school districts must play their part, he added. Wherever the solution lies, educational historian Diane Ravitch told Editorial Research Reports, "now it's almost as though we're waiting for a Sputnik to focus everyone's attention on the problem."

To encourage industry to help out, several members of Congress have introduced bills focusing on teacher and equipment shortages. One would give tax credits to firms that hire public school science and math teachers during the summer — to augment their paychecks so they could remain in teaching — or let their employees who are former teachers return to the classroom to teach 10 hours a week. Another would provide 7 percent loans to science and math teachers. Each year of the loan recipient teaches.

Though most educators are not pleased with the Reagan administration's commitment to cut federal funds for education, they are not waiting idly for Washington to come forth and save the nation's schools. Aside from adopting minimum competency tests for high

school students, increasing numbers of states have begun raising their standards for incoming teachers. Stiffer curriculum requirements also seem to be making a comeback. California is proposing that every student have three years of math and two of science in order to graduate. In Florida a similar proposal would require four years of math and four of science.

Whatever the answers are to improving children's education, transformations will not occur overnight. Money, and who should provide how much, is only part of the problem. According to Diane Ravitch, we seem to lack consensus about what we want from schools. "Until we figure that out, she maintains, 'we get the schools we deserve, which accurately reflect our own confusion about the value of education.'"

Growing alarm about scientific and technological illiteracy, which experts see as seriously endangering our national prospects could — as Sputnik did in 1957 — clarify this confusion and spark an educational overhaul that many believe is long overdue.

## Israeli Settlements Stir Controversy

By THE ASSOCIATED PRESS

The Israelis also allocated the equivalent of \$3.7 million to transfer high technology factories from Israel proper to the West Bank.

Israel contends that the decision to build the settlements had nothing to do with Reagan's call for a freeze, but had already been in the works.

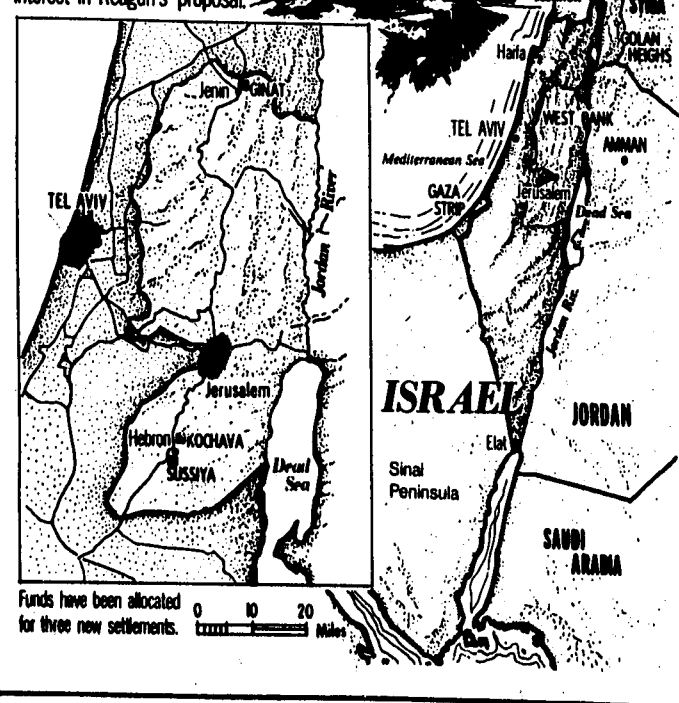
U.S. officials do not seem especially

surprised at Israel's defiance, apparently feeling that the Begin regime will eventually alter its stand, if the United States receives enough support from opposition Israeli elements, as well as Arab moderates like Jordan, Saudi Arabia and Egypt. U.S. officials say they have received an "amber" light from such Arab states to proceed.

### CALL FOR MORE SETTLEMENTS ANGERS WASHINGTON

Ten new ones approved by Israel would bring to 109 the number of such townships in West bank and Gaza.

Opposition elements in Israel and some Arab moderates show interest in Reagan's proposal.



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