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PRINCIPLES OF HUMAN DEVELOPMENT: HUMAN DEVELOPMENT, EDUCATION AND ECONOMIC DEVELOPMENT

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INTRODUCTION

The purpose of this research paper is to develop an understanding of human development. By exploring the work of noted authors, I will examine the relationship of how humans develop and learn. The works of the authors Albert Bandura, Henry George, Jean Piaget, B. F. Skinner and Abraham Maslow and Karl Marx will provide the basis of my research.

Albert Bandura is considered by many to be the "father" of the cognitivist movement. Bandura used observational learning and modeling or what is called the social learning theory (Bandura 1977). Modeling, emulation and observation are important factors in the education process both in as a positive and as a negative in an individual's development.

Operant conditioning is the basis that B. F. Skinner uses in his scientific study of behavior (Skinner 1965). His use of reinforcing and aversive stimulus is relevant to understanding the successes and failures of our education system.

Henry George was very well known in the United States in the late 1800's. As a social philosopher, George's ideas were similar to those ideas of today's economic "supply-siders": he who makes should have; he who saves should enjoy (George 1879). George expressed the belief that man in poverty cannot have the opportunity to develop. There are great differences in the economic success of students depending on the school district and I will explore George's beliefs in this context.

J. Piaget is the founder of genetic epistemology. This theoretical framework formed the basis of how knowledge is developed in humans. Piaget started his study of development by the study of biological organisms and their adaptation to their environment (Piaget 1978). His theories have put him in the forefront of influencing the research of child development.

A. H. Maslow examined basic need gratification and its relation to learning as well as other theories. Need gratification as a motivation theory has the propositions of (Maslow 1948) 1) the individual has structure, 2) needs are in a hierarchy of lesser to greater needs and 3) cognitive needs are another hierarchy.

Marx looked at human development as determined

by economics. Human classes were determined by who those who controlled production and those who labored to produce (Marx 1959). Economic classes determined human development in the political system, the legal system, the family, press and education. Marx differentiated the difference between the education of the bourgeoisie class and that of the proletariat class.

BEHAVIOR, MOTIVATION, AND LEARNING AND EDUCATION

The area of behavior, motivation, learning, the environment and opportunities will be explored in the context of human development and how these concepts interact with economic development. These areas will be examined because they help explain how education has been influenced and is a product of human behavior. The development of humans and societies are products of their education and how that inputs into learning. Benjamin Bloom in 1956 headed a team that developed a learning taxonomy (Woolfolk 1990) The lowest of the six levels is knowledge, which simply calls for recall. The second level is comprehension and that requires the ability to explain. The third level is application that requires the aptitude to demonstrate. The fourth level is analysis or the capability to compare and contrast. Synthesis is the fifth level and that requires one to be able to create and develop. Finally, the highest level is evaluation or the ability to appraise and evaluate. This cognitive domain is part of the study of human behavior. Educational advances are how humans learn and are part of the human natural development. Educational advances or how we learn and apply that experience changes the context of a society.

Many link learning and education with success. Other measures of success are ownership and wealth. As to social conflicts between the rich and poor, most studies use Karl Marx in their references. For my paper I will also refer to Henry George, who in the 1800's, was considered a great "social philosopher." George analyzed wealth, value, labor, capital, interest and land in the context of taxes and fairness. He saw the unfairness (George 1879) and poverty in our society and he proposed shifting the tax burden to the rent value of land which all of the public owned. Productive enterprises and improvements would not be taxed.

What is interesting, the same problem that George perceived over 100 years ago still persist today: A small wealthy class lives in luxury while a large working class survives in poverty or near poverty.

What does George have to do with human development? His economic theory was that for humans to be fulfilled, they must be able to live well both in a social and material setting. Humans must be able to develop but those in the working classes use their energy in the labor of production and therefore cannot fulfill their capabilities. In his concept, humans, in order to be accomplished must be able to attain their highest intellectual (Bloom's Taxonomy) aptitude. George states:

Mental power is, therefore, the motor of progress, and men tend to advance in proportion to the mental power expended in progression—the mental power which is devoted to the extension of knowledge, the improvement of methods, and the betterment of social conditions (George, 1879, p. 507).

George came well before the other authors I will cite in this paper and while he did not expressly come up with a formal taxonomy, he did recognize that humans have different aptitudes primarily because of economics. His tax-land rent plan was a way to end poverty and in ending poverty, all would have an equal chance at learning and knowledge. Those who were in poverty, the working class, could not break out of their predicament into to achieve the highest possible fruits of their learning experience. Most critics have focused only on George's tax plan and not on his social, human behavior beliefs.

Jean Piaget studied development from the point of view that an organism adapts to its environment. This naturalistic research has been labeled genetic epistemology. His research shows that cellular development responds to the environment. The response to the environment is labeled as development. This development is driven by the behavior of the organ. The environment drives the actions of the organism and its development. Piaget states:

The organism is an open system, a necessary precondition of whose functioning is behavior; and (if there is so much as a germ of truth in the tentative hypothesis I have advanced above) it is of the essence of behavior that is forever attempting to transcend itself and that it thus supplies evolution with its principal motor (Piaget, 1978, p.139).

For the smallest organism to the human, Piaget concluded that evolution and behavior is more than general evolution and must be influenced by the environment it exists in. Piaget used as an example butterflies (Piaget 1978) and how they react to light. The example shows how organisms are dependent on various variables and how they react when the variables are altered.

Other developments other than behavior are the result of the organism's environment. Piaget's research showed that the surrounding environment influenced an organism's physical development. The organism's behavior "strives to improve and hence to transcend itself" (Piaget, 1977, p. 142) at the lowest level is a behavior mechanism of the human. This concept is a form of social learning in that humans and all organisms conform to their environment or they cease to exist.

If Piaget's theory is in fact true by itself, inner city school districts can never be successful because the environment in most cases is not conducive to learning

and knowledge. On the other hand, the environment in suburban school districts is favorable to the learning experience and will be successful. How can I make such a statement? The facts speak for themselves and will be discussed in detail in the Depth Section of my paper. Inner-city school districts throughout the United States fare much lower on all academic measurements i.e. test scores, graduation rates, number going to college etc. The environment of an inner-city school child is much different from the one who lives in an affluent suburb. Inner city schools face a high proportion of children with one parent (or no parents grandparents are the guardians), a higher crime rate, higher teacher-student ratio, less expenditures and many more environmental problems. It is acceptable behavior in inner city schools for girls to get pregnant and for kids to drop out of school well before their graduation. Using Piaget's theory that human behavior responds to the environment and applying it to Bloom's Taxonomy then most inner city students are doomed not to get beyond the knowledge level and very few will ever reach the synthesis and evaluation levels. On the other hand, the norm for a suburban student from a two parent, good income, low crime area is that many will go beyond the knowledge level and will attain the synthesis, evaluation levels.

B. F. Skinner reasoned that behavior and learning is based on operant conditioning. He uses controlled experiments to form a scientific study of behavior. Positive reinforcement (rewards) results in an increased probability that certain behavior will continue. Also, if the reinforcing stimulus is taken away, the probability is that behavior will decrease in the future. As to adverse stimuli (punishment), there is a decreased probability that the behavior will occur in the future. Conversely, if the adverse stimuli are removed, there is an increased probability that the previous behavior will continue. Skinner studied why organisms behave a certain way. He maintained that the "cause and effect" measures of behavior were replaced with variables. Skinner wrote:

The terms "cause" and "effect" are no longer widely used in science. They have been associated with so many theories of structure and operation of the universe that they mean more than scientists want to say. The terms which replace, however, refer to the same factual core. A "cause" becomes a "change in an independent variable" and an "effect" a "change in a dependent variable." The old "cause-and-effect connection" becomes a "functional relation." (Skinner, 1965, p. 23)

Skinner expounds that variables to be studied are outside the organism. A variable that causes human behavior can be anything that has an effect on behavior. There are many independent variables that can and must be studied for scientific analysis in order to properly understand behavior. There are many sources of substance in studying behavior and Skinner lists the following: (Skinner, 1965, p. 37) Casual observations, controlled field observations, clinical observations, extensive observations and laboratory studies.

Behavior is also influenced by reinforcers, which Skinner lists as attention, approval and tokens. Tokens will be discussed in the Economic Development section. In Skinner's model, learning and education can be altered by the use of reinforcers. Skinner notes that one of the more common reinforcers in education is the use of a grading system. He also notes that language contains words that express different types of social learning such as punishment and reward. Group behavior is also a product of positive and negative

reinforcers. Social reinforcers usually need the other people and schools and education is an environment where group behavior becomes important in a collective environment.

In explaining learning and education, Skinner uses his positive and negative reinforcements. He describes education (Skinner, 1965, p. 402) as "Education is the establishing of behavior which will be of advantage to the individual and to others at some future time." He also states (Skinner, 1965, p. 407) "when educational reinforcements are made contingent upon topographical or intense properties of behavior, the result is called skill." It is interesting that while he does not spell out learning in a taxonomy like Bloom outlined, he does acknowledge the difference of merely reciting facts and actually understanding. Skinner uses the term "knowledge" in a different context than Bloom. In Bloom's Taxonomy, knowledge was the first of six levels. Skinner states (Skinner, 1965, p. 408) "the entity which is traditionally said to be maximized by education is called knowledge." Clearly, Skinner uses the whole of the Bloom taxonomy to describe what he considers knowledge. He also notes that education allows one to gain knowledge in a verbal context by memorization. This verbal behavior by a verbal stimulus in this situation is knowledge as Bloom described.

Different controls are also important in studying behavior. While Skinner discussed physical force as an immediate control he also described the techniques of self-control. As to control, Skinner was concerned about the individual:

Western thought has emphasized the importance and dignity of the individual. Democratic philosophies of government, based upon the "rights of man," have asserted that all individuals are equal under the law, and that the welfare of the individual is the goal of government. In similar philosophies of religion, piety, and salvation have been left to the individual himself rather than to a religious agency...Many schools of psychotherapy have accepted the philosophy that man is the master of his own fate. In education, social planning, and many other fields, the welfare and dignity of the individual have received first consideration." (Skinner, 1965, p. 446)

It is interesting that Skinner used the concept of variables in the cause and effect of behavior because it is the testing of many variables in recent research that is trying to improve our educational system. This topic will be discussed in more detail in the depth section of this paper. However, Skinner acknowledges that education systems have little control over available variables. Schools are regimented and control is restricted. There is a difference in behavior and learning between those schools that are public and those that are not public and Skinner acknowledges that public schools are restricted in their ability to alter learning variables.

Albert Bandura looked to the observational learning that developed into the social learning theory. He was not only concerned with how behavior and learning is observed but also how it is emulated. Personal and environment factors do not operate independent of each other but rather are totally dependent or correlated. Social learning requires that people and the environment that they function in are reciprocal determinants. In Bandura's view there is the cause and effect and that the environment is a continuous shared interaction. His famous study was that of the bobo

doll (Bandura 1963). He made a film of a student beating the doll. Then he showed the film to kids who did the same activity to the doll as the student in the film. In doing this modeling, one has to pay attention, there must be retention, it must be able to be reproduced and there must be a motivation for doing it. Similar to Skinner and traditional behaviorist, Bandura lists reinforcers and punishments in the category of motivation. As to learning, Bandura states (Bandura, 1977, p. 22):

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling.

There are environmental and behavioral influences that interact and enter into the social learning theory.

In learning, Bandura states (Bandura, 1977, p. 39) that "children and adults acquire attitudes, emotional responses, and new styles of conduct through filmed and television modeling." Bandura goes beyond Piaget in discussing how organisms (humans) react to their environment; he states (Bandura, 1977, p. 59) "Humans don't just respond to stimuli, they interpret them."

In interpreting Bandura and the state of today's educational crisis in center cities, it appears that it may be hopeless. The solution for some politicians is to "throw" money at the problem by increasing expenditures in inner-city school districts. Some studies have shown that expenditures (see Depth Section) alone do not improve school performance. Bandura's theories show that the behavior is copied in a social environment. The inner-city environment is completely different from that of a suburban school district only a few miles away. As will be discussed in the context of A. Maslow, the central city student profile may be something like this: student from a single parent family, might live with a relative like a grand parent, parent might be in jail, high crime rate area, most families below poverty level etc. Kids grow up seeing the person in the big car with money that happens to be the local drug dealer. They see that crime in fact does sometimes pay. They also see that big time sports also pays and some strive to succeed in sports.

The shows and movies that are watched are usually violent (this is also true in suburbia). This is an area that Bandura is very concerned about. He stresses that TV and movie violence through modeling is a problem in our society. How many crimes that were TV shows have been copied in real life? How many people "model" them from a fictitious character? The causal link to leaning behavior from modeling is attention, retention and motivation and it can be positive or negative. One of the major criticisms of violence in the movies and TV is that overwhelming the causal link is negative in today's society, particularly in the central city.

Behavior can be selective and humans can select their actions and responses from various experiences. Bandura's philosophy in social learning stresses that people do not use everything they learn. Modeling comes into play when the results are favorable. Behavior outcomes that are favorable are generally accepted to those that do not. Bandura's social cognitive theory encompasses three forms (Bandura 2002):

Personal agency exercised individually; proxy agency in which people secure desired outcomes by influencing others to act on their behalf; and collective

agency in which people act in concert.

Maslow's hierarchy of needs has ramifications for motivation and learning. At

Level I there is the physiological needs which dominates when all other needs are not met (Maslow 1948). The human uses all of its power to solve the physiological problem at the sacrifice of the other needs. Once the physiological needs are met, the level II or safety needs become dominate. Once one feels safe in his or hers environment then social and love needs become important. Level IV or the self-esteem level can be realized after all the other needs are achieved. Finally Level V or the self-actualization stage can be appreciated where the individual is given the opportunity for achievement. It must be noted that Henry George used the same concepts as Maslow but did not articulate it into a hierarchy. In interpreting George's writings, the underprivileged class did get above level II or the safety level.

The need-gratification theory of Maslow assumes the following:

1. The motivational life of the individual has organization...

2. The chief principal of organization is the arrangement of needs in a hierarchy of lesser or greater priority ...

3. The cognitive needs seem to form another hierarchy...(Maslow, 1948, p. 402)

Character formation is a product of the gratification. Each step away from the physiological brings an improvement to the individual. In this context, it makes sense that it is should be a goal of learning or of education to move the student up the ladder of needs gratification. While they cannot control the environment outside the classroom, educators can work to make a safe school and classroom, thereby giving the individual a sense of safety (at least at school). For the social needs, teachers and the administration can encourage group activities and the interaction of students (sports, clubs, group projects). With the achievement of students, recognition should be awarded. Finally, students should be given opportunities and be encouraged to be creative. Therefore, Maslow's hierarchy should be incorporated into the education of students particularly those attending urban inner-city schools.

Unfortunately, many inner-city students cannot get beyond physiological and safety levels. Even if they reach the social level in Maslow's Hierarchy, it may not be positive social interaction. Also, for those inner-city students who also reach level VI or the self-esteem level, the self-esteem may also be a negative. Certainly sports achievement is a positive in any environment in our culture and it is so in the inner city. While educators strive to make scholastic achievement part of the self-esteem experience, many of the inner city peers of a student may not recognize it as such.

Karl Marx central theme was the same for human development, motivation, learning and education. The cornerstone of his philosophy was the means of production and the class struggle. In Marx early career he was concerned about the individual but in later writings his focus concentrated on social structure. He believed that historically there was always a class struggle that centered on who produced and who controlled the production. His basic theme is stated as follows:

The general result at which I arrived and which, once won, served as a guiding thread for my studies,

can be briefly formulated as follows: In the social production of their life, men enter into definite relations that are indispensable and independent of their will, relations of production which correspond to a definite stage of development of their material productive forces. The sum total of these relations of production constitutes the economic structure of society, the real foundation, on which rises a legal and political superstructure and to which correspond definite forms of social consciousness. The mode of production of material life conditions the social, political and intellectual life process in general.

It is not the consciousness of men that determines their being, but on the contrary, their social being that determines their consciousness. At a certain stage of their development, the material productive forces of society come in conflict with the existing relations of production, or what is but a legal expression for the same thing with the property relations within... Just as our opinion of an individual is not based on what he thinks of himself, so we not judge of such a period of transformation by its own consciousness; on the contrary, this consciousness must be explained rather from the contradictions of material life, from the existing conflict between the social productive forces and the relations of production (Marx, 1959, Preface).

The superstructure that was developed by the economic base determines the education system. Material conditions caused differences in the educational opportunities. Those of the wealthy classes are afforded the educational opportunity of becoming an intellectual while those from the proletariat do not have such a prospect. Education as part of the superstructure assists in keeping the status quo. Actually, even in a society like the United States, where there is universal public education, the success rates in all education rating categories are superior in the wealthier school districts. This will be explored in more detail in the next section of this paper.

ECONOMIC DEVELOPMENT

Webster's Dictionary (2001) defines economic as "1. Of or relating to the development, production, and management of material wealth, as of a country, household, or business enterprise. 2. Of or relating to economics. 3. Of or relating to matters of finance. 4. Of or relating to the necessities of life." Webster's (2001) also defines development as "1. The act of developing or state of being developed 2. A product or result of developing. 3. A significant event. 4. A group of buildings, as dwellings, usually built by the same contractor." As to the economics and necessity of life, economic development could fit into Maslow's hierarchy of needs (Maslow 1948). Physiological needs must be met before one concerns itself with safety. After the social needs are met, economic factors can be paramount for self-esteem and self-actualization. In the context of development and a creation being produced, economic status can be met. Human behavior strives for economic success so that the needs of an individual can be met. Whether it be the factory worker or the company owner, economic success can provide the hope of economic upward mobility.

On a micro-scale, people are stuck in crime-infested, inner-city neighborhoods with substandard schools, not because they want to, but because they do have the economic means to move to a better environment. On a larger scale (macro), people move from third world countries to the United States because of the hope of a better life that translates into a better

living environment. They see the "learning model" as Bandura wrote about in the hope that America can offer. While I'm sure many people immigrate to the United States because of "freedom" issues, an even bigger incentive is the ability to make a better income and therefore live a better life. Piaget's theories (Piaget 1978) also enter into the equation in that humans adapt to their environment and the American environment is one that is appealing to many people.

Bloom's Taxonomy (Woolfolk 1990) also enters into the philosophy of economic development. Plain knowledge or regurgitating facts will not develop anything of economic worth. Likewise, explaining also will not produce anything tangible. Demonstration can put one on the path towards "economic development." A development can start to occur in the compare and contrast stage. Development does occur in the synthesis and evaluation stages. Therefore, in order to have an advanced economic system with economic development, a society must have an education (learning) system that allows humans to achieve the highest level they are capable of.

The beginning of modern civilization and human development were centered on the development of villages and towns, established for safety and commerce. Even in the most primitive civilizations, fortresses were established for safety and commerce. The fortress or protected town gave people the safety they needed to survive. It also allowed for commerce where one could barter for goods and services. Prior to what Skinner called positive reinforcement by the use of tokens (Skinner 1965), the bartering for goods and services was a positive reinforcement. The origins of bartering allowed for the development of currency. Marx (Marx 1859) also referred to the use of money and tokens in the production of goods process. His analysis was that money and tokens were tools of the elite to control the poor masses.

Successful economic development requires the expertise to compare and contrast. From the smallest business to the largest corporation, the company needs to be able to compare, analyze and contrast locations, business plans, employment, etc. The synthesis phase should enter in to any business decision that will allow for prior knowledge to produce original models. In the final evaluation phase, the project should be judged on learned values and opinions. (Woolfolk 1990)

George was trying for the utopia of ultimate economic development where everybody shares in the wealth but on a private basis. This contrasts with Karl Marx whose model had no private ownership but total shared wealth. While the goal of George was to eliminate poverty, he still recognized the need for the differences in accomplishments that would be rewarded by different income levels; a concept that Marx totally rejected. In George's model (George 1879) the land would be owned by all but the rent value of the land would be rented, or paid for, by private enterprises. The model George outlined would extradite poverty because all would share in the rent value of the public land. Economic development would in this environment, be predicated upon land and rent of the land. Without poverty, more capital would be available to "rent" the land for private uses thereby increasing employment and opportunity.

Karl Marx theories were all based on economics and classes. In the Marx view, in a capitalist society, the rich get richer and the poor get poorer. In his view, it was inevitable that the proletariat would force the

abolition of classes. Therefore, economic development would be achieved by all and shared by all. Marx failed to foresee a middle class in his model nor did he realize how inefficient production would be in a classless society.

As was explained earlier, Skinner discussed various reinforcers (Skinner 1965), one of which was the token. The most common token is money or currency and the token is capable of purchasing other reinforcers. Certain behavior can also be controlled by currency and currency can be earned by economic means that includes economic development. Bandura also agreed that money could be a positive motivator (Bandura 2002). As variables, there is a strong correlation between behavior and money incentives. Economic development or commerce creates the means by which money can be acquired. Instead of bartering for goods, which was the beginning of commerce, all modern societies today use money as its exchange for goods and services. As both Bandura and Skinner agreed, tokens or money are a strong motivator and reinforcer in human behavior. The success of economic development and the knowledge and education it takes to accomplish it is rewarded by economic rewards. The success economically of societies can be traced to the success of the education systems and the abilities of its peoples. The most educationally advanced societies also have the most advanced economies and have the highest standard of living for its citizens. Most of these countries are in Western Europe, the United States and Canada and Japan, Korea, Australia, and Singapore. While it is beyond this paper to submit statistics to prove this point I would suggest that these facts are common knowledge.

Bandura's social learning theory can also be applied to the rewards of economic development (Bandura 2002) in that people are more inclined to enact things that they learn that have positive results. Certainly, earning money, having a job, not living in poverty are economic rewards. People will model behavior after those that are successful. Bandura agrees with Skinner that behavior can be motivated by money or tokens. Economic incentives can control behavior. Economic development as a social model holds the hope of a life with fewer financial worries, good schools for children, social acceptability, free from crime and drugs and other positive traits.

CONCLUSION

Human behavior in its basic form, like with other organisms, develops from cells and nerves that react to the environment they are exposed to (Piaget 1978). The nervous system and other internal organs of all organisms are developed by their reaction to external stimuli. Thus, human behavior is also a reaction to various external stimuli. In his sensor reaction model, Piaget uses the example of humans searching for food and using tools. As an organism reacts to their environment, higher levels of mental operations will be required and so it is with humans.

Reinforcing and adverse stimuli base Skinner's (Skinner 1965) theory of operant conditioning. Certain behavior will probably continue in the future if the stimulus is reinforcement and if that reinforcement is taken away there is a decreased probability that behavior will occur in the future. Adverse stimuli will decrease the probability of certain behavior occurring in the future. This operant conditioning is central to the system of rewards (good grades etc.) in our education system. Conversely, being expelled for bad behavior is

an example of adverse stimuli in the education system. Skinner's conditioning theory can also be applied to economics: if one does well in the work place they will be rewarded, usually financially. The incentive for participating in economic development is the positive financial rewards. Skinner explained the "cause and effect" (Skinner, 1965, p. 23) of behavior and how many variables enter into the equation. The cause and effect theory can easily be applied to probable success in education and economics, which extends to economic development.

Learning by observation and modeling was the basis for Albert Bandura's social learning theory (Bandura 1977). Humans have continuous interaction between the environment and observed behavior. For observational behavior to be acquired, humans must have the attention needed to comprehend, they must be able to have retention of the observed behavior, they must have the motor reproduction skills to carry out the observed behavior and they must have the motivation to do so. Social learning is an important part of any educational system. Children are greatly influenced by their peers and their environment. The quality and the environment of the school is an important element in the probability of the success or the failure of a student. Children are especially predisposed by what Bandura describes as modeling. In modern society, what is seen on television and at the movies are not the kind of behavior we want our children to exhibit. Songs, movies and TV shows that exhibit violence and other negative traits are being modeled by today's youth according to Bandura.

On a positive note, economic and educational success can, and is, also modeled. This social learning is important to the current and future success of an economy. It is in this regard that Bandura developed the theory of reciprocal determinism (Bandura 2002). In this theory, he acknowledges that the environment causes behavior but also that behavior causes a certain environment. In regards to education and economic success, a behavior of achievement will create a constructive environment. Both Bandura and Skinner acknowledge that tokens or financial rewards are a prime motivator for positive behavior. This positive behavior can be exhibited in education and economic success. Learning, as opposed to education is a process of trial and error experimentations to different stimuli. New patterns of behavior can be the result of the trial and error learning.

Bloom's taxonomy has applications for both education and for economic development:

1) Knowledge of terminology: specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); ...Knowledge is (here) defined as remembering (recalling) of appropriate, previously learned information.

2) Comprehension: Grasping (understanding) the meaning of informational materials...

3) Application: The use of previously learned information in new and concrete situations to solve problems that have single or best answers...

4) Analysis: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations...

5) Synthesis: Creatively or divergently applying

prior knowledge and skills to produce a new or original whole...

6) Evaluation: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers...(Krumme 2004)

Unfortunately, basic education in many schools only incorporates knowledge and comprehension. Teachers in deprived schools districts cannot solve student's basic needs as Maslow has described. In some schools, students are fortunate just to graduate with knowledge and some comprehension. The better-funded, safer schools (primarily in urban suburbs) can concentrate on those students who have the ability to move to the application, analysis, synthesis and evaluation phase. Much of this can be learned behavior in a group and social leaning climate as Bandura and Skinner explained. To have economic development (economic success) the individual, group or community as a whole must have the ability to analyze, synthesize and evaluate.

To have success in education and in economic development, an individual or group must have basic needs that are satisfied (Maslow 1948). The very basic needs that are physiological must be met first (water, food, sleep, etc.). The safety of the individual or group is the next basic need that needs to be fulfilled. In many school districts and urban areas, the safety need cannot be fulfilled so the individual cannot properly learn or advance economically. Modeling as Bandura explained is mostly negative. The love needs can be met in this negative environment but it may not be a positive factor in human behavior. For example, joining a gang or a fringe zealot group may not be positive modeling. Maslow explains that there is two types of esteem needs: one is self-esteem and the other is recognition. Both of these can be accomplished by education and economic success. Self-actualization is the maximizing one's potential. Again, this can be accomplished by education and economic achievement.

While Henry George did not articulate in a recognized manner what Bloom and Maslow formalized into behavior theory, he did refer to such theories in his writings. He wanted everyone to have the ability to reach his or her potential. George recognized that some people, because of their group behavior and circumstances, could not reach their educational and economic potential. In order for economic prosperity, which would lead to economic development, to be successful, poverty would have to fade away. Many people who have heard of Henry George only think of him as a tax reformer and do understand his contribution to the social reforms he put forth to change human behavior.

Karl Marx viewed human development in the context of production and the class struggle. All forms of society as part of a superstructure are formed by the means of production and who controls it. As Marx stated in an earlier quote (Marx 1859), "It is not the consciousness of men that determines their being, but on the contrary, their social being that determines their consciousness". The institution of education and the basis of learning are determined by which class one belongs to.

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SECTION 2

INTRODUCTION

The most dramatic evolution in public education is taking place in the American education system. It is happening in two basic areas: 1) standardized test scoring and 2) choice in education. Because what has been perceived as the failure of the public education system, particularly in urban school districts, both state governments and the federal government have interceded in local education. The success of education is important to the economic well-being and future economic growth of an urban area.

In order to make comparisons on a national scale, the federal government now requires standard tests to be administered across the country. Federal funding and certain technical requirements are tied to a schools performance (No Child Left Behind Program). Prior to the national requirements, states across the country established state testing in order to evaluate their schools performance. The days of graduating students from high school that could not read or write or know math is now apparently over. The National Center for Education Statistics now accumulates and releases the proficiency test scores given nationally. The tests are administered to all students, public and private, in the 4th and 8th grades. In order to receive a high school diploma, all four parts of the 8th grade test must be passed.

The other dramatic change in education has been the diversion of public funds for private education or the allowance of "choice." Several years ago, in a case that originated in Cleveland, Ohio, the United States Supreme Court ruled in *Zelman v. Simmons-Harris* that public voucher payments were legal in the payment of private education even if the payment was made to a

religious school. This ruling changed the 200+ year laws on the separation of church and state. While private schools, particularly parochial, have always been in existence in the United States, they never directly received public funding.

Charter schools and the voucher system have become the focus of many debates in virtually every area of the country. The public school supporters advance the argument that both of these new education techniques drain their schools of needed resources. Public schools maintain that private school financing decreases their revenues, which causes higher teacher-student classroom ratios and affect other needed resources. Thus, their argument follows that public school performance decreases as competition from private schools increase. On the other hand, many education experts promote the view that school choice can in fact improve the quality of public education and that just "throwing" money at public schools is the solution.

As to the question of economic development and education, many studies have shown the better the education, the better the economic rewards. Therefore, the quality of education is of paramount importance to our economic well being both on an individual basis but also as a nation competing in a world market.

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Couch, J. (1993). "Private school enrollment and public choice." *Public Choice* 76: 301-312.

Couch's study tested the hypothesis that competition from private schools increases student performance in math in public schools. In his study, Couch used math performances from the State of North Carolina. A Herfindahl index was used to conclude that private school enrollment does increase student performance, at least in math in North Carolina. The Herfindahl index measures the closeness to a monopoly of the structure of a school district. Therefore, as school systems move closer to a monopoly, the poorer the performance becomes on math scores. Couch concluded that competition would overall increase student performance in an area (Couch 1993).

Some of the potential problems that I found in this paper were that there was no pre-post test nor experimental or control groups. As to internal validity, there is selection bias in that only one state was selected and that state may not be representative of the entire United States. Also, there is no history or starting point as to the level of the student in the area of math or prior attainment scores.

This article is relevant to my research because Couch's conclusions could be argued that the voucher system and private schools are in fact good for a community in that overall student performance will increase. As I will present in the Application Section of this paper, there is a perception among those involved in economic development that the performance of their schools affect the progress of development.

Borland, M. V., Howsen, R. M. (1996). "Competition, expenditures and student performance in mathematics: A comment on Couch et al." *Public Choice* 87: 395-400.

This paper actually explores two theories having to do with student performance. One theory looks at competition from private and other public schools and student performance; the other theory concerns itself with expenditures and student performance. The paradigm or framework of reference is the percent of school age children in a county who attend private

schools (Borland 1996).

The Couch(Couch 1993) paper tested only one hypothesis: Competition from private schools increases student performance in math in public schools. Borland and Howsen tested two hypotheses, one that was the same as Couch (except they also added other public school competition) and the other explored if

expenditures also increased school performance. Math scores were used to approximate the theoretical issue of performance. The research was both exploration and explanation. The exploration was the simultaneity of student performance and expenditures and increase of student performance based on the percent of students who attended private schools.

This article is relevant to my research in that its findings expanded upon those found by Couch(Couch 1993). Borland and Howsen found that not only does competition increase student performances but school expenditures does also. These findings are relevant in that I will attempt to conclude from my research in the application section that the quality of education is relevant to the success of economic development.

Dee, T. (1998). "Competition and the quality of public schools." *Economics of Education Review* 17: 419-427.

The theory being tested by this researcher is that competition increases the quality of public schools. The paradigm is the graduation rates in public schools and the amount of competition from private schools. In testing the hypothesis, Dee came to the conclusion that in fact public school performance increases with competition from private schools (Dee 1998).

The research was designed to explore if competition did increase public school performance. Dee used graduation rates in eighteen states using the National Center for Educational Statistics Common Core of Data. It is abase that is an annual, national statistical database of all public school districts that is comparable across states. The comparable information was derived from one point in time. This cross-sectional approach only looked at the 1993-94 school year.

The measurement factor was competition from Catholic schools (the percent of total enrollment) and high school graduation rates. Catholic schools are a dimension of competition and graduation rates are a dimension of competition. In only using Catholic schools, other private schools were excluded.

The research done by Dee is relevant to my research in that if school competition increases overall student performance in all schools, then it will have a positive effect on economic development. The shortcoming of this study is that there are many other variables that also need to be tested before coming to the conclusion he established.

Figlio, D. N., Stone, J. A. (2001). "Can public policy affect private school cream skimming?" *Journal of Urban Economics* 49 (2): 240-266.

This empirical study by Figlio and Stone use a number of variables including school district concentration, student teacher ratios and local violent crime rates to explain the composition of private and public schools. The authors went to great lengths to try and improve upon prior studies. In most prior studies on this subject, important interactions with the community and other variable attributes used aggregate level data. This paper examined local policies and variables along with student characteristics in determining the composition of private and local schools (Figlio 2001).

This study is relevant to my research in that the researchers were able to estimate the probability of student enrollment in a public or private school in the tenth grade by narrowing down individual variables (about thirty) and their interactions with local policy variables. Figlio and Stone established a clear cause and effect. The data indicated that high-income, high socio-economic status, high ability and race are indicators of private vs. public enrollment.

Brasington, D. M. (2003). "The supply of public school quality." *Economics of Education Review*, 22 (4): 367-377.

This study by Brasington takes a completely new approach in evaluating the quality of public education. Prior data studies have used input demands as variables; this study uses "House Price", which is regressed as a function of school quality. An estimated price elasticity is established that suggests that "Public" education does not improve with demand side policies and equalization efforts are not likely to significantly improve the quality of public education (Brasington 2003).

This article is relevant to my research because while there is no explicit market price for a unit of education, the author makes a case for using the hedonic house price. Brasington suggests that public school quality can be defined by two measures: the level of student outcomes and the value added of schooling.

Figlio, D. N. (1999). "Functional form and the estimated effects of school resources." *Economics of Education Review*, 18 (2): 241-252.

This research is another study of cause and effect by David Figlio where he uses as his data source the National Education Longitudinal Survey. In this integrated research study, Figlio attempts to repudiate other studies that have indicated that those tested inputs (student teacher ratios, starting teacher pay, hours in the school year and percent of teachers with masters degrees) are not associated with differences in student achievement. The author's production function finds statistically significant evidence that those listed inputs do affect student performance (Figlio 1999).

This article is relevant to my research in that the researcher concluded that the independent variables of student-teacher ratios and starting teacher pay does affect the variable of performance in school. The richer, suburban school districts usually can afford to hire more teachers making the student-teacher ratio smaller and can pay their teachers at a higher rate than the urban, center school district. Also, there are huge differences in these categories depending on which part of country in examined. These differences also affect economic development.

Meyer, R. H. (1997). "Value-added indicators of school performance: A primer." *Economics of Education Review*, 16 (3): 283-301.

Average and medium test scores are the common ways to measure student performance. Meyer in this integrated review, makes the case that just using test scores is highly flawed. Many non-school factors contribute to school performance. The paper defines two value added indicators: the total school and the intrinsic school performance (Meyer 1997).

Meyer questions the validity of past studies. In "outcome" validity he questions if current indicators of performance measure the type of skills that are demanded by society. He also questions the validity of the testing in past studies and suggests that a performance indicator must have "non-corruptibility". The author also questions performance tests as a valid

measurement tool. In this model used by Meyer, new variables are introduced to measure school performance: in particular student, family and neighborhood characteristics. Meyer uses simulation on data from the National Assessment of Education Progress and concludes that using level indicators has potentially enormous error.

This article is relevant to my research because in comparing student performance, Meyer makes a case that average test scores are highly suspect. Meyer introduced two new value indicators, total school performance and the intrinsic performance. Using these variables, much new research needs to be conducted.

Peterson, P. E., Campbell, D. E. (2001). "Charters, Vouchers, and Public Education." The Brookings Institution, Washington, D. C.

Education has now become a very important topic in the national debate about important issues. It was reported in a Gallup poll in the 2000 Presidential elections that it was the single most important issue. There now seems to be wide disparity as to the equity of educational systems depending upon if they are located in urban or suburban communities. The proper method of funding for our schools has also opened a national debate in that property values (as the primary funding source for schools) have been decreasing in urban areas and increasing in suburban areas. New economic development is more prevalent in suburban communities than in the central city core (Peterson 2001).

Another major concern of our educational system centers on the fact that while the US spends the largest amount per pupil in the world, our students in comparative studies are falling behind students of the other industrialized countries of the world. In a study of 15 year olds conducted by International Student Assessment in 2000, the US ranked 15th in reading, 18th in mathematics, and 14th in science out of 27 countries tested. These results could have huge effects on the future of economic development.

This book is relevant to my research because it explores how the education system can improve by allowing for competition even within an urban school district. Because of concerns of the direction of urban school district performances, some have championed the charter school and voucher concept. In general, the authors support the charter/voucher concept as an improvement in our educational system.

Hanushek, E. A., Kimko, D. D. (2000). "Schooling, Labor-Force Quality, and the Growth of Nations." *The American Economic Review* 90 (5): 1184-1208.

The researchers in this article tie directly the importance of education and economic growth. Human capital, as measured by math and science scores, directly relate to the economic growth of nations. The level of attainment in these areas relate to the labor force quality, which in turn relate to the economic growth of nations (Hanushek 2000).

Hanushek and Kimko examined recent analyses of growth rate differences and how they related to human capital and education levels. The cognitive skill levels of populations were compared and tied directly to growth rates. They also found that direct spending on education is unrelated to performance.

This article is relevant to my research because it links education levels and economic growth. Those areas where math and science scores are high show a superior economic growth pattern.

Bertocchi, G., Spagat, M. (2004). "The evolution of

modern educational systems: Technical vs. general education, distributional conflict, and growth." *Journal of Development Economics* 73 (2): 559-582.

The research of these authors studied the link between economic development and functions of education as human capital. While private vs. public education and state vs. local education have created much research, the authors contend that little has been done in relation to vocational vs. general education. The basic premise of these authors is that in societies that are in the early stages of economic development, vocational education takes on a prominent role. As these societies progress, the middle class educational develops from vocational to general (Bertocchi 2004).

This article is relevant to my research in that the researchers bring in class differentiations similar to the writings of Karl Marx and Henry George in that the affluent and the lower classes receive very different educations even from public schools. Their research shows that general education allows for entry into the elite of society and contributes to its economic development. Clearly, academic general education at the secondary level provides more productive development than the vocational track.

Cuban, L. (2003). "Why is it So Hard to Get Good Schools?" New York: Teachers College Press.

The author challenges some of the basic premises of American education. He questions the structure of age graded education. Cuban also calls for the basic reforms schedule of adopt standards, align curriculum, teach to standards, test, and adopt consequences for standards not met.

Cuban's criticism of grade levels to age levels is a mechanized approach to human development. If a student does not fit the mold the consequences are punitive. Some school districts are adopting programs to break this mold in their "gifted" programs but these are new and usually are in the wealthier districts.

This book is relevant to my research because it discusses behavior molds in education and its results. While testing standards are the new norm in the United States, learning and teaching should not be synonymous with testing. His definition of successful learning includes the ability to think critically and is similar to Bloom's Taxonomy.

Wilson, K (2002). "The effects of school quality on income." *Economics of Education Review* 21 (6): 579-588.

The question of the effects of spending on education and its results has been examined in countless studies. Some noted articles like Hanushek (Hanushek 2000) concluded that there is not a strong correlation between education resources and performance. Wilson makes the case that her study improves upon prior studies in that her observations allow for the effects at a later age in the population sample. Also, the sample includes both women and men and accounts for family and neighborhood data (Wilson 2002).

This article is relevant to my research because Wilson makes the case that income and spending does affect the quality of education. Other articles I have reviewed and cited indicate the quality of education affects the quality of economic development and therefore the economic well being of an area.

Dec, T. S. (2004). "Are there civic returns to education?" *Journal of Public Economics* 88: 1697-1720.

Dec makes the case that civic returns increase with the investment in education. The more government

intervention in the educational process the greater the return to civic engagement by the general public. He uses two measures of civic involvement: voter participation and newspaper readership. I refer to this paper in that Dee makes the case that human behavior in civic matters is related to education. One can examine voter turnout in center cities where the education level is lower and compare to suburban areas where education levels exceed those of the urban city (Dee 2004).

This article is relevant to my research in that education does affect civic behavior. This quality of civic behavior is different depending on the educational quality. Social benefits can accrue from the level of education and as this paper promotes, economic development is a positive consequence of superior educational opportunities.

Thompson, F. T. (2002). "Student Achievement, Selected Environmental Characteristics, and Neighborhood Type." *The Urban Review* 34 (3): 277-292.

There has been a volume of research that correlates student achievement and socio-economic characteristics. Thompson focuses in on the neighborhood variable and compares it to student achievement. What he finds in his empirical study confirms the correlation between neighborhood characteristics and the level of student achievement. Thompson used 6th grade achievement scores and regressed the variable against standardized predicted values. The result was linear which supported his conclusions (Thompson 2002).

This article is relevant to my research because it supports the premise that neighborhood characteristics are important in the education and learning process. Those neighborhood areas that are disadvantaged have a difficult time educating students to the level sometimes necessary to compete in the area of economic development.

National Commission on Excellence in Education (1983). "A nation at risk: The imperative for education reform. Washington, DC: U. S. Department of Education.

One of the most important conclusions of this report was that the United States was being overtaken "in commerce, industry, science, and technological innovation (NCEE, 1983, p1). The reason for the "overtaking" is that the education system in the United States is not educating. Economic stagnation is the fault of schools not doing their job. The report cited that more than 23 million are completely illiterate and that business must spend millions on remedial programs just to get a workforce that is functional. A direct relation was made between student achievement and decreasing economic development (Education 1983).

This report is relevant to my research because the National Commission on Excellence in Education made a direct link between economic development and education. I will cite another article that takes exception to these findings (Harris 2004) but the fact is that the topic of education performance and economic viability have been linked and is a topic of national concern.

Harris, D. N., Handel, M. J., Mishel, L. (2004). "Education and the Economy Revisited: How Schools Matter." *Peabody Journal of Education* 79 (1): 36-63.

This article, which was written twenty years after the National Commission on Excellence in Education, took exception to many of the findings of the earlier

report. As the authors point out, despite the gloom and doom of the NCEE report, our workforce and economy continues to be the most productive in the world. The research of Harris, Handel and Mishel does show that the higher the student achievement, the higher worker productivity (Harris 2004). In regards to human capital, evidence from Krueger and Lindahl wrote "each additional year of schooling appears to raise earnings by about 10 percent a year" (Krueger p. 1101). However, Krueger also found that education was more correlated in those countries with the lowest educational level. The authors support the notion that the economic impact of school reforms should be linked back to test scores.

This article is relevant to my research because it supports but yet questions the link made by the National Commission on Excellence in Education. The researchers found that school and education does affect worker productivity but it is one of many variables. Also, the United States, despite its problems in the area of general education, continues to increase its productivity and is comparable with other nations.

Henderson, V. (2003). "The Urbanization Process and Economic Growth: The So-What Question." *Journal of Economic Growth* 8 (1): 47-71.

The history of development can be viewed from the perspective of changing economies from agriculture to service/industrial. The earliest urban areas were trade centers for the agricultural economy that also offered protection. The question Henderson seeks to have answered is what is the optimal level of urbanization and when do diminishing returns for this development happen. This size has important implications in regional planning and can also affect how educational opportunities are delivered to the public. The authors ask the relevant question: "Do the splendors of large cities outweigh their dark side" (Henderson, p.48). Obviously, the dark-side is crime, dilapidated neighborhoods, congestion, and substandard education.

This article is relevant to my research because growth and urbanization is correlated. As will be discussed in the last part of this paper, Michael Porter (Porter 1990) has done extensive research using the concept of national and regional clusters of development and what factors into the economic equation. The author in this case recognizes that as urban areas grow, decentralization will also occur. One of the reasons for this regional decentralization of economic development is the "dark-side" effect discussed above. Henderson found that productivity, which is a mainstay of economic growth, is affected by urban concentration.

Finucan, K. (2000). "Reading, Writing, and Real Estate." *Planning* 66 (5): 4-14.

There are many reasons why people locate in one area over another and in this paper the author makes the case that the most important factor is the quality of the school system. She cites studies that have shown significant different in home prices even in those districts that are right across the street. School districts that are sub-par are usually ignored by potential development.

This paper is relevant to my research because it supports my position that the quality of the education system and the degree to which it's students are learning directly affects economic development. The author cited several examples of urban districts that attempted to change education policies but that once the blight trend started it could not be reversed.

Pierce, N. R. (1998). "New lessons in regionalism." *New England's Journal of Higher Education & Economic Development* 13 (2): 37-43.

As was discussed by Michael Porter (Porter 1990), we are now in a world with a global economy. Regions and nations are competing for markets and for economic development. Pierce makes the case that this new order is ripe for the concept of regionalism. Not only is the United States competing with Japan for dominance in the automotive market, but also the Detroit region is competing with the Tokyo region. These regions are much larger than the urban center (the city proper) and may be multi-county and even multi state. Pierce makes the case that those regions that do not recognize this new global advance will be left out of future development and will decline. Many people mistake regionalism as being a government concept but actually it is "economic, organic, social and strategic" (Peirce 1998, p. 38).

This article is relevant to my research because its premise that areas need to look at themselves as economic regions also holds for education. The new city-state is not a political entity but rather is the sum of its economy. I maintain that this same concept should be applied to the education system. Instead of a region having a multitude of school districts that compete against each other, should they not co-operate to compete as a region? As has been discussed, there is much empirical research that shows that one's economy is correlated to the health of the education system. Regionalism should just not be viewed as "unigov" or a shared economic union but as collective efforts to improve education, social and environmental tribulations.

Goldberg, M., Traiman, S. L. (2001). "Why Business Backs Education Standards." *Brookings Papers on Education Policy* 2001 (1): 75-129.

Education standards create a benchmark for which businesses can rely on future employees to have the skills needed to perform the tasks required. As stated in the article "Today's business leaders expect that a person looking for a skilled job has mastered basic and advanced knowledge and skills in the arts and sciences, the process of oral and written communication, and the use of computers and electronic databases" (Goldberg, 2001, p. 76). Business is being changed by globalization and technology and education must produce a product able to meet these challenges. While the authors did not mention Bloom's Taxonomy, their conclusions were to produce an education system that goes far beyond knowledge.

It is interesting that today's authors are recognizing a new form of wealth that Karl Marx or Henry George could not even imagine: Knowledge. This new form of wealth is just as valuable as land, labor and capital. The needs of business for this knowledge are escalating beyond the supply. As with other studies, there is a direct correlation between the number of years of education and wages. Also with this trend, job categories are demanding more education. The authors contend "more and more, college graduates are occupying positions that were formerly occupied by high school graduates, while high school graduates are occupying positions formerly occupied by workers with no diploma" (Goldberg 2001, p. 83).

This article is relevant to my research in that the authors make a strong case that business (economic development) is strongly tied to education and education standards. While some are against standards

in education, Goldberg and Traiman argue that those areas that do not adopt and adhere to education standards will be left behind in the race to compete and develop.

HISTORICAL REVIEW OF DEVELOPMENT AND EDUCATION AND ITS RELATION TO HUMAN DEVELOPMENT

How knowledge is developed is a core to understanding behavior and its relation to the education system. Piaget formed the framework of how knowledge developed in humans. His structure used his studies on organisms and how they adapted to their environment. How humans react to the outside world and adapt to their surroundings influences the potential success of educational systems. As the literature review concluded, the success of educational systems determines the achievement of the economics of a city, a region and a country.

Human behavior is correlated with the level of education. As Piaget concluded, an organism's surrounding environment determines its growth and behavior (Piaget 1978). If the surrounding environment in an education system is supportive of high learning standards and the student's neighborhood, home and other socio-economic variables are of a high value, then the learning environment will be of a high quality. Epistemology studies have concluded those areas that are producing students who meet the highest standards are the areas more conducive to economic development.

The development of civilizations and its evolution has always had some type of education as its foundation. Until the modern times, education was only reserved for the ruling or merchant classes. In most modern free societies, some type of education is offered to all; however, there are great differences in the quality depending on social class, location, wealth, and other socio-economic factors. Education and learning have caused many social changes. Also, the economic development of a society also determines social changes and behavior.

In this context, Henry George recognized that those in poverty could not break out of their plight because they could not accumulate the wealth needed to have a good education and acquire the learning skills needed for success (George 1879). Those in the working classes use all of their energy in the production of labor and provide the means of wealth for those with capital. It is interesting that Henry George was a capitalist but excerpts of his writings could be taken for Karl Marx. The major difference is that George would make land an asset owned by all and that the use of land would generate rent which would rid the country of poverty. The capitalist society would still prosper in that entrepreneurs would pay the rent and harvest the rewards of being a capitalist.

Karl Marx advocated that those who produced labor would benefit equally in the rewards of society, which included education. There would be no stratified education system or learning process. The classes would have equal opportunities to learn and to be educated (Marx 1959) and therefore economic development would be of equal value to all. As Marx stated, "the mode of production of material life conditions the social, political and intellectual life process in general" (Marx, 1959, Preface). While many countries tried the ideals of Marx, the principles of total equality in education and development could not be achieved. Even in China, the largest of the communist countries, Marxism is mixed with Capitalism.

Some behaviorist, the leading of which was B. F. Skinner, reasoned that learning and behavior is based on operant conditioning. Rewards or positive reinforcement results in an increased probability that certain behavior will continue. Receiving an "A" for a course, being inducted into an intellectual society or being accepted to a noted university are positive rewards in many school systems in suburbia. Those positive rewards are less likely as school systems move toward the urban core of a city.

Skinner noted that there are causes or independent variables that cause an effect or a change in the dependent variable of behavior. To understand behavior, various variables must be studied to see the effect on one's behavior (Skinner 1965). The differences in socio-economic conditions between those in the urban core and students in wealthy suburban neighborhoods cause differences in behavior. It also follows that those with economic opportunity will also have different behavior patterns than those who do not.

In adapting Albert Bandura's social learning theory to why educational systems vary in quality, one only has to look at the observed and emulated behavior in wealthy, successful school districts and those that are not. This observation can also apply to why economic development is successful in one area and not in another (Bandura 1977). If social learning is cultured by observation, then depending on your environment and what you are observing, you will most likely be a product of that learning experience. If a student observes success and monetary rewards by excelling in education, then that will be the practical experience. If a student is in an environment where other variables are the focus of observation like crime and drugs, then that experience is more likely to be copied. Economic development naturally gravitates towards higher social learning experiences because it demands a higher educational product.

Maslow's hierarchy of needs can also be applied to differences in educational systems and why development is more prevalent in one area than another. In under performing school districts, it is difficult for a student to reach above the physiological needs and the safety level. If one can achieve a safe environment and accomplish finding their social and love needs met, getting to the level of realizing that self-esteem needs may be rare in urban/center city school districts. If self-esteem can be met, then the student individual can be given the opportunity for achievement. This self-actualization for achievement is a necessary ingredient (Maslow 1948) for the success of economic development.

Similar to behavior evolution, economic development is either overcome or cultivated by its surroundings. Some type of development and learning has always been part of civilization. Advances in development and education in civilizations have allowed societies to advance and to advance human behavior. Social change has followed development. Humans have progressed from primarily an agricultural society to one that is industrialized and service oriented. Education and the level of education as expressed in Bloom's Taxonomy is a determining factor in the development of society.

CURRENT TRENDS IN BEHAVIORISM AND EDUCATION

Technology has changed the direction and importance of education and economic development. As Goldberg and Traiman discussed, business demands a workforce that is trained to perform the tasks that will

make it competitive with the rest of the world (Goldberg 2001). Not only is it important to learn the ABC's, be able to write and know science, but also now, one has to know and understand the world of computers. The Internet has brought the world of information to any household or business that has a computer. Technology is now part of the education process as is economic development.

Even though the new technology requires the possession of a computer, it is really available to all in civilized societies. Most classrooms throughout the United States have them available as do most public libraries. With similar facilities, the question becomes will the urban poor school districts educated their students at the same level as the wealthier suburban school districts? Study after study has indicated that this is not happening. In Ohio, the lowest ratings for school districts are all earned by the largest city school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown). Contrary, the highest rated school districts are suburbs of the large cities. The major cities are losing jobs and economic growth to the suburbs. In many cases the suburbs are also losing economic growth (out-sourcing) to underdeveloped countries because of the new technology.

As to the future of human behavior and the new technology, some have predicted the merging of machines and humans. Human development is going to be influenced by computers (Kurzweil 1999). Future computers will match the capacity of the human brain. Even in today's society we see human's trying to best computers in chess games, gambling etc. Computers are now in our cars and sometimes in our bodies regulating portions of our human functions. In the very near future, all communications between humans will be by machines. All learning and knowledge will be acquired by using a computer (an expansion of on-line learning similar to the Walden University experience).

CONCLUSION: ADVANCES IN BEHAVIORISM, EDUCATION AND ECONOMIC DEVELOPMENT

The new paradigms in learning caused by the new technology have the education establishment struggling to keep up the technological environment. New and different skills need to be taught in our schools. Because this change has happened so quickly, many teachers do not have the skills to properly instruct their students. Besides the basics (reading, writing, math and science), the skills of acquiring and analyzing information from computers must be taught in order to have students possess the skills necessary to compete in today's economic world (Sutherland-Smith 2002). New reading skills must be incorporated into the curriculum in order to acquire Web literacy.

Some modern researchers in behavior are modifying the concepts of Skinner, Piaget and Bandura. For example, the molecular behaviorism view of Piaget has evolved into "target behaviors." Today's behaviorism is molar and examines class traits. Behavior modification is replaced by relational frames (Malone 2003). As Malone explained:

These authors exemplify this approach by examining what they call traits, or the general classes of behavior that are strengthened over time by stable contingencies. Thus a child is generally responsive, good, and cooperative or negative, depending on "...a molar and ever changing stimulus template set by the social offerings of other people." These classes, or traits, are environmentally produced, contrasting with

the usual definition of trait (Malone 2003, p.87).

Behavior, in this context, is concerned with state variables or what is happening in the present environment. Peer, teacher and parent behavior in its current context and its frequency is the main determinant of behavior. If this is the case, can the student from the inner city acquire the skills and education to compete economically? Will economic opportunity come back to the city core where development first occurred? So far the answers to these question are no.

Study after study confirms that students from the urban core are substandard in there skills as compared to the wealthy suburban district. Also, central cities are generally losing jobs and population.

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SECTION 3

INTRODUCTION

Development and the opportunity for economic advances is what gives progress to civilization. The learning experiences and the education of humans advance the economic well being of humans. Albert Bandura recognized that behavior results from the social learning experience (Bandura 1977). Humans and their environment interact to develop behavior. Individuals and conditions are independent units that combine to create behavior patterns. Different influences exerted in various environments cause different behaviors. This is certainly the case with the learning environment of an "inner city" student as compared to a student in a wealthy school district. The social learning environment that Bandura states is so important in behavior modification can be quite different depending on the socio-economic conditions of the neighborhood.

Jean Piaget also viewed development from the point of view that environment causes on organism to adapt in different ways and ultimately affects its behavior. Again, behavior patterns are certainly different in the central city school districts as compared to their suburban neighbors. Furthermore, Kathryn Wilson found that the amount spent on school education per pupil does effect future earnings (Wilson 2002). Therefore, the poorer the school district, the more likely a student will earn less in income. The less educated, the lower the earning potential and the less likely economic development will occur. Using Bloom's Taxonomy, the poorer the school environment, the less likely a student will progress beyond the knowledge level. Business not only wants a student to have knowledge but also be able to synthesize and evaluate.

The politics of race sometimes enters into the equation of the improvement in school quality. No one

will dispute that minorities make up a large proportion of "inner-city" school districts and conversely, the suburbs are made up primarily of "whites". What also should be noted is that as minorities rise in income levels, they also seek the new environment offered in suburbia. Recently in Toledo, Ohio the school superintendent offered a plan whereby a special high school would be established to educate the "best and brightest". The Toledo Area Chamber of Commerce endorsed this plan because they viewed it as adapting to the needs of business and economic development. This corresponds to the needs of business outlined by Goldberg (Goldberg 2001). The plan was never implemented because of opposition by the NAACP and other groups. These groups made the argument that the new school would be predominately "white" and that the students who attended would get special treatment: leaving the other schools with more minorities and a substandard education. With this type of attitude can "central city" schools ever achieve the educational standards needed for successful economic development? Many authors are now writing about how class and race are entering into the development of the global city not only in the United States but also in Europe. In this migration of wealth to the suburbs, William Goldsmith writes: "just as globalized workers in European cities have lost benefits and protections, more of them have become darker skinned...Class struggle has begun to intertwine with racial conflict"(Goldsmith 2000, p.138).

This class struggle theme was central as to Marx's theory of human behavior, development and learning (Marx 1859). One of the great masterpieces of urban sociology is the writings of Friedrich Engels (Engels 2000). The despair of the urban poor and their living conditions as described by Engels is as valid today as it was in the middle of the 1800's. Engels derived his urban theory by merely walking around the industrial city of Manchester in 1844. Walking around many of our once great cities and observing the vacant houses and graffiti that adorn our inner city expressways one could derive the same theories.

The great cities that were known for a certain economic expertise (Detroit-automotive, New York-financial, Chicago-meat packing, Boston-textiles) now have global competition. These cities now compete as regional areas (Boston-New England, Detroit-NW Ohio and SE Michigan, etc.). Economic development occurs not necessarily in the city core but can occur anywhere within the region. As Michael Porter (Porter 1990) has written the competitive advantage occurs with nations and with regions of those nations. In discussing the competitive advantage, one of keys is having an educated, technological workforce. This goes back to the theme of the quality of education that is being produced in our cities and their behavior. The city as the primary growth machine is no longer the case in America's great cities (Logan 1987) and the value of such growth is questioned. Did the great industrialization of American cities cause the urban problems one sees today? Is the demise of the "inner city" schools a product of economic development or is it caused by a lack of development.

Culture is a learned behavior and is a part of the "city" experience. In many cities culture has become a part of economic development. As Zukin (Zukin 1995) has written: "culture is also a powerful means of controlling cities. As a source of images and memories, it symbolizes who belongs in specific places. As a set

of architectural themes, it plays the leading role in urban redevelopment strategies based on historic preservation or local heritage. With the disappearance of local manufacturing industries culture is more and more the business of cities" (Zukin, 1995, p. 1).

In reading this passage, I have to question who the culture is for? Is it for the inner city student or is it for the tourist or the wealthy suburb dweller. Does the culture of fine museums aid in the education and learning behavior of the inner city student? My inclination is that depending on the research, these questions could be answered either way.

In many "inner city" school districts the positive results or reinforcements that Skinner (Skinner 1965) reasons that cause behavior and learning cannot be found. There is quite a bit of difference between the wealthy and poor school districts in the variables that are part of the cause and effect of behavior. The reinforcers and approvals that are discussed by Skinner vary depending on the environment. His view of education is that it establishes behavior that will give the individual an advantage at some future time. Is that the learning experience of the poor, "inner-city" student? I would argue sometimes "yes" but usually "no".

THE SURVEY

The sample for my survey was drawn from the population of membership with the International Economic Development Council. The IEDC is the premiere economic development organization for economic development professionals and is located in Washington DC. I am a member of the organization and have attended several of the seminars that they sponsor. The organization has members in every section of the United States so I considered the population to be an excellent choice to draw my sample. I divided the total membership list of several thousand by 100 and sent those who were randomly selected the questionnaire survey by e-mail. The first response only yielded fifteen responses. With the initial response being low I again started with a random number and re-selected another sample of 100 and again e-mailed the survey. I had to do this several more times over a two-month period and finally ended getting forty- three responses. I kept the questionnaire short and to the point so that I could elicit the information I needed without burdening the respondent time wise. The questions were as follows:

1. Please indicate the part of the country you are located? A) Northwest B) Midwest C) Southeast D) Southwest E) Northwest
2. How many years have you been involved in economic development? A) less than 5 B) five to ten C) eleven to twenty D) More than twenty
3. Approximately, how many school districts are located in your development area? A) one B) one to five C) six to ten D) more than ten
4. Does your economic development district encompass a "central city" school district? A) yes B) no
5. On the whole, how do you rank your school districts as to the quality of education? A) excellent B) above average C) fair D) below average E) poor
6. If you have a "central city" school district, how do you rate it's quality as compared with other districts? A) excellent B) above average C) fair D) below average E) poor
7. In total, are your school districts educating students to the level required by businesses that want to locate or expand in your area? A) usually B) usually

but not always C) sometimes D) usually not E) totally inadequate

8. If you answered "C", "D" or "E" to #7, how does it affect your development efforts? A) is a major negative B) Sometimes is a negative C) Has little or no effect D) do not know

9. If you have a "central city" school district, is it educating students to a level required by businesses that want to locate or expand in your area? A) usually B) Usually but not always C) sometimes D) usually not E) totally inadequate

10. If you answered "C", "D" or "E" to #9, how does it affect your development efforts? A) is a major negative B) sometimes is a negative C) has little or no effect D) do not know

I imputed the data from the questionnaires into SPSS. For questions #6, 9 and

10, I coded in a no response so that I could accurately retrieve the analysis of the data.

I attempted from this random sample to get information from all sections of the country and from urban and rural communities. The results were fairly well dispersed in that the mean was 2.7. The responses were as follows: Northeast-7, Midwest-15, Southeast-7, Southwest-10 and Northeast-4. I was also interested in having the questionnaire to be answered by individuals who had experience in economic development. In this regard the mean was 3.09, which equated to eleven to twenty years. There were no responses that were less than five years and there were fourteen responses with more than twenty years.

I was striving to get a sample that included a large economic development area. Therefore, I was interested in receiving responses from development agencies that encompassed more than one school district. Out of the sample of forty- three responses, only six had one school district. The mean response was 2.95, which indicates the mean was close to six to ten as the number of districts in the development area. Also, twenty- three responded that their economic development area encompassed more than ten school districts.

One of the major items I wanted to extract was how economic development personnel viewed not only all of their schools but particularly those in the "center city". Thirty-two responses or 75% of the total answered to question #4 that their development areas had a "center city" school district. From this response I was able to extract information that pertained to questions #6, 9 and 10. I wanted to see the differences between how the "center city" school district was perceived by the economic development professions as compared to school districts in general.

Question 5 was designed to get an overall view of the performance overall of school districts in a development area. The mean was 2.39, which would be between fair and above average. More than 1/2 of the responses (23) indicated that the overall quality was above average. Three responses indicated excellence and there were no responses that indicated that the district quality was poor. Fourteen responses indicated the district performance was fair and three indicated that it was below average.

I was next interested in determining if there was a "center city" district in the samples response. The mean answer was 4.06 or below average as compared to the other districts. This was the expected response to my question. Only two responses indicated that the "central city" district was excellent as compared to

other school districts in the economic development area. Fifteen responses indicated that the "center city" district's performance is below that of the other compared school districts.

Question 7 was designed to ascertain if on an overall basis were the schools educating students on a level acceptable to business in order for them to locate or expand in their area. The mean answer was 2.65 or somewhat in between usually but not always and sometimes. This responses over all indicated to me that overall the schools were performing on a "just get by" basis. Thirty-three of the forty-three responses were in this middle range.

Questions 8, 9 and 10 go to the heart of what I was exploring: Does the education performance of local school districts restrict the ability to have economic development?

As to question 8, all respondents answered the question even though those who answered A or B in question 7 were not required to. The mean for question 8 was 2.53 which indicates the mean is between the schools are sometimes a negative or has little or no effect. The general overall responses to this question did not give me any real positive direction from which I could draw a conclusion. Question 9, however, was very definitive from the responses. The mean of 3.9 is not a good indicator in this question because there were eleven "no response" due to the fact the economic development area did not have a "center city" school district. However, eleven of the responses (out of 33) indicated that the "center city" school district was usually but always inadequate for economic development and fourteen responses indicated that it was sometimes inadequate. Therefore, 75% of the respondents feel that the "center cities" education standards do not or might not produce a student that meets the requirements needed for economic development.

For question # 10, the number of responses does not match what was precisely asked. However, some conclusions can be drawn for the question. Twenty responses, or almost 1/2 answered that the "center city" school districts substandard education was sometimes a negative in the ability to attract and retain economic development. Four answered that it was a major negative and only three answered that it has little or no effect. Fifteen answered that they did not know if the "center schools" performance hurt their development efforts

ANALYSIS OF THE REGRESSION MODEL

For my null hypothesis, I asked the question: Economic development is not impaired by school districts that are not performing to a level required by business. To analyze this statement I regressed survey questions # 9 and 10. The independent variable is the school district educating students to a level required by business. The dependent variable is how does it affect economic development efforts. With the mean for the effect on development of 2.76 and the mean for the level required at 3.91, the equation becomes $Y = 2.76$ and $X = 3.91$ (sample only). The standard deviation, which indicates how much the value deviates from the mean, is for Y, 1.17 and for X, 1.37.

Two correlations were run, the Pearson Correlation and the Significant 1-tailed. The Pearson Correlation shows the strength and direction of related variables. If the number for the independent variables is high, then the correlation is not good. In my model the independent number is .355, which is relatively low. If

the significance level is .05 and the number from the Sig 1-tail test is less than .05, then the variable is significant. In my model the Sig 1-tail is .01 or less than .05 so the variable is significant.

The model summary yielded the following results: The "R" square value was only .126. This means that the independent variable chosen for this model is explained by the variable 12% of the time. The adjusted "R" squared tells one that independent variable explained .105 or 10% of the error of the model. The Sig. F Change is the explained sum of the squares at .05. If less than .05, then the null hypothesis is rejected. In my analysis the Sig. F is .019 or less than .05 so the null hypothesis is rejected that there is not a relationship between the levels of education required and does it affect economic development. The ANOVA, or the analysis of variance, yielded a "F" number of 5.919. The critical "F" at 05 is 4.08. Therefore, this is another indication that the null hypothesis should be rejected because 5.919 > 4.08. Also, the Sig. F Change is .019, which is less than .05. This is also an indication that the null hypothesis should be rejected.

The Coefficients yield the model in this example ($Y = B1 + B2X1 + u$). B1 is the constant of 1.586 and B2 .302X1. Therefore, the equation becomes $Y = 1.586 + .302X1 + u$. From this information I can run a "t" test. The simple t-stat is the calculated test statistic used in hypothesis testing to test the null hypothesis that the estimated coefficient equals zero. The "t" answers the question of is the X variable we are testing really meaningless in this model. There a equation to calculate the "t" stat but I used the simple "rule of thumb". The "rule of thumb" comes from the fact that for a 95% level of significance, the critical t (from a t table) is 1.96, which is about 2. In my model the t stat is 3.086 for the constant and 2.433 for the B2; therefore, both are greater than 2, thus the null hypothesis can be rejected. The significance level indicates the relationship between X and Y. In my model, the significance is .004 and .019, both less than .05. The lower the value the more significant the coefficient.

The 95% confidence intervals yielded a different result as to rejecting the null hypothesis. The constant lower bound was .548 and the upper bound was 2.625. B2 was .051 for the lower bound and .553 for the upper bound. If zero is between the range then the null hypothesis is rejected. In this case zero is not in between, therefore, this test has given me a different result as to the validity of the null hypothesis. The histogram from this model indicated that the least square estimators in the class of unbiased linear estimators have minimum variance. The standard deviation is .99 (almost the required 1.0) and the mean 0. This indicates that the standard errors of the population are normally distributed. Also, the scatterplot indicates a linear relationship.

My conclusion as to the whether the null hypothesis of "economic development is not impaired by school districts that are not performing to a level required by business" should be rejected is "yes". All of the tests except the confidence interval indicated that the null hypothesis should be rejected. Therefore, there is a relationship between school performance and economic development. I state this with several cautions: 1) the sample was only 43 responses. A follow up study with a much larger sample should be taken 2) the statistics indicating that the null hypothesis should be rejected

were not overwhelming. A new and larger sample might yield more convincing evidence that the null should be rejected.

The survey did support my research into the importance of learning, education and economic development. For poor, urban centers to be successful in the "new economy" of global competition, the learning behavior has to meet the required demand. The education establishment must consider new and innovative ways to help children learn in order to foster economic progress in their area.

CONCLUSION

The theories of human development and learning as enunciated by Skinner, Piaget and Bandura can all be applied as observations of students in different school districts, having different socio-economic backgrounds. The learned behavior of one's environment, their social learning experiences and the different variables cause pronounced dissimilarities. The learning experiences and environment is quite different in the "inner-city" as compared to the wealthy suburb. Many of us recall the movie and book *The Prince and the Pauper* and can recall the enormous differences in the learning and socio-economic environment between the two lifestyles. Those same differences occur every day in this great land of equality.

Income and opportunity can narrow socio-economic differences. One of the ways this can be accomplished is to provide upward mobility by economic development. In today's global competition, economic development just doesn't happen. Business demands an educated, technologically trained workforce. As my analysis indicated, economic development professionals question the quality of education to meet this demand from our "inner-city" schools. Until there is a radical transformation of the education systems of our "central city" schools, limited economic development will occur in the city core. The best jobs and economic progress will continue to expand in the regional suburbs.

TABLES

DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
succ dev	2.7674	1.17184	43
successful	3.9070	1.37692	43

REGRESSION

		succ dev	successful
Pearson Correlation	succ dev	1.000	.355
	successful	.355	1.000
Sig. (1-tailed)	succ dev		.010
	successful	.010	
N	succ dev	43	43
	successful	43	43

CHARTS

VARIABLES ENTERED/REMOVED B

Model	Variables Entered	Variables Removed	Method
1	Successful a		Enter

a. All requested variables entered.
b. Dependent Variable: succ dev

MODEL SUMMARY B

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	Change Statistics F Change	Change Statistics df1	Change Statistics df2	Change Statistics Sig. F Change	Durbin-Watson
1	.355	.126	.100	1.16871	.126	5.919	1	41	.019	1.165

a. Predictors: (Constant), successful
b. Dependent Variable: succ dev

ANOVA B

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.276	1	7.276	5.919	.019
	Residual	50.399	41	1.229		
	Total	57.674	42			

a. Predictors: (Constant), successful
b. Dependent Variable: succ dev

COEFFICIENTS A

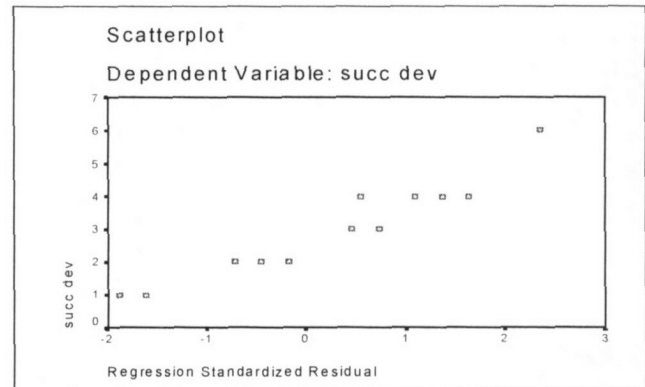
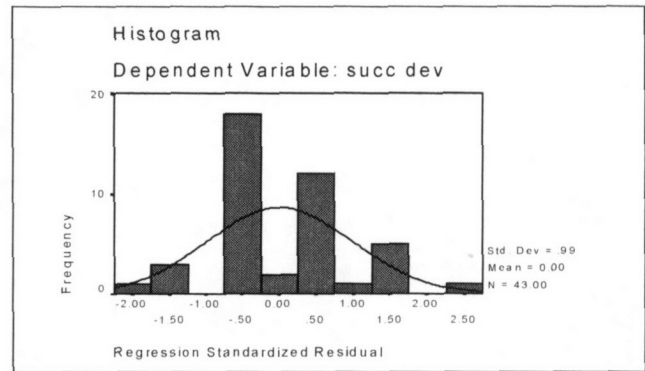
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95% Confidence Interval for B Lower Bound	Upper Bound
1	(Constant)	1.586	.514		3.066	.004	.548	2.625
	successful	.392	.124	.355	2.433	.019	.051	.553

a. Dependent Variable: succ dev

RESIDUALS STATISTICS A

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.1910	3.4001	2.7674	.41621	43
Residual	-2.0978	2.5999	.0000	1.09543	43
Std. Predicted Value	-1.385	1.520	.000	1.000	43
Std. Residual	-1.892	2.345	.000	.988	43

a. Dependent Variable: succ dev



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F

STATE OF THE SYSTEM: WE EDUCATE MINNESOTA - WE MAKE IT WORK By Chancellor James H. McCormick, Minnesota State Colleges and Universities, Sept. 22, 2004

Thank you, Chair Hoffman, members of the Board of Trustees and representatives of our colleges and universities. I appreciate the opportunity to talk with you today about the state of the Minnesota State Colleges and Universities system.

Today, I would like to give you a snapshot of where we have been and what we have accomplished in the past year; where we are now and the challenges we face; and where we are going, and our hopes and plans for the future. But first, I want to talk with you about a