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I AM A CHEERLEADER FOR TEACHERS. THEY ARE UNDERPAID, UNDERPRAISED, AND OVERW RKED. WE EXPECT THEM TO TAKE THE PLACE OF FAMILY AND CHURCH AND INCIDENTLY TO EDUCATE OUR CHILDREN WITH VERY LITTLE HELP.

I DO NOT THINK FOR ONE MOMENT THAT VOLUNTEERS CAN OR SHOULD TAKE THE ROLE THAT GOVERNMENT HAS IN EDUCATION, BUT I CERTAINLY THINK THEY HAVE A ROLE AND THEY SHOULD TAKE IT!

I HAVE BEEN TRAVELING AROUND THE COUNTRY CHEERLEADING, VISITING SCHOOLS, LIBRARIES, CHURCHES, SERVICE GROUPS, CLINICS, COLLEGES AND COMMUNITY CENTERS ENCOURAGING READING, ENCOURAGING THE TEACHING OF READING, ENCOURAGING THE NECESSITY OF READING AND THE JOYS OF READING. I AM ENCOURAGING BOTH THE GIVING OF TIME AND MONEY FROM INDIVIDUALS AND CORPORATIONS.

I'M CHEERING FOR PROVEN PROGRAMS THAT HAVE PROVEN THEY WORK. PROGRAMS LIKE READING IS FUNDAMENTAL. THIS GROUP HAS 110,000 VOLUNTEERS IN 11,000 SITES AND THIS YEAR ALONE THEY DISTRIBUTED 3 MILLION BOOKS, MANY TO CHILDREN WHO NEVER OWNED A BOOK BEFORE.

I'M ENCOURAGING THE NATIONAL SCHOOL VOLUNTEER PROGRAM - 6 MILLION VOLUNTEERS SERVING IN OVER ONE-FOURTH OF OUR COUNTRY'S PUBLIC SCHOOLS. IN BOSTON I SAW A BLIND MAN TEACHING TWO LITTLE BOYS TO READ. HE'D SAY "HOW DO I KNOW - I CAN'T SEE. WHAT'S IT LOOK LIKE? SOUND IT OUT." THEN YOU'D HEAR "THAT'S IT - YOU GOT IT."

I SAW A VERY STYLISH BEACON HILL LADY VOLUNTEER TEACHING FRENCH BY PULLING THE MOST MARVELOUS THINGS OUT OF A LARGE BAG AND TEACHING THE CHILDREN THE NAMES OF ALL THOSE WONDERFUL OBJECTS.

AT THE SAME SCHOOL A WONDERFUL BLACK LADY WHO WAS WORKING FOR THE TELEPHONE COMPANY - HER COMPANY GAVE HER SEVERAL HOURS OFF A WEEK TO BE A TEACHER'S AIDE - TOLD ME THAT AS AN ADDED DIVIDEND SHE NOW COULD HELP HER OWN CHILDREN WITH THEIR HOMEWORK AND THAT THEY WERE CLOSER SINCE SHE STARTED HELPING IN THE SCHOOLS.

I WAS HONORARY CHAIRMAN OF THE MARCH OF DIMES READING OLYMPICS. YOU KNOW HOW THAT WORKS - YOU GET YOUR MOTHER, UNCLE, NEIGHBOR, ETC. TO PAY YOU SO MUCH FOR EACH BOOK YOU READ. THE MONEY GOES TO THE MARCH OF DIMES TO PREVENT BIRTH DEFECTS. I WISH I COULD HAVE SEEN THE FACES OF THOSE WHO PLEDGED A DOLLAR A BOOK - SOME OF THE WINNERS READ 150 BOOKS!

I VISITED LITERACY VOLUNTEERS OF AMERICA PROGRAMS IN LIBRARIES AND ENCOURAGED VOLUNTEERS AND MONEY. MY BIGGEST NIGHT WAS A DINNER IN N.Y.C. AT THE PUBLIC LIBRARY. A GREAT DEAL OF MONEY WAS RAISED FOR THAT LIBRARY WHERE LAST YEAR 977 VOLUNTEERS TAUGHT 1050 PEOPLE TO READ!

I CHEER FOR LAUBACH INTERNATIONAL - A GROUP OF 23,000 VOLUNTEERS WHO ARE TEACHING 34,000 ADULTS TO READ THIS YEAR. "EACH ONE TEACH ONE." I VISITED WITH THE READING EXPERT AT THE CALIFORNIA YOUTH AUTHORITY WHERE OVER HALF THE INMATES, HARDENED YOUTH CRIMINALS, ARE FUNCTIONAL ILLITERATES. THEY USE THE LAUBACH METHOD TO TEACH THE INMATES. HE SENT ME TAPES MADE BY THESE YOUNG MEN ON WHY THEY WANTED TO READ - NOT ALL THE RIGHT REASONS FOR SURE - "I GOT CAUGHT BECAUSE I TRIED TO RUN OUT THE ENTRANCE AND NOT THE EXIT BECAUSE I COULDN'T READ. NOW I KNOW ENTRANCE FROM EXIT."

I SAW ANNE DERRICOTTE, THE MOST FABULOUS PRE-KINDERGARTEN TEACHER RIGHT HERE IN D.C. SHE NOT ONLY HAD THOSE CHILDREN READING, BUT ENJOYING AND SHARING. WHAT A WOMAN!!

I VISITED THE STEVEN'S SCHOOL IN D.C. FOR A READING IS FUNDAMENTAL BOOK DISTRIBUTION AND SAW A GREAT LIBRARIAN, SANDRA SPEIER, MOTIVATING HER CHILDREN TO READ.

I VISITED BUNKER HILL SCHOOL HERE,, A SCHOOL THAT IS SO FILLED WITH GOOD FEELINGS AND RISING TEST SCORES, A SCHOOL WITH GREAT PARENT PARTICIPATION.

I VISITED A SCHOOL IN HOUSTON, TEXAS WHERE VOLUNTEERS IN PUBLIC SCHOOLS - VIPs - HAD HELPED RAISE THE TEST SCORES ALMOST 15 POINTS. A FULL SCALE VOLUNTEER PROGRAM.

MARTY VAN ARSDALE FROM WYOMING COUNTY IN UPPER NEW YORK CAME TO VISIT ME TO TELL ME ABOUT "PROJECT READ." ONE WOMAN BLANKETED THE WHOLE COUNTY WITH POSTERS, BUMPER STICKERS - ALL SAYING, "HAVE YOU READ TO YOUR CHILD 15 MINUTES TODAY?" SHE WENT TO CHURCHES, SCHOOLS, MEN AND WOMEN'S SERVICE CLUBS, WENT ON RADIO PROGRAMS, AND TOTALLY COVERED THE COUNTY. ALL SORTS OF NICE THINGS HAPPENED - THE SCHOOLS AND LIBRARIES REPORTED MORE CHILDREN READING AND PARENTS REPORTED LOVING SITTING BY THEIR CHILDREN QUIETLY READING.

I VISITED LITERACY ACTION IN ATLANTA, GEORGIA WHERE THEY HAD USED THE ONE-ON-ONE METHOD FOR YEARS UNTIL THEY WERE OVERWHELMED WITH THE NUMBERS - 250,000 ADULT ILLITERATES AND NOW THEY HAVE WORKED OUT AN ADULT GROUP TEACHING SYSTEM THAT WORKS - 1 VOLUNTEER TEACHER TO 8-12 STUDENTS - 10 TIMES BETTER. THEY HAVE 200 STUDENTS ON THEIR WAITING LIST.

JUST A WEEK AGO AT THE SIMON ELEMENTARY SCHOOL IN ANACOSTIA I SAW THE BEGINNING OF A GROUP OF SCHOOLS COMING ALIVE - A MARRIAGE OF SCHOOL STAFF, PARENTS, STUDENTS, AND CORPORATIONS. THIS - I KNOW - WILL GROW!!

I'VE PARTICIPATED IN SCHOOL AUCTIONS WHERE SOME BRIGHT TEACHERS HAVE HAD THEIR STUDENTS WRITE CELEBRITIES, ATHLETES, POLITICIANS, ACTORS, ETC. AND ASK FOR AN ITEM TO AUCTION. FOR EVERY BOOK THE STUDENTS READ DURING THE YEAR THEY GET MONEY - FAKE, OF COURSE. AT THE END OF THE YEAR THE AUCTION IS HELD AND THE STUDENTS CAN BID FOR THE ITEMS THEY COLLECTED WITH THIS MONEY. A WONDERFUL PROJECT. THE STUDENTS WROTE LETTERS AND READ BOOKS!! ALL FOR THE PRICE OF A POSTAGE STAMP AND WRITING PAPER!!

I'M WORKING ON A PROJECT FOR "PROJECT RESCUE" - WASHINGTON'S GREAT VOLUNTEER PROGRAM. THANKS TO VERY DEDICATED WASHINGTONIANS THIS PROGRAM IS READY TO REALLY TAKE OFF!!

I GUESS THE MOST EXCITING THING I'VE DONE THIS PAST YEAR IS TO VISIT THE ATLANTA, GEORGIA PUBLIC SCHOOL SYSTEM WITH IT'S DYNAMIC SCHOOL SUPERINTENDENT - ALONZO CRIM.

HE HAS TAKEN THIS SCHOOL SYSTEM AND PULLED IT UP BY IT'S BOOT STRAPS. HIS GOAL IS TO REACH THE NATIONAL NORM BY 1985, AND I BET HE'LL DO IT.

HIS PROGRAM IS TOO COMPLICATED TO REALLY GO INTO, BUT HERE'S A PEEK - THERE ARE 70,000 STUDENTS IN ATLANTA IN 127 SCHOOLS, GRADE K-12. THERE ARE 1000 CHURCHES IN ATLANTA, SPLIT PRETTY EVENLY 500 WHITE - 500 BLACK. HE IS TRYING TO GET 4 CHURCHES - 2 BLACK and 2 WHITE - TO GO TOGETHER AND ADOPT A SCHOOL. HE WILL GET HIS VOLUNTEERS FOR TEACHERS AIDES FROM THEM!

THERE ARE 4000 HIGH SCHOOL GRADUATES EACH YEAR IN ATLANTA. 2000 OF THESE GO ON TO HIGHER EDUCATION, 1000 GET JOBS, 1000 DON'T. ALONZO CRIM IS ADKING BUSINESS IN ATLANTA TO ADOPT, SPONSOR, ONE OF THESE 1000 UNEMPLOYED - TRAIN THEM - EITHER GIVE THEM A JOB OR HELP THEM GET A JOB AND KEEP THEIR EYE ON THEM FOR A YEAR SO THEY WON'T JOIN THE 250,000 UNEMPLOYED ALREADY IN ATLANTA. PLEASE NOTICE - EARLIER I MENTIONED 250,000 ILLITERATES IN ATLANTA! THERE IS A DIRECT CORRELATION.

I LOVE THE WHOLE CONCEPT - THE BONDING OF SCHOOLS, PARENTS, CHURCHES, BLACKS AND WHITES, AND BUSINESSES, AND I MIGHT ADD REPUBLICANS AND DEMOCRATS! "A COMMUNITY IN UNITY" TO USE ANOTHER ALONZO CRIMISM.

THE HEARTBREAKING TRAGEDY THAT HIT ATLANTA IN THE SINFUL KILLINGS OF THOSE YOUNG MEN DID HAVE ONE GOOD SIDE EFFECT - IT BROUGHT ONE AND ALL TOGETHER IN UNITY.

THE OTHER GREAT URBAN CITIES SHOULD TAKE A LESSON FROM ATLANTA AND UNITE BEFORE A TRAGEDY - IT'S OUR SURVIVAL. AS LONG AS ONE CHILD, OR SHOULD I SAY, ONE MEMBER OF OUR SOCIETY IS IN NEED, YOU AND I SUFFER.

WHERE DO WE COME IN? SURELY WE CAN SEE A ROLE FOR OURSELVES IN THIS BUSINESS OF EDUCATING OUR CHILDREN. WE CAN READ TO OUR CHILDREN OR GRANDCHILDREN 15 MINUTES A DAY. WE CAN VOLUNTEER IN OUR SCHOOLS AS TEACHERS' AIDES OR IN AN ADULT LITERACY PROGRAM.

WE CAN GET OUR CHURCHES TO ADOPT A SCHOOL. WE CAN HELP IN SPECIAL PROJECTS LIKE SCHOOL AUCTIONS, SPECIAL READING OLYMPICS, OR READING IS FUNDAMENTAL BOOK DISTRIBUTIONS

WE CAN HELP GET BUSINESSES TO ADOPT A HIGH SCHOOL GRADUATE WHO HAS NOT FOUND A JOB.

PLEASE JOIN ME AS A CHEERLEADER AND IN THE WORDS OF EDWARD EVERETT HALE -

LOOK UP AND NOT DOWN
LOOK OUT AND NOT IN
LOOK FORWARD AND NOT BACK
AND LEND A HAND

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

To Joe H
Thanks for putting these ideas in the sys for us
2/7

FEB 6 1989

MEMORANDUM

TO : David Q. Bates
Cabinet Secretary

FROM : Bill R. Phillips
Chief of Staff/Counselor to the Secretary

SUBJECT: "Project Education Reform: Time for Results"

The schools need re-Vaccing

BACKGROUND

In August 1986, the National Governors' Association (NGA) released a report, Time for Results, which suggested major education reforms needed to produce better schools.

In November 1986, ED joined with the eight governors who initiated that report, in a major initiative to help local school districts implement specific recommendations from Time for Results and to issue a final report of their successes in 1991. Each Governor chose two school districts from his state, and asked each district to implement at least three recommendations from the report. The states participating in this project are New Jersey, New Hampshire, Missouri, Utah, Colorado, South Carolina, Arkansas, and Tennessee.

Since 1986, the participants in this project have met on several occasions to collaborate on their various reform projects. Most notably, in March 1987, ED organized a national conference in Columbia, Missouri, one of the 16 districts, to discuss progress at the school sites. The conference was attended by former President Reagan, five governors, and 1,500 Missouri educators.

As Governor of New Hampshire, John Sununu attended the above mentioned meeting, as well as two other technical meetings.

In addition, during President Bush's Inauguration, the Department hosted a forum, "Education: The Future Begins Today" as part of the "Teachers Inaugural Experience." The President addressed that forum which included a session on the "Time for Results Project" hosted by White House Chief of Staff John Sununu.

DISCUSSION

At the last technical meeting in Washington, in November, the Superintendents expressed a desire that their next meeting be similar to the session we had in Columbia, Missouri.

This would be a high visibility media event for the project and for education in general. Superintendent James Caulfield of Union School District in New Jersey and Governor Kean have agreed to host the event. The conference location is Union High School, Union, [redacted]

ACTION

We are extending an invitation to President Bush to address this conference. The target date is April 13, 1989. This date is based on discussions with the Union School District, Governor Kean, and the schedules of the other official participants. However, as with any official request of the President's schedule, we can be flexible.

Ideally, the following events are listed for the President's time in New Jersey:

* Upon arrival, a visit to an elementary school.

* Lunch with the Governors and Superintendents.

* Short remarks to the students at Union High School.

* Attend the conference for 1,200 superintendents and school board members.

* Listen to a short presentation by each Governor attending.

* Deliver remarks to the expected 1,200 attendees.

Although this is an extensive schedule, it would send another clear message of the President's commitment to education.

Attached is a copy of the program for the 1987 meeting in Missouri and a copy of the interim report on this project.

Attachments

David -
This would
actually attract national
media attention, helping add
to the fact that the President
is personally involved in
education and its improvement -
a priority of this Administration.

CHILDREN KNOW YOU CARE. BUT YOU REPRESENT BETWEEN 13 AND 15% OF THE PARENTS. YOU AND I KNOW THE ARGUMENTS -- BOTH PARENTS ARE WORKING, TOO TIRED TO ATTEND MEETINGS, MANY SINGLE-PARENT HOUSEHOLDS, TOO BUSY TO ATTEND PTA MEETINGS. MANY PARENTS ARE ILLITERATE AND MANY PARENTS DON'T SPEAK ENGLISH -- TOO HUMILIATING TO ATTEND PTA MEETINGS.

OUR JOB IS TO FIND A WAY TO ENCOURAGE THE OTHER 85%. WE MUST MAKE PTA MEETINGS INTERESTING. WE MUST PERSUADE THE OTHER 85% THAT YOU CAN'T BE TOO EMBARRASSED, TOO BUSY, OR TOO TIRED TO TAKE AN INTEREST IN OUR CHILDREN'S EDUCATION.

I'D LIKE TO END ON A PERSONAL NOTE AND TELL YOU ABOUT MY FRIEND ELIZABETH BURKHART -- ELIZABETH FLORES BURKHART. I READ RECENTLY AN ARTICLE IN THE HOUSTON CHRONICLE ABOUT OUR FRIEND ELIZABETH FLORES BURKHART, THE FIRST WOMAN TO BE APPOINTED TO SERVE ON THE NATIONAL CREDIT UNION ADMINISTRATION BOARD. I WILL CONFESS I KNEW VERY LITTLE ABOUT ELIZABETH'S BACKGROUND. I THINK OF ELIZABETH AS A BRIGHT FRIEND WHO WORKED FOR THE TEXAS COMMERCE BANK IN HOUSTON AND WHO TOOK A LEAVE OF ABSENCE AND WAS THE COMPTROLLER OF MY HUSBAND'S PRESIDENTIAL CAMPAIGN. I THINK OF HER AS A WIFE, A BRIGHT, BRIGHT LADY AND A FRIEND. IMAGINE MY SURPRISE TO FIND THAT ELIZABETH WAS BORN INTO A FAMILY OF MIGRANT TEXAS FARM LABORERS. HER FATHER GOT THROUGH THE 3RD GRADE AND HER MOTHER THE 5TH GRADE. THE ELDEST DAUGHTER OF 13 CHILDREN, ELIZABETH SAYS SHE MAY WELL HAVE BEEN IN RAGS AT ONE POINT OR ANOTHER IN HER CHILDHOOD BUT SHE NEVER FELT LIKE IT AND SHE CREDITS THAT LARGELY TO HER PARENTS' INFLUENCE ... "I JUST NEVER GREW UP FEELING POOR OR DEPRIVED BECAUSE I'VE ALWAYS BEEN

ENCOURAGED TO DEVELOP MYSELF." LATE IN THE ARTICLE SHE SAID, "MY PARENTS TAUGHT ME EARLY IN LIFE THAT EVERYTHING HAS VALUE IN AND OF ITSELF." ...ALTHOUGH THEY MOVED WHENEVER THERE WERE CROPS TO PICK, BURKHART SAYS HER FAMILY WAS NEVER SATISFIED STAYING ON THE RANCH WHERE THEY WERE WORKING. "DAD WOULD ALWAYS TAKE US TO WHATEVER POINTS OF INTEREST WERE AROUND. FOR INSTANCE, IF WE WERE IN PASADENA PICKING STRAWBERRIES, HE WOULD TAKE US TO THE SAN JACINTO MONUMENT.... AND HE ALSO STRESSED EDUCATION AS THE WAY OUT OF POVERTY...."

THESE WERE PARENTS WHO MUST HAVE BEEN VERY BUSY - VERY TIRED AND WHO MUST HAVE FELT EMBARRASSED ABOUT THEIR LACK OF EDUCATION. BUT THEY WERE THERE. AND ELIZABETH IS THE FIRST WOMAN APPOINTED TO SERVE ON THE NATIONAL CREDIT UNION ADMINISTRATION BOARD.

SO I'M CHEERING YOU -- TEACHERS AND PARENTS - THE PTA -- AND I'M SAYING TO PROVEN PROGRAMS, PLEASE USE ME. I WANT TO HELP.

THANK YOU.

(Lange/Blessey)
April 11, 1989
9:00 a.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS: EDUCATION REFORM
THURSDAY, APRIL 13, 1989
UNION, NEW JERSEY
[TIME]

Thank you. Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you, who are working to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely.

But when I look across a group like this one, I don't worry about the future of youth quite as much. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: their own minds. In an age of information and ideas, the greatest undiscovered frontier is ~~right~~ under your hat.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

Develop the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've heard enough about how bad education is supposed to be. Enough. We need to hear more about how to make it better.

And the place to do that, is with people like you. Through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid that enters a classroom.

You know, somebody once asked a great actress, Mae West, what she wanted to be remembered for. Her answer? She said, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this one.

First, this administration will reward excellence, through awards to schools that improve -- and rewards for good teachers.

A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people that want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, devoting resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our

schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders: who understand that their ability to compete depends on the quality of the new talent they develop. And who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents: who can create a clear mandate for improvement, and gain support for their priorities. And parents: who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by ~~as much as 85 percent~~ over 40%. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids in local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. ~~In New York City -- where 15,000 volunteers are helping in over 500 schools~~ -- my wife Barbara met with a group helping Cambodian children learn English.

We devote more money to education than any of our most advanced competitors — that includes Fr Ger U.K. U.S.S.R & Jap

Approved by Allan Gotlieb 752-3132

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with tears in the remembering. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another need -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on collective will.

The society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 00 percent over the last decade.

One thing I learned in school is sometimes there's more than one right answer. More spending -- that isn't the only right answer, or even the best answer. What is needed -- what this conference is all about -- is a shared determination on the part

of every American, to get involved with our schools. We must re-establish the value of teaching, and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She had a son. She made B's on the two exams. She'll graduate in May. And she's gotten a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we make sure that every young American gets a good education.

Good schools in America are a social responsibility, yes, and an economic necessity. But more than that, they're a moral imperative -- because knowledge is power. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

MRS. BUSH'S SPEECH AT MEMORIAL SLOAN-KETTERING CANCER CENTER
LUNCHEON, 12:00 NOON, TUESDAY, DECEMBER 2, 1986, NEW YORK, NEW YORK

THANK YOU VERY MUCH, BENNO SCHMIDT [CHAIRMAN OF SLAON KETTERING]. AND THANK YOU ALL FOR THE WARM WELCOME. THE APPLAUSE SHOULD REALLY BE GOING IN THE OTHER DIRECTION, BECAUSE TODAY I AM HERE TO SALUTE YOU AND YOUR FELLOW VOLUNTEERS -- THE BEST KIND OF PEOPLE I KNOW. I AM GENUINELY DELIGHTED TO BE IN SUCH EXCELLENT COMPANY, AND VERY GRATEFUL TO THE ASSOCIATES [COMMITTEE] FOR MAKING IT POSSIBLE..

I HAVE JUST BEEN ON THE LATEST OF MANY TOURS OF THIS TRULY REMARKABLE HOSPITAL. EVEN AFTER MORE THAN THREE DECADES OF FAMILIARITY, IT'S AN EXPERIENCE THAT NEVER FAILS TO MOVE ME DEEPLY, AND I WAS REMINDED ONCE AGAIN OF THE GREAT PERSONAL DEBT OF

GRATITUDE THAT GEORGE AND I OWE MEMORIAL SLOAN KETTERING. AND WHAT VOLUNTEERING IS REALLY ALL ABOUT, AS FAR AS I'M CONCERNED, IS GIVING BACK A LITTLE OF WHAT ONE HAS BEEN GIVEN IN LIFE.

THERE'S AN OLD STORY ABOUT YOUNG RALPH WALDO EMERSON THAT'S ONE OF MY FAVORITES. WHILE WATCHING A MAN CHOP WOOD ONE DAY, HE ASKED EAGERLY IF HE COULD HELP. BUT THE JOB WAS TOO BIG FOR HIM, AND THE MAN GENTLY TURNED HIS REPEATED OFFERS DOWN. FINALLY, IN DESPERATION, LITTLE RALPH PLEADED, "WELL, YOU COULD AT LEAST LET ME DO THE MOANING AND GROANING."

AND THAT'S HOW IT IS FOR ME WITH SO MANY OF THE CAUSES I CARE ABOUT. OTHER PEOPLE DO THE WORK, AND I GET TO MAKE SUPPORTING NOISES. THE FACT IS, I AM NOT AN EXPERT IN POLITICS, NOR AM I AN EXPERT WHEN IT COMES TO MY CHOSEN PROJECT, ADULT LITERACY -- JUST A VERY ENTHUSIASTIC CHEERLEADER IN BOTH CASES. BUT VOLUNTEERING

IS A TOPIC I DO KNOW QUITE A BIT ABOUT -- ENOUGH TO KNOW WHEN I'M IN THE PRESENCE OF THE REAL EXPERTS, AS I AM RIGHT NOW.

ADDRESSING A GROUP LIKE THIS ABOUT VOLUNTEERISM IS A LITTLE LIKE TELLING NOAH ABOUT THE FLOOD. AND YOU ARE DEFINITELY A BUNCH OF NOAHS -- I UNDERSTAND THAT THIS ROOM INCLUDES NOT JUST SOCIETY MEMBERS BUT VOLUNTEERS FROM OTHER ORGANIZATIONS AND INSTITUTIONS THAT MAKE NEW YORK CITY UNIQUE IN ALL THE WORLD -- THE METROPOLITAN MUSEUM, FOR EXAMPLE. WELL, I DON'T WANT TO BORE YOU TO DEATH BY GIVING A LOT OF FACTS AND FIGURES ABOUT THE LONG, PROUD HISTORY OF AMERICAN VOLUNTEERS, SO I'LL TOUCH ON THEM ONLY LIGHTLY. THE FACTS ARE IMPORTANT, AND THEY BEAR REPEATING. BUT I HAVE AWFULLY STRONG PERSONAL FEELINGS ABOUT VOLUNTEERS IN GENERAL -- AND THE VOLUNTEERS IN THIS WONDERFUL HOSPITAL -- AND SO I THINK I'D LIKE TO CONCENTRATE ON MY OWN EXPERIENCE AND WHAT'S HAPPENING HERE.

VOLUNTEERISM IS A UNIQUELY AMERICAN TRADITION. NO OTHER COUNTRY IN THE WORLD CAN CLAIM SO LONGSTANDING OR WIDESPREAD A COMMITMENT TO PUBLIC SERVICE BY PRIVATE CITIZENS. WE'VE BEEN "A NATION OF JOINERS" FROM OUR VERY BEGINNINGS, AND FOREIGH VISITORS FROM ALEXIS DE TOQUEVILLE ON HAVE MARVELED AT THE PECULIAR HABIT THAT WE HAVE OF HELPING ONE ANOTHER OUT. AMERICA OWES SO MUCH OF WHAT IT IS -- IN THE ARTS AND SCIENCES, IN POLITICS AND SOCIAL ACTION, IN EDUCATION -- TO ITS VOLUNTEER WORKERS.

VOLUNTEERISM IS AS VIBRANT TODAY AS IT HAS EVER BEEN, WITH ALMOST HALF OF ALL AMERICANS -- ABOUT 89 MILLION PEOPLE --INVOLVING THEMSELVES IN WORTHY CAUSES AND CONTRIBUTING ALMOST $80 BILLION LAST YEAR. AND THE IMAGE OF VOLUNTEERS HAS CERTAINLY CHANGED SINCE I WAS AN ACTIVE MEMBER OF THE MIDLAND, TEXAS SERVICE LEAGUE, NOW A MEMBER GROUP OF THE JUNIOR LEAGUE. THEN THE VOLUNTEER WAS A

NON-WORKING, PROBABLY CHRISTIAN, WHITE WOMAN UNDER 40 YEARS OF AGE. TODAY, THANK HEAVENS, HE AND SHE ARE ALL RACES, RELIGIONS, INCOME LEVELS AND AGES -- AS HETEROGENEOUS AS OUR POPULATION AS A WHOLE. AND ABOUT HALF ARE EMPLOYED. MORE AND MORE PEOPLE WITH A RICH DIVERSITY OF SKILLS ARE SEEKING TO SHARE THEIR GIFTS, AS MUCH FOR THEIR OWN SAKES AS FOR THE SAKE OF OTHERS. ONE LONGTIME VOLUNTEER ONCE TOLD ME, "WHEN I BEGAN VOLUNTEERING, IT WASN'T WITH THE IDEA OF 'DOING GOOD" -- IT WAS THE NEED TO DO SOMETHING MEANINGFUL".

AND I HAVE HAD PERSONAL EXPERIENCE OF HUNDREDS OF PEOPLE DOING MANY MEANINGFUL THINGS FOR EVERY IMPORTANT CAUSE CONCEIVABLE -- THE JUNIOR LEAGUE, KIWANIS, AMERICAN LEGION, FEDERATION OF WOMEN'S CLUBS -- THE LIST GOES ON AND ON. THE FEDERAL GOVERNMENT'S OWN VOLUNTEER AGENCY, ACTION, NOW HAS ALMOST 400,000 VOLUNTEERS WORKING IN A FINE ARRAY OF PROGRAMS --INCLUDING VISTA,

THE RETIRED SENIOR VOLUNTEER PROGRAM,AND OUR WONDERFUL FIRST LADY'S FAVORITE, THE FOSTER GRANDPARENT PROGRAM. VOLUNTEERS ARE HELPING OUR SCHOOLS, THROUGH PROGRAMS LIKE THE NATIONAL SCHOOL VOLUNTEER PROGRAM AND READING IS FUNDAMENTAL. AND,IF IT WEREN'T FOR VOLUNTEERS, THE LITERACY MOVEMENT NOW SWEEPING AMERICA MIGHT NEVER HAVE BEGUN. AS WITH SO MANY OTHER PRESSING SOCIAL ISSUES, VOLUNTEERS WERE THE FIRST TO SEE AND MEET THE GREAT NEED OF ILLITERATE ADULTS.

NOW I'M GOING TO GET PERSONAL: GEORGE AND I HAVE BOTH BEEN HEAVILY INVOLVED IN VOLUNTEERISM FOR MOST OF OUR LIVES. WE'VE WORKED FOR OUR CHURCH, OUR POLITICAL PARTY, AND FOR THE COMMUNITIES IN WHICH WE'VE LIVED -- SERVING ON BOARDS AND RAISING FUNDS -- FOR THE YMCA, LITTLE THEATRE, UNITED FUND, COLLEGES AND SCHOOLS, AND -- ALWAYS -- HOSPITALS. THIS CAME VERY NATURALLY TO US BOTH, AS WE

HAD GROWN UP IN FAMILIES WHERE THIS WAS THE NORMAL THING TO DO. GEORGE'S WONDERFUL DAD WORKED ACTIVELY FOR THE BOYS CLUB, WAS THE TOWN MODERATOR IN GREENWICH FOR 17 YEARS, AND WAS THE FIRST HEAD OF THE U.S.O. -- ALL AS A VOLUNTEER. AND GEORGE'S MOTHER -- THE SECOND MOST INSPIRATIONAL PERSON IN MY LIFE -- WAS ALSO VERY ACTIVELY INVOLVED IN THE COMMUNITY. SO WE WERE BORN TO VOLUNTEER WORK; OUR FAMILIES WERE DEDICATED TO PUBLIC SERVICE. OUR FIVE CHILDREN AND THEIR WONDERFUL SPOUSES, WHO LIVE IN 5 DIFFERENT STATES, ARE ALL VERY ACTIVELY INVOLVED IN THEIR COMMUNITIES.

BUT I REALLY LEARNED WHAT VOLUNTEERING CAN DO FOR ONE'S SPIRIT AFTER GEORGE AND I HAD OUR MOST INTENSE EXPERIENCE WITH SLOAN-KETTERING -- ON THE CHILDREN'S WARD THIRTY-THREE YEARS AGO. I LEARNED JUST HOW IMPORTANT IT IS AT A TIME OF REAL CRISIS TO HAVE STRONG FATIH, THE BEST OF MEDICAL CARE, AND A GREAT, GREAT DEAL OF

HUMAN SUPPORT -- THE KIND OF SUPPORT THAT VOLUNTEERS ARE SO GOOD AT GIVING.

EIGHTEEN YEARS LATER , WHILE GEORGE WAS SERVING AT THE UNITED NATIONS, I VOLUNTEERED TWO MORNINGS A WEEK IN THE ADULT SECTION OF THIS HOSPITAL, AND IT WAS A TIME OF ENORMOUS GROWTH FOR ME: I LEARNED A LOT ABOUT COURAGE AND THE WILL TO LIVE AS WELL AS POSSIBLE UNDER THE MOST TRYING OF CIRCUMSTANCES, AND I LEARNED FROM THE VERY BEST.

THESE DAYS, I CONTINUE TO SERVE ON MANY BOARDS AND COUNCILS -- LIKE MEMORIAL'S -- AND TO WORK FOR AS MANY WORTHYY CAUSES AS I CAN, ESPECIALLY LITERACY. BUT MY HOURS OF "HANDS ON" VOLUNTEERINNG ARE LIMITED. SO I GET MY GREATEST VICARIOUS PLEASURE FROM WATCHING VOLUNTEERS WHO ARE STILL ACTIVELY AT WORK. AS ANDREW CARNEGIE ONCE SAID, "AS I GROW OLDER, I DON'T LISTEN AS MUCH TO WHAT PEOPLE SAY.

I JUST WATCH WHAT THEY DO."

AND THERE'S SO MUCH TO WATCH AT MEMORIAL SLOAN-KETTERING THAT I HARDLY KNOW WHERE TO BEGIN MY PRAISE. I THINK THE SOCIETY'S ENTHUSIASTIC EXECUTIGE DIRECTOR, CLYDE TRUOG [TROAG] WOULD AGREE THATIT'S DIFFICULT TO COMPARE THE WORK OF THE SOCIETY WITH OTHER GROUPS, BECAUSE, LIKE THE CENTER, IT REALLY SEEMS TO BE IN A CLASS BY ITSELF.

IN 1985-86, YOU RAISED A WHOPPING $6 MILLION THROUGH SOME OF THE MOST FANTASTIC EVENTS IMAGINABLE -- I WISH SO MUCH I COULD HAVE ATTENDED THE FRANK SINATRA BENEFIT. I HEAR THAT YOUR THRIFT SHOP, WHICH --EVEN AS I SPEAK -- IS MOVING TO ITS BRAND NEW LOCATION -- IS BRINGIN IN ABOUT HALF A MILLION DOLLARS ANNUALLY, AND THIS YEAR'S DINNER DANCE RAISED CLOSE TO $100,000. YOUR RAFFLE THIS YEAR SOUNDS WONDERFUL -- THE DONATED PRIZES ARE OUT OF THIS

WORLD [TRIPS TO HAWAII, FURS, JEWELS, CRUISE, CAR], AND I DON'T THINK YOU'LL HAVE ANY PROBLEM IN RAISING THE HOPED-FOR QUARTER OF A MILLION --I'LL CERTAINLY BUY A TICKET. BUT I'M MOST IMPRESSED WITH THE STRONGLY PERSONAL MANNER IN WHICH YOU CONDUCT YOUR ANNUAL APPEAL, WITH MEMBERS TAKING THE TIME AND THOUGHT TO HANDWRITE LETTERS TO FRIENDS. NO WONDER YOU GET CLOSE TO $2 MILLION!

BUT I'D REALLY LIKE TO HIGHLIGHT THE FINE WORK OF YOUR NEWEST COMMITTEE -- THE ASSOCIATES -- A GROUP OF WOMEN AFTER MY OWN HEART. THEY ARE RESPONSIBLE FOR THIS SPLENDID EVENT, AS WELL FOR AN EVENT THAT I VERY MUCH REGRET HAVING MISSED -- THE NOVEMBER FUN NIGHT AT FAO SCHWARZ, WHICH BENEFITED A CAUSE THAT HAS SPECIAL MEANING FOR ME -- PEDIATRIC CANCER RESEARCH. IN JUST TWO YEARS, THE ASSOCIATES HAVE RAISED ALMOST $200,000 FOR THIS RESEARCH, WHICH HAS ALREADY DONE SO MUCH TO HELP OUR CHILDREN LIVE. AND NOW THE

ASSOCIATES ARE RENOVATING THE TEEN LOUNGE AND MAKING SURE THAT IT WILL BE FULLY EQUIPPED WITH ALL THE HAPPY NOISE OF NORMAL ADOLESCENT LIFE -- VCR'S, TV'S, RECORDS AND TAPES, EVEN WALKMEN. MARY MCMILLEN AND SANDRA O'DONNELL CAN BE DULY PROUD OF THEIR HARD-WORKING CREW, JUST AS EVERY OTHER MEMBER OF EVERY OTHER COMMITTEE OF THE SOCIETY. IT'S EXTRAORDINARY WHAT 1,000 PEOPLE CAN DO WHEN THEY REALLY CARE.

I KNOW THAT THE SOCIETY WORKS HAND-IN-HAND WITH SLOAN-KETTERING IN-SERVICE VOLUNTEERS, AND WHAT I HEAR ABOUT THEM IS JUST ASTONISHING. THIS HOSPITAL WAS PROBABLY THE FIRST IN THE NATION TO HAVE A STAFFED OFFICE OF VOLUNTEER RESOURCES -- SINCE 1940 -- AND I FIND IT HARD TO IMAGINE THAT THERE COULD BE A BETTER ONE ANYWHERE. LET ME QUOTE JUST A FEW STATISTICS, SOME OF WHICH MAY IMPRESS EVEN THOSE OF YOU WHO ARE PART OF THEM.

THERE ARE CURRENTLY OVER 500 ACTIVE IN-SERVICE VOLUNTEERS, PERHAPS 10% OF WHOM HAVE BEEN HERE FOR MORE THAN 20 YEARS, AND 35% FOR MORE THAN FIVE YEARS. THIS KIND OF CONTINUITY IS SUCH AN IMPORTANT BOON TO ANY VOLUNTEER PROGRAM, ESPECIALLY IN SO FINE A HOSPITAL -- THE VOLUNTEERS CAN DEVELOP A LEVEL OF SKILLS AND PROFESSIONALISM THAT BENEFIT BOTH THEMSELVES AND THE INSTITUTION. PERHAPS 10-12% ARE RECOVERED SLOAN-KETTERING PATIENTS. BY THE WAY, MUCH TO MY DELIGHT, ALMOST A THIRD OF THE VOLUNTEERS ARE MEN. 70% OF YOU DO NOT LIVE IN THE MEMORIAL NEIGHBORHOOD, LIKE THE WOMAN FROM STATEN ISLAND WHO HAS SPENT TWO MORNING A WEEK FOR THE LAST SEVEN YEARS HELPING OUT IN THE RADIATION DEPARTMENT; AND 10% DON'T LIVE IN NEW YORK CITY! ONE MORE STATISTIC -- HALF OF SLOAN-KETTERING'S VOLUNTEERS ARE EMPLOYED, WHICH MEANS THEY ARE GIVING VERY PRECIOUS FREE TIME.

BUT THE NUMBERS DON'T BEGIN TO TELL THE REAL STORY OF THESE VOLUNTEERS. ACCORDING TO JARENE LEE, THE WONDERULLY ELOQUENT DIRECTOR OF VOLUNTEER RESOURCES, THEY DO WHATEVER THE STAFF ASKS, AND THEY ARE ASKED TO DO AN INFINITE VARIETY OF THINGS. ABOUT 35 OF THE RECOVERED PATIENT VOLUNTEERS SPEND THEIR TIME WITH PATIENTS CURRENTLY UNDERGOING TREATMENT -- TO SHARE EXPERIENCES, OFFER ENCOURAGEMENT, AND -- PERHAPS MOST IMPORTANTLY -- TO ACT AS LIVING SYMBOLS OF HOPE.

OTHER VOLUNTEERS WORK WITH PATIENTS IN ALL SORTS OF WAYS -- HELPING WITH ACTIVITES IN THE ADULT RECREATION PROGRAM, STAFFING THE LIBRARY AND HELPING PATIENTS SELECT BOOKS, AND HAVING FUN WITH THE CHILDREN IN THE HOSPITAL'S FANTASTIC PLAYROOM. THEY HELP THE CHILDREN BAKE PIZZA AND COOKIES, AND PLAY BINGO. AND WHEN CHILDREN CAN'T GET TO THE PLAYROOM ON BINGO NIGHT, VOLUNTEERS WILL STAND IN

TO WIN PRIZES ON THEIR BEHALF. AND VOLUNTEERS SOMETIMES ACT AS SURROGATE PARENTS: RECENTLY, WHEN A 12-YEAR OLD PATIENT WAS TOO SICK TO LEAVE HER ROOM, AND NEITHER OF HER PARENTS COULD BE WITH HER, A PLAYROOM VOLUNTEER FILLED IN.

VOLUNTEERS HELP OUT IN CLINICAL DEPARTMENTS, TOO -- IN RADIATION/ONCOLOGY, WHICH SEES WELL OVER 100 PEOPLE A DAY. THESE ARE OUTPATIENTS, WHO HAVE TO COPE NOT JUST WITH VERY DIFFICULT TREATMENT BUT WITH NEW YORK CITY TRAFFIC AS WELL, AND THE VOLUNTEERS HELP SO MUCH TO CALM AND REASSURE THEM. AND IN THE GASTROENTEROLOGY CLINIC, WHERE THE REALLY TOP NOTCH MEDICAL STAFF REALIZE THAT THEY'RE SO FOCUSED ON TREATMENT THAT SOMEONE NEEDS TO FOCUS ON THE PATIENT. IN THIS DEPARTMENT THE NAMES OF VOLUNTEERS ARE LISTED ALONG WITH THOSE OF THE STAFF: NO ONE NEEDS TO TELL <u>THESE</u> PROFESSIONALS ABOUT THE IMPORTANCE OF VOLUNTEERS.

AND THERE ARE EVEN VOLUNTEERS WHO HELP THE CHAPLAINS. I ESPECIALLY LIKED THIS STORY: A FEW YEARS AGO, DURING ONE OF NEW YORK CITY'S MOMUMENTAL BLIZZARDS, A GROUP OF VOLUNTEERS WHO CONDUCTED SATURDAY SERVICES FOR JEWISH PATIENTS SHOWED UP DESPITE THE SEVERE INCLEMENCY. UNDERSTAND, THESE WERE ORTHODOX JEWS, WHICH MEANT THAT THEY WALKED HERE.

I UNDERSTAND THAT WHEN JUDITH GARDEN RETIRED FROM THE FLORIST BUSINESS SOME 11 YEARS AGO, LAURANCE ROCKEFELLER SUGGESTED THAT SHE COME AND START SOME SORT OF LITTLE FLOWER ACTIVITY AT MEMORIAL. SOME LITTLE ACTIVITY! THIS WOMAN STARTED AN ENDOWMENT CALLED "THE FRESH FLOWER FUND;" AND EVER SINCE, SHE AND ABOUT 25 OTHER VOLUNTEERS HAVE WORKED DAILY ON MAGNIFICENT FLOWER ARRANGEMENTS WHICH THEY THEN PLACE IN 95 DIFFERENT PUBLIC LOCATIONS IN THE HOSPITAL. AND A FLOWER WELCOMES EACH INCOMING PATIENT TO HIS

OR HER ROOM. BELIEVE ME, THIS IS NO FRIVOLOUS UNDERTAKING -- THE ARRANGEMENTS ARE CHANGED TWO OR THREE TIMES A WEEK, AND I HEAR THEY'RE REMOVED DAYS BEFORE THEY EVEN THINK OF WILTING. AND THE ARRANGEMENTS ARE TRULY MAGNIFICENT -- I'VE SEEN THEM FOR MYSELF. WHAT BETTER WAY TO WARM AND SOFTEN A HOSPITAL ENVIRONMENT? AND WHAT MORE FITTING NAME FOR THIS LADY OF THE FLOWERS THAN JUDITH GARDEN! [SHE'LL BE IN AUDIENCE.]

MY APPRECIATION OF THIS WONDERFUL SERVICE DEEPENED WHEN I DISCOVERED THAT MY PERSONAL ASSISTANT, ELIZABETH WISE, STOOD IN FOR JUDITH ONE SUMMER. ELIZABETH, WHOSE FAMILY HAS BEEN INVOLVED WITH SLOAN-KETTERING FOR GENERATIONS, TOLD ME THAT THE FLOWERS WERE A WONDERFUL MEDICINE; IT TOOK HOURS TO DELIVER THEM BEAUSE PATIENTS WOULD STOP THE CARTS TO TALK TO THE VOLUNTEERS ABOUT THE WONDER OF GROWING THINGS.

BUT HERE IS MY VERY FAVORITE STORY OF ALL, BECAUSE IT SHOWS HOW INFECTIOUS VOLUNTEERING IS. A FEW YEARS AGO, ONE OF THE VOLUNTEERS WHO WORKS ON RECRUITING BLOOD DONORS FROM WITHIN THE HOSPITAL WAS GIVING HER SPIEL TO A GROUP OF PEOPLE VISITING AN ADULT PATIENT. WELL, UNBEKNOWNST TO THAT VOLUNTEER, THE PATIENT WAS A POLICE OFFICER FROM LONG ISLAND, AND SO WERE HIS VISITORS. THOSE POLICEMEN APPARENTLY WENT HOME AND SPREAD THE WORD, BECAUSE FOR THE NEXT THREE CONSECUTIVE SATURDAYS, BUSLOADS OF POLICEMEN CAME HERE TO DONATE BLOOD. SO WHEN I SAY THAT EVERYONE HAS SOMETHING TO GIVE, I MEAN IT.

NONE OF THIS COULD BE TAKING PLACE WERE IT NOT FOR A MEDICAL STAFF THAT VALUES AND <u>INVITES</u> THE SERVICES OF VOLUNTEERS.

THE EXTRAORDINARY SUCCESS OF SLOAN-KETTERING'S VOLUNTEER

PROGRAM JUST POINTS UP ONE OF MY STRONGEST CONVICTIONS: VOLUNTEERS CAN NEVER TAKE THE PLACE OF PROFESSIONALS, BUT GOOD VOLUNTEERS ENHANCE THE WORK OF GOOD STAFF IN EVERY WAY.

SLOAN-KETTERING IS THE PREMIER HOSPITAL OF ITS KIND IN THE WORLD. IT HAS THE BEST THAT MODERN MEDICINE AND TECHNOLOGY CAN OFFER CANCER PATIENTS. BUT WHAT THE WONDERFUL STAFF HERE KNOW IS THAT SAVING AND EXTENDING LIFE DON'T MEAN VERY MUCH IF THE QUALITY OF THAT LIFE IS NOT NURTURED BY OTHER HUMAN BEINGS. THAT IS THE TRUE MIRACLE OF VOLUNTEERS -- PEOPLE WHO ENRICH THE QUALITY OF LIFE FOR OTHERS AND FOR THEMSELVES.

AND THE STAFF OF MEMORIAL SLOAN KETTERING RECOGNIZE THIS: THEY SEE HOW VOLUNTEERS BRING THE WARMTH AND VITALITY AND JUST PLAIN <u>NORMALCY</u> OF THE OUTSIDE WORLD INTO A SETTING THAT CAN BE ALL TOO COLD AND CLINICAL, AND OFTEN FRIGHTENING.

NO WONDER JARENE LEE CALLS HERSELF AN OPTIMIST AND IDEALIST

-- SHE HAS THE GREAT BLESSING OF SEEING THE BEST OF PEOPLE'S HUMANITY IN ACTION EVERY SINGLE DAY.

ONE VERY FINE VOLUNTEER I KNOW WHO WORKS WITH THE WOMEN'S AUXILIARY OF THE LUTHERAN HOME FOR THE AGED TOLD ME SHE WOULD NEVER WANT A LOVED ONE IN A CARE FACILITY THAT DIDN'T HAVE AN ACTIVE VOLUNTEER GROUP. FROM THE EXPERIENCE OF MY LIFE,THE EXAMPLE OF SLOAN-KETTERING, AND THE BOTTOM OF MY HEART, I SAY, "AMEN" TO THAT!

THERE'S ANOTHER OLD STORY, ABOUT THE MINISTER WHO WAS GIVEN A JAR OF PEACHES SOAKED IN BRANDY BY ONE OF HIS MOST ADMIRING PARISHIONERS. THE MINISTER OPENED THE JAR, TOOK A WHIFF, AND SAID, "OH DEAR LADY, YOU DON'T KNOW HOW GRATEFUL I AM FOR THIS."

"REALLY," SAID THE LADY, "IT'S SUCH A SMALL PRESENT."

"BUT YOU DON'T UNDERSTAND," SAID THE MINISTER, " IT'S

NOT THE GIFT THAT COUNTS. IT'S THE SPIRIT IN WHICH IT'S GIVEN!"

WELL, IT'S REALLY SPIRIT THAT WE'RE CELEBRATING HERE TODAY -- THE COLLECTIVE HUMAN SPIRIT OF THE VOLUNTEERS WHO MAKE ALL THE DIFFERENCE IN THE WORLD -- TO THIS HOSPITAL, THIS CITY, AND THIS BEST OF ALL POSSIBLE COUNTRIES. THE BRITISH PHILSOPHER, ALFRED NORTH WHITEHEAD, ONCE SAID OF AND TO AMERICANS, "WITH ALL ITS LIMITATIONS, LIFE IN AMERICA IS BETTER AND KINDER THAN ANYWHERE ON EARTH THAT I HAVE EVER HEARD OF." AND IT'S PEOPLE LIKE YOU AND YOUR COLLEAGUES IN SERVICE WHO HAVE MADE IT SO.

THANK YOU VERY MUCH.

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

March 3, 1989

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NOTE TO CHARLES KOLB

As requested, we have looked at the issue of how much the U.S. spends per pupil versus other countries. Attached is a comparison of educational expenditures among several countries which we did some time ago. This table shows that in the early 1980's, the U.S., with the exception of Canada, spent more money on education per student than any other major developed nation.

Since 1983, U.S. spending on education has risen considerably, it is possible that we now compare favorably with Canada. We updated the comparison between Canada and the U.S. using 1985 data and found the following:

	Total Public Expenditures (millions)*	Total Public Enrollment	Per Pupil Expenditures
Canada	$23,757	5,800,022	$4,096
U.S.	$218,669	48,988,000	$4,464

Using this later data, the U.S. even outspends Canada.

* Includes both current and capital expenditures at the elementary-secondary and postsecondary levels. Expenditures are expressed in U.S. dollars using exchange rates for 1985.

SOURCE: UNESCO 1987 Statistical Yearbook; NCES 1988 Digest of Education Statistics

Alan Ginsburg

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U.S. and Other Nations: Spending on Education

- Compared to other advanced nations, the U.S. is about in the middle in its expenditures on education as a proportion of G.N.P.

	Total Educational Expenditures as a Percent of G.N.P.	Performance on International Math Tests
United States (1983)	5.5%	
Canada (1984)	7.4	Beat U.S. (British Columbia and Ontario)
Great Britain (1983)	5.3	Beat U.S. (England and Wales)
France (1982)	5.8	Beat U.S.
Germany (1983)	4.5	No test
Sweden (1984)	8.0	Lower than U.S.
Soviet Union (1983)	6.6	No test
Japan (1982)	5.7	Beat U.S.

(Source: UNESCO 1986 Statistical Yearbook)

Total educational expenditures cover public expenditures at the elementary, secondary, and higher education levels. They include administrative costs, teacher salaries, capital costs, and subsidies to private education, if any.

- The U.S. spends more per student on education than most other advanced nations: (includes higher education)

(In U.S. dollars)	Per Student Spending
United States	$3,645
Canada	$4,355
France	$3,553
Germany	$3,011
Great Britain	$2,401
U.S.S.R.	$992
Japan	$2,495

(Source: UNESCO 1985 Statistical Yearbook)

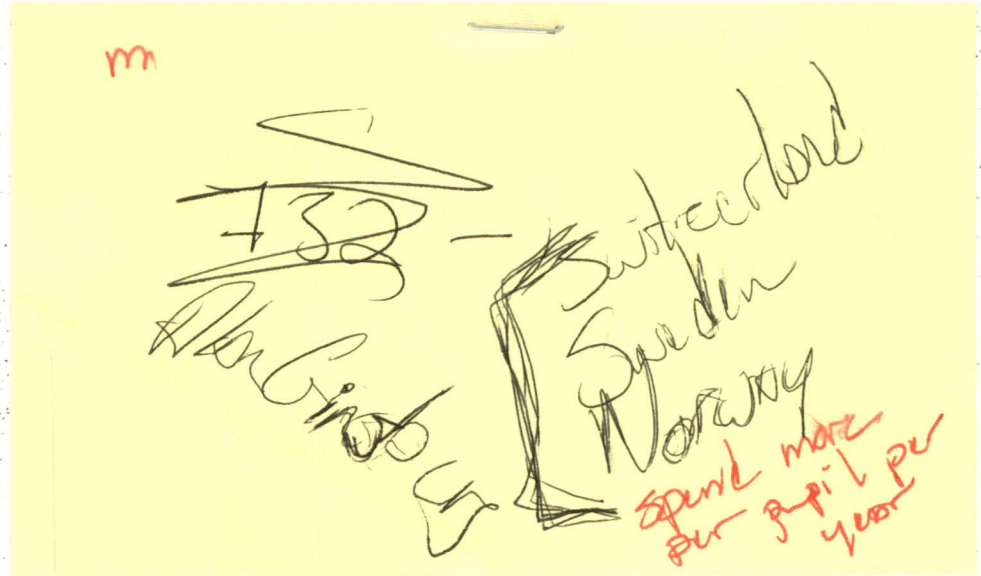
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EDUCATION SPENDING IN THE UNITED STATES

($ in thousands)

	Current Dollars	Constant Dollars
1980.....	$165,627	$244,805
1981.....	182,849	245,675
1982.....	197,801	247,746
1983.....	212,081	254,851
1984.....	228,597	264,643
1985.....	247,659	277,727
1986.....	269,485	293,862
1987.....	289,500	310,524
1988.....	310,000	322,461
1989.....	331,500	331,500

Bill Dingledine
732-4200



REMARKS: EDUCATION REFORM
THURSDAY, APRIL 13, 1989
UNION, NEW JERSEY
12:30 P.M.

THANK YOU GOVERNOR KEAN, SECRETARY CAVAZOS, CONGRESSMAN RINALDO -- AND ALL OF YOU.

YOU KNOW, WHEN I LOOK ACROSS THIS ROOM TODAY, I DON'T WORRY ABOUT THE FUTURE OF OUR YOUTH. I SEE STAUNCH ADVOCATES -- AND DEDICATED PROFESSIONALS -- AND DETERMINED STUDENTS -- WHO KNOW THAT AN EDUCATION IN AMERICA CAN BE THE BEST EDUCATION IN THE WORLD.

[[NOW, A FEW SKEPTICS HAVE DOUBTED THAT. FOR INSTANCE, SOMEBODY ONCE ASKED MAHATMA GANDHI WHAT HE THOUGHT, IN GENERAL, ABOUT WESTERN CIVILIZATION. HE SAID, "I THINK IT WOULD BE A GOOD IDEA."

WELL, ONE SURE SIGN OF CIVILIZATION IS SPEECH-MAKING. AND LAST FALL, YOU MAY REMEMBER, I TALKED ABOUT "A KITCHEN IN EVERY POT." MAYBE I SHOULD ENCOURAGE REPORTERS TO MISQUOTE ME. SOMETIMES THEY MAKE ME SOUND BETTER.]]

YOU KNOW, THIS NATION WAS FOUNDED BY PEOPLE WHO SOUGHT OUT UNEXPLORED FRONTIERS. AT FIRST, THAT MEANT PERILOUS OCEAN CROSSINGS. THEN THE WEST OFFERED THE CHALLENGE OF VAST NEW EXPANSES. RECENTLY, WE'VE FOUND NEW DIRECTIONS IN SPACE EXPLORATION AND ASTRO-PHYSICS, TAKING US TO THE FARTHEST REACHES OF THE UNIVERSE.

WE HAVE ALWAYS TAUGHT OUR CHILDREN ABOUT THESE FRONTIERS. THEY'RE PART OF THE AMERICAN WORLD VIEW.

PART OF OUR IDEA OF HUMAN PROGRESS. PART OF OUR PICTURE OF OURSELVES.

BUT WE MUST NOW DRAW THE ATTENTION OF A NEW GENERATION TO A LARGER, ALMOST LIMITLESS HORIZON: THE FRONTIER OF THE MIND. OUR GOAL FOR EDUCATION MUST BE AS AMBITIOUS AS IT'S BEEN FOR THE WEST, OR FOR SPACE EXPLORATION, OR FOR ANY OTHER AMERICAN FRONTIER.

WE HAVE A NEW MANIFEST DESTINY: TO DEVELOP AMERICA'S YOUNG MINDS TO THEIR FULLEST.

BECAUSE IF WE LOSE THE MIND AND SPIRIT OF EVEN ONE YOUNG PERSON, WE WILL HAVE LOST SOMETHING PRECIOUS, FOREVER.

MANY OF OUR STUDENTS ARE AMONG THE BEST IN THE WORLD. BUT TOO MANY STILL GRADUATE UNABLE TO READ THEIR OWN DIPLOMAS. TOO MANY DON'T GET THE SKILLS THEY'LL NEED TO FILL THE JOBS OF THE FUTURE.

THERE'S A LOT THAT'S RIGHT ABOUT AMERICAN EDUCATION.

SO HOW DO WE BUILD ON THE GOOD, AND ELIMINATE THE BAD? THE WAY TO DO THAT IS WITH PEOPLE LIKE YOU, THROUGH PARTNERSHIPS AT THE STATE LEVEL. WITH THE NATIONAL GOVERNOR'S ASSOCIATION, WITH TEACHERS, ADMINISTRATORS, PARENTS, PRIVATE INDUSTRY COUNCILS, LOCAL BUSINESSES, AND THE STUDENTS THEMSELVES.

BY THINKING AHEAD -- BY WORKING CREATIVELY TOGETHER -- WE CAN BUILD A CULTURE OF HIGH EXPECTATIONS.

WE CAN OPEN UP THE FRONTIER OF THE MIND TO EVERY KID WHO ENTERS A CLASSROOM.

YOU KNOW, SOMEBODY ONCE ASKED MAE WEST WHAT SHE WANTED TO BE REMEMBERED FOR. SHE ALLEGEDLY SAID, "EVERYTHING." MY GOAL IS A LITTLE MORE MODEST. BUT I DO WANT TO BE REMEMBERED AS THE EDUCATION PRESIDENT -- SOMEONE WHO USED THE BULLY PULPIT OF THE PRESIDENCY TO IMPROVE AMERICAN SCHOOLS.

MY IDEAS ABOUT EDUCATION ARE BASED ON FOUR PRINCIPLES -- TAPPING THE KIND OF CREATIVITY THAT'S ALREADY AT WORK IN LOCAL COMMUNITIES LIKE THIS.

FIRST, THIS ADMINISTRATION WILL REWARD EXCELLENCE, THROUGH AWARDS TO SCHOOLS THAT DEMONSTRATE SIGNIFICANT IMPROVEMENT, REWARDS FOR GOOD TEACHERS, AND A NEW SCHOLARSHIP PROGRAM FOR OUTSTANDING MATH AND SCIENCE STUDENTS. OUR SCHOOLS HAVE ALWAYS RECOGNIZED ATHLETIC EXCELLENCE -- AND THAT'S GREAT.

BUT IT'S ALSO GOOD TO HEAR ABOUT GROUPS LIKE THE MONTROSE ACADEMIC BOOSTER CLUB. AND THE PRESIDENTIAL ACADEMIC FITNESS AWARDS, WHICH REWARD EXCELLENCE IN SCHOLARSHIP -- I THINK SOME OF THOSE WINNERS ARE WITH US TODAY.

SECOND, WE WANT TO PROMOTE FLEXIBILITY AND CHOICE, THROUGH MAGNET SCHOOLS, AND BY REMOVING SOME OF THE OVER-REGULATION OF EDUCATION.

WE SEEK ALTERNATIVE CERTIFICATION FOR GOOD PEOPLE WHO WANT TO TEACH, BUT ARE NOW KEPT OUT OF THE CLASSROOM. WE'RE CONSIDERING MORE SCHOOL-BASED MANAGEMENT, TO GIVE MORE LOCAL CONTROL.

[[THIS GOVERNMENT WON'T DICTATE CURRICULUM. BUT LET'S NOT GET TOO EXPERIMENTAL. I'M WORRIED SOMEBODY'S GOING TO PRODUCE A "NEW AGE" VERSION OF HAMLET, AND THE FAMOUS ORATION WILL BEGIN, "TO BE... OR WHAT?"]]

THIRD, WE WANT TO HELP THOSE MOST IN NEED, TARGETING FEDERAL RESOURCES WHERE THEY CAN DO THE MOST GOOD. WE WANT TO WAIVE SOME REGULATIONS FOR POORER COMMUNITIES, ALLOWING THEM TO POOL STATE AND FEDERAL FUNDS IN EXCHANGE FOR HIGHER ACCOUNTABILITY AND PERFORMANCE -- A KIND OF PERFORMANCE-DRIVEN, PARTIAL DEREGULATION OF EDUCATION. WE'LL GIVE YOU THE FLEXIBILITY -- YOU SHOW US THE RESULTS. I PREDICT THEY'LL BE OUTSTANDING.

AND FOURTH, WE NEED TO PROMOTE ACCOUNTABILITY IN EDUCATION, FOR EVERYONE. THAT MEANS TEACHERS, YES -- AND WE WANT TO WORK WITH EDUCATORS, ON HOW TO OBJECTIVELY, AND FAIRLY, MEASURE RESULTS. BUT IT'S MUCH BROADER THAN THAT. THE PROBLEMS OUR SCHOOLS FACE WON'T BE SOLVED BY ASSIGNING BLAME, OR APPLYING A PUFF OF SMOKE HERE, A BOLT OF LIGHTNING THERE. ONLY A UNITED EFFORT CAN LEAD TO THE KIND OF EDUCATION REFORM THAT LASTS.

THIS MEANS THAT ALL OF US ARE ACCOUNTABLE FOR THE QUALITY OF AMERICAN SCHOOLS. THAT MEANS BUSINESS LEADERS, WHO UNDERSTAND THAT THEIR ABILITY TO COMPETE DEPENDS ON THE QUALITY OF THE NEW TALENT THEY DEVELOP -- AND WHO SET UP OUTSTANDING PUBLIC-PRIVATE VENTURES, LIKE THE SCI-TECH CENTER IN LIBERTY STATE PARK, WHERE STUDENTS WILL LEARN ABOUT SCIENCE AND ENGINEERING, HANDS-ON.

[[OF COURSE, SOME OF US HAVE LEARNED A LOT ABOUT SCIENCE FROM THAT CARTOONIST, GARY LARSON. HE HAS RECORDED MANY OF THE GREATEST MOMENTS OF SCIENTIFIC ACHIEVEMENT -- LIKE, WHEN EINSTEIN DISCOVERS THAT TIME IS ACTUALLY MONEY.]]

ACCOUNTABILITY ALSO EXTENDS TO SUPERINTENDENTS, WHO CAN CREATE A CLEAR MANDATE FOR IMPROVEMENT, AND GAIN SUPPORT FOR THEIR PRIORITIES.

AND PARENTS, WHO GET INVOLVED THROUGH PROGRAMS LIKE "BOOKS AND BEYOND" IN PARAMUS, [PUH-RAM-US], WHERE READING AT HOME TO THE KIDS HAS CUT TIME IN FRONT OF THE TV BY OVER 70 PERCENT. OR THE "VERY IMPORTANT PARENT" AWARDS TO JERSEY CITY PARENTS, WHO GET INVOLVED WITH THEIR KIDS' LOCAL SCHOOLS.

AND THERE ARE OTHER, UNEXPECTED SOURCES OF UNTAPPED TALENT THAT CAN HELP IMPROVE OUR SCHOOLS.

IN NEW YORK CITY -- WHERE THOUSANDS OF VOLUNTEERS ARE HELPING IN HUNDREDS OF SCHOOLS -- MY WIFE BARBARA MET WITH A GROUP HELPING CAMBODIAN CHILDREN LEARN ENGLISH.

WHILE SHE WAS THERE, ONE OLDER LADY TOLD BARBARA HOW DESPERATELY LONELY SHE HAD BEEN UNTIL SHE VOLUNTEERED. HER EYES FILLED WITH TEARS AT THE MEMORY. AND THEN HER FACE LIT UP, AS SHE TOLD BARBARA, "I HAVE NEVER BEEN LONELY A DAY SINCE."

ONE NEED MATCHES ANOTHER -- AND A WONDERFUL THING HAPPENS. YOU COME UP WITH AN ANSWER THAT MONEY JUST CAN'T BUY. THAT'S ONE REASON WE NEED TO RELY LESS ON THE COLLECTIVE WALLET, AND MORE ON OUR COLLECTIVE WILL.

A SOCIETY THAT WORSHIPS MONEY -- OR SEES MONEY AS A CURE FOR ALL THAT AILS IT -- IS A SOCIETY IN PERIL. BUT WE ARE NOT THAT KIND OF PEOPLE. AND WE MUST DO MORE THAN WISH WE HAD MORE TO SPEND.

BECAUSE THE CHALLENGE OF EDUCATION REFORM SUGGESTS SOMETHING MUCH MORE FUNDAMENTAL THAN MONEY.

AS A NATION, WE ALREADY SPEND $330 BILLION A YEAR ON EDUCATION. THAT'S MORE THAN WE SPEND ON DEFENSE. WE DEVOTE MORE MONEY TO EDUCATION THAN ANY OF OUR MOST ADVANCED COMPETITORS -- THAT INCLUDES FRANCE, GERMANY, GREAT BRITAIN, THE U.S.S.R., AND JAPAN.

[[A BILLION HERE, A BILLION THERE -- AS EVERETT DIRKSEN ONE SAID, "PRETTY SOON IT ADDS UP TO REAL MONEY."]]

ONE LESSON I LEARNED IN SCHOOL IS THAT SOMETIMES THERE'S MORE THAN ONE RIGHT ANSWER. MORE SPENDING ISN'T THE ONLY RIGHT ANSWER, OR EVEN THE BEST ANSWER. WHAT WE NEED IS BETTER VALUE FOR WHAT WE SPEND.

WHAT WE NEED -- WHAT THIS CONFERENCE IS ALL ABOUT -- IS A SHARED DETERMINATION ON THE PART OF EVERY AMERICAN TO GET INVOLVED WITH OUR SCHOOLS. WE MUST RE-ESTABLISH THE VALUE OF TEACHING AND LEARNING IN THIS COUNTRY.

LIKE EVERY NEW LANDSCAPE WE'VE EXPLORED IN AMERICAN HISTORY, THE FRONTIER OF THE MIND WILL BE WON BY INDIVIDUALS OF COURAGE AND DETERMINATION. AND YOU KNOW, FRONTIER STORIES ARE FULL OF TALES ABOUT BRAVE INDIVIDUALS.

SO I WANTED TO SHARE WITH YOU A STORY I HEARD -- A STUDY IN DETERMINATION.

THIS WEEK I HEARD ABOUT A YOUNG WOMAN, WHO HAD BEEN POOR AND ON WELFARE ALL HER LIFE. WELL, SHE ENROLLED IN A PROGRAM FOR PREGNANT HIGH SCHOOL GIRLS IN MEMPHIS. THINGS WERE GOING FINE -- UNTIL THE LAST DAY OF EXAMS -- WHEN SHE REALIZED HER BABY HAD OTHER PLANS FOR HER THAT DAY.

WELL, SHE WOULDN'T LEAVE. SHE TOOK HER LAST TWO FINAL EXAMS IN THE NURSE'S OFFICE. ONLY THEN DID SHE LET THEM TAKE HER TO THE HOSPITAL. SHE MADE B'S ON THE TWO EXAMS. SHE HAD A BOY. SHE'LL GRADUATE IN MAY. AND SHE'S LANDED A JOB AT A UNIVERSITY -- WITH CHILD CARE -- WHERE SHE'S ALSO GOING TO TAKE CLASSES.

IF THE REST OF US CAN SUMMON EVEN A FRACTION OF THAT KIND OF COURAGE AGAINST THE ODDS, WE CAN MAKE SURE THAT EVERY YOUNG AMERICAN GETS A SOLID EDUCATION.

GOOD SCHOOLS IN AMERICA ARE A SOCIAL RESPONSIBILITY, YES, AND AN ECONOMIC NECESSITY. WE SHARE THE CONVICTION THAT THERE IS NO SUCH THING AS AN EXPENDABLE STUDENT.

WE WILL NEVER ACCEPT THE NOTION THAT VAST NUMBERS OF ILLITERATE AND UNDEREDUCATED AMERICANS CAN BE OFFSET BY A WELL-EDUCATED ELITE. THAT IS NOT THE AMERICAN WAY.

EVERY YOUNG AMERICAN DESERVES THE BEST CHANCE. I'M ASKING YOU TO JOIN ME, IN RENEWED DETERMINATION, TO HELP THIS GENERATION -- AND EVERY GENERATION -- DEVELOP AND TRIUMPH IN THE FRONTIER OF THE MIND.

THANK YOU. GOD BLESS YOU ALL. AND GOD BLESS AMERICA.

# # #

Photocopy-Preservation

International Comparisons of Per Pupil Expenditures

Country (Year of Data)	Per Pupil Expendtures (U. S. Dollars)
Sweden (1986)	6824.58
Norway (1986)	5837.6
France (1982)	2963.74
W. Germany (1984)	3020.56
United Kingdom (1984)	2152.05
U.S.S.R. (1985)	1055.77
Hungary (1985)	767.62
Yugoslavia (1985)	373.26
Japan (1986)	4554.03
Korea (1985)	372.8
Italy (1983)	1894.64
Netherlands (1984)	2910.29
Switzerland (1985)	5274.11
United States (1987)	4869.19
Canada (1986)	4553.31

Source: UNESCO, Statistical Yearbook, 1987 and 1988.

Date Prepared: April 12, 1989

Allen Ginsberg 732-3382

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

To Joe H
Thanks for putting me into the system.
BB 2/7

FEB 6 1989

MEMORANDUM

TO : David Q. Bates
Cabinet Secretary

FROM : Bill R. Phillips
Chief of Staff/Counselor to the Secretary

SUBJECT: "Project Education Reform: Time for Results"

BACKGROUND

In August 1986, the National Governors' Association (NGA) released a report, Time for Results, which suggested major education reforms needed to produce better schools.

In November 1986, ED joined with the eight governors who initiated that report, in a major initiative to help local school districts implement specific recommendations from Time for Results and to issue a final report of their successes in 1991. Each Governor chose two school districts from his state, and asked each district to implement at least three recommendations from the report. The states participating in this project are New Jersey, New Hampshire, Missouri, Utah, Colorado, South Carolina, Arkansas, and Tennessee.

Since 1986, the participants in this project have met on several occasions to collaborate on their various reform projects. Most notably, in March 1987, ED organized a national conference in Columbia, Missouri, one of the 16 districts, to discuss progress at the school sites. The conference was attended by former President Reagan, five governors, and 1,500 Missouri educators.

As Governor of New Hampshire, John Sununu attended the above mentioned meeting, as well as two other technical meetings.

In addition, during President Bush's Inauguration, the Department hosted a forum, "Education: The Future Begins Today" as part of the "Teachers Inaugural Experience." The President addressed that forum which included a session on the "Time for Results Project" hosted by White House Chief of Staff John Sununu.

DISCUSSION

At the last technical meeting in Washington, in November, the Superintendents expressed a desire that their next meeting be similar to the session we had in Columbia, Missouri.

This would be a high visibility media event for the project and for education in general. Superintendent James Caulfield of Union School District in New Jersey and Governor Kean have agreed to host the event. The conference location is Union High School, Union, New Jersey.

ACTION

We are extending an invitation to President Bush to address this conference. The target date is April 13, 1989. This date is based on discussions with the Union School District, Governor Kean, and the schedules of the other official participants. However, as with any official request of the President's schedule, we can be flexible.

Ideally, the following events are listed for the President's time in New Jersey:

* Upon arrival, a visit to an elementary school.
* Lunch with the Governors and Superintendents.
* Short remarks to the students at Union High School.
* Attend the conference for 1,200 superintendents and school board members.
* Listen to a short presentation by each Governor attending.
* Deliver remarks to the expected 1,200 attendees.

Although this is an extensive schedule, it would send another clear message of the President's commitment to education.

Attached is a copy of the program for the 1987 meeting in Missouri and a copy of the interim report on this project.

Attachments

DAVID—
This would
naturally attract national
media attention, helping add
to the fact that the President
is personally involved in
education and its improvement—
a priority of his Administration.
Bill

April 10, 1989

MEMORANDUM

SUBJECT: Anecdotes from BARBARA BUSH'S speeches

Reading is Fundamental has 110,000 volunteers in 11,000 sites and this year alone they distributed 3 million books, many to children who never owned a book before.

"I have seen a school in Philadelphia, run by a tiny staff of 3 nuns and parents. Many of these parents are on welgare, but they know the inportance of an education and rush twice a monith with their $25 to pay the tuition. They know that an education is the key that unlocks the door to the American Dream and that no sacrifice is too big."

Barbara Bush

"In Boston alone they have 3000 volunteers in 50 schools and could use twice that many. It was there I saw a wonderful stylish lady teaching French as a volunteer. She was pulling the most amazing things out of her pocketbook, and the children and she were saying the words in French and English. I was told she has done this for years and is a very effective teacher."

Barbara Bush

"In New York City where 15,000 volunteers help in 544 schools I met with a group helping Cambodian children learn English and learn to read. One rather aged lady told me that she had been desperately lonely until she volunteered and her eyes filled with tears in the remembering. Then her face lit up as she told me that 'she had never been lonely a day since.'"

Barbara Bush
Steven's School

determination

Here's an example of how the dropout program is really working. A student from the School for Preganant Girls in Memphis was so determined to finish her exams before her baby was born that she insisted on taking her two final exams in the nurses office before going to the hospital.

She made B's on the exams; will graduate in May, and will work at a university where she will also take classes. Here is a girl who has been on welfare all of her life, and she and her baby will probably never be on welfare again. She will be a working, college educated mother because the school system supported her.

RCV BY:XEROX TELECOPIER 7011 ; 4-1.
APR 10 '89 13:39 PARAMUS Bd of Ed

Photocopy-Preservation

NEW JERSEY RECORD
THE RECORD ☆ THURSDAY, JULY 7, 1988

Schools win honors for involving mom, dad

By Joan Verdon
Record Staff Writer

A Paramus elementary school that encourages families to read together and a Jersey City elementary school that gives out "Very Important Parent" awards were honored Wednesday for getting parents involved in education.

Stony Lane public school in Paramus and School 23 in Jersey City were among the 14 New Jersey schools singled out by the state as having "model parent involvement programs."

"The influence of parents on their children in learning cannot be minimized," Education Commissioner Saul Cooperman said in announcing the awards at Wednesday's state Board of Education meeting in Jamesburg.

Although the Jersey City School District is currently the target of a state takeover effort because of alleged mismanagement and poor test scores, School 23 received high marks Wednesday for a quarterly incentive program. After each of the four marking periods ends, the school holds an assembly in which it hands out achievement awards to students and "Very Important Parents" awards to their mothers and fathers.

Students receive awards in 25 categories ranging from perfect attendance to high grades, said School 23 Principal Daniel Cupo. The award winners and their parents have their pictures taken, and the photographs are displayed on school bulletin boards.

Cupo said parents at the 1,100-student inner-city school have responded enthusiastically to the awards: "They even take a day off from work to come to the assemblies, and in an urban area like Jersey City, when you're dealing with blue-collar parents, that's not easy to do."

Busy suburban parents also need to be encouraged to become involved in their child's education, said Paramus school officials, who were honored for a program called "Books and Beyond."

Beginning this year, parents were asked to help encourage their youngsters to turn off the television and turn to a good book for entertainment. The school rewarded the youngsters for every five hours of reading they logged. The parents were asked to monitor the child's reading time, and in some cases, read aloud to children.

"The focus was on leisure reading, as opposed to

See INVOLVING Page B-4

INVOLVING: Parents

From INVOLVING Page B-1

homework," said school librarian Joan Joern. "The students could read or be read to."

Parents say the project helped increase their children's attention spans for reading. "My second-grader went from reading five or 10 minutes at a time to reading 45 minutes to an hour," said Nancy Frattolillo, a parent involved in the program.

Paramus has also been selected as a model school district by the National Governors Association. Parent involvement is one of four areas the district has chosen to work on, said Superintendent Harry Galinsky.

While the state's campaign for parent involvement is focused mainly on urban districts, Galinsky said such programs are also needed in the suburbs.

"The Paramuses of the wor are still beset with two paren working, with one-parent fan ilies," he said.

The reading program worke he said, because "it gave busy pa ents a rather focused way of ge ting involved with their kids."

The awards are part of a cam paign launched by Governor Kea last year to persuade parents t take an active role in their child education. Since last fall, Kea has been appearing in televisio commercials, urging parents to be come "partners in learning."

Later this year, the state will se lect 30 other schools that nee help in building parental involve ment. Those schools will receiv state aid for experimental project designed to get parents involved i education.

VIPs - never mind me

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APR '89 13:41 PARAMUS Bd of Ed 133 P06

RECORD

...le Schools
...SECTION DEBUTS

WEDNESDAY, APRIL 6, 1989



DANIELLE P. RICHARDS/THE RECORD

...nifer Stahl and her mother, Camille, participating in the Family Science Program at the Memorial School in Paramus.

Class for kids & parents

earning science with mom and popcorn

Allyson Lee Moore
ord Staff Writer

The teachers gave each of the families in the classroom a cup of popcorn kernels and two sheets of ...en construction paper. The ...k, they said, was to make a ...tainer that would hold exactly ...half cup of popped popcorn.

...abriel De La Vega, 9, and his ...her, Leo, thought about it and ...imated that one-half cup of ...pcorn would fit perfectly into ...4-by-6-by-9-inch cube.

...Holding the box under the pop...n machine, Gabriel watched ...ully as popped kernels dropped into his container. Once the popping stopped, Leo looked into the half-filled box and asked his son what he learned.

"Well," Gabriel said with a smile, "There's not enough popcorn."

The De La Vegas are one of 17 families who perform science experiments together in the Family Science Program at the Memorial School in Paramus.

Begun by the Consortium for Educational Equity at Rutgers University, the program gets parents involved in their children's science education.

"We're trying to foster an interest in science and develop a support system at home," said Robert DeBlasi, science supervisor for the Paramus school district.

Paramus is one of 12 districts selected to participate in the state-sponsored pilot program.

The students, in Grades K-4, attend six 90-minute sessions with their families. A different area of science is explored at each session.

Thursday's popcorn lesson was intended to teach students about measurement and volume.

"If they had a lot of space left over in the box, they overestimated the size of the box or underestimated the amount of popcorn," said Valerie Drucker, one of the two teachers who heads the class.

At two previous sessions families were asked to build a free-standing structure with 20 straws and masking tape in 20 minutes and to make carbon dioxide.

Rachael Carletto, 8, who joined the program because she likes experiments, said the carbon dioxide lesson was her favorite. "We dropped spaghetti into 7-Up and it went up and down and danced," she said. "But when the carbon dioxide was out, it just stayed at the bottom."

Neither Carletto nor her father, Edward, remembered why the spaghetti did that. But Carletto's mother, Denise, knew the

See SCIENCE Page 5

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'89 13:43 PARAMUS Bd of Ed 133 P07

Photocopy-Preservation

Learning science with mom and popcorn

From Page 1

reason was that gas is lighter than water.

Drucker said she ed Thu. day's experiment because it involved an ordinary, everyday thing such as popcorn. "And," she said, "the purpose of the program is demystify science."

Drucker's colleague, Gina Boistis, agreed.

"You say 'science' to a child and they think white coats, labs, and beakers but that's not the only science," Boistis said. "Everything around us is science. If you build a house, that's a structure and that's science. So it's not just an experiment in a lab — there's more to it than that."

The families usually begin each session with th science problems called "ners." One of Thursday's op dealt with balance and The families were asked t et of typing paper to raise a book at least six inches off the table.

Cheryl Graber, 9, and her mother, Ann, tried folding the paper into a tubal shape and putting the book on top. "Whoa," said Cheryl, when the book fell off.

"Joining the program was Cheryl's idea but I'm really into this," Mrs. Graber said as she also tried to balance the book on a folded piece of paper. "This is challenging for the children th adults."

The Grabers never figured out how to balance the book but 9-year-old Marguerite Abrey did. "It's easy," she said.

Abrey opened the b flipped it over, and stuck a pi of folded pap in the middle. "See," she said, pointing to the b resting a few inches above the t on the paper.

"It took the brains of two families to do it," Marguerite's f er, Ken Abrey, confessed.



DANIELLE P. RICHARDS/THE RECOR

Valerie Drucker, a science teacher at the Memorial School in Paramus, leading a class for students and their parents. The subject of the day was measurements, with popcorn used to demonstrate.

Dan - pls call - this is being revised but it's a start,

KLM 3/27/89

Kate M x6250

Draft

Outline for Education Address

I. Introduction

A. Subject today is what "we as a nation" need to do about providing our young people with the best education in the world.

B. "We as a nation:" this is a job for all Americans.

C. I am asking every American to join me in a "Second Wave of Reform."

D. In order to recruit you into this crusade, I propose to:

1. Explain why educational excellence is important;

2. Describe where we are today in education;

3. Describe my vision of reform.

II. Why is educational excellence important?

A. For the individual:

1. Develops his or her individual potential, both in and out of the workplace, enhancing the quality of life.

2. Provides the knowledge and values embodied in our heritage which are needed for good citizenship.

B. For the nation:

1. Essential ingredient for democracy;

2. Necessary to make the nation <u>competitive</u> in the <u>global marketplace</u>.

III. Where is education today (i.e., the starting point for our crusade?)

A. Fortunately, reform is already on the agenda; we need to keep it there; this is my intent.

1. April, 1989 marks the 6th anniversary of <u>A Nation at Risk</u>, which identified the "unthinking, unilateral educational disarmament" of the nation.

Direction --

go w/ 4 principles
(carve in a few of the 7)

targeted in ways to get into the local districts.

I call on you to think about how to improve

reform -- ~~not~~ here to reverse past;
here to improve it.

Define a new dynamism, energy [new priorities]

2. Reforms have been launched. (Cite examples, e.g. NGA Time for Results, Carnegie teaching report, participation of 40-plus states in state-comparison student testing, etc.)

B. Educational progress is being made, but we still have problems:

1. Basic skills are being learned in the early grades, but the ability to apply these in a more sophisticated way in later years is not strong with students.

2. Recent report shows U.S. students behind other nations in science.

3. Math.

4. Drug use declining, but still too high.

5. Geography and global understanding too weak.

6. Literacy: functional literacy rate too low.

7. Cite other reports, statistics; include early education.

8. College: remediation.

9. Workplace training required. (Cite skills we need in future vs. capacities now.)

IV. What is educational excellence?

A. It must be defined in terms of what our students know and can do; it must be measured in outcomes, not by the resources we pour into education (which, by the way, place the U.S. _____ in the world in this respect).

B. Educators themselves have had a hard time finding consensus on what should be the standards for student performance (cite examples of professionals trying to decide, of reformers asking for this kind of definition, etc.) We need to bring clarity to the expectations we have for our children's education.

C. While I plan to work with educators and parents and governors to clarify the goals for our children, I can tell you now that I want the United States to rank first in the world with respect to its functional literacy rate, with respect to our students relative

command of the native tongue, of math and science. And, I want us to have the best prepared workforce in the world.

V. What principles guide this second wave of reform. What is the Federal role in this movement? What are others' roles?

A. Principles

1. Reward excellence and success. If we want excellence, we have to provide incentives for achieving it.

2. Help those who need it most. Some have a longer distance to travel on the path to achieving excellence; we should give extra help to those who need it most.

3. Choice and flexibility. We need to give parents and teachers and educational administrators the choice and flexibility to provide students the education they need. Educators deserve to have the means to achieve excellence; parents deserve to have the choice of the public school they believe best fits their children's needs and meets their standards.

4. Accountability: performance must be measured by the bottom line; what our students know and can do after their schooling.

B. Federal role

1. Leadership and articulation-- not dollars (state role; feds have only 7-8% of the education budget; it's how we use our dollars that is so critical.)

2. Application of principles:

a. Initiatives personify the principles (review here the initiatives)

b. These initiatives build on the work of Congress and in enhancing incentives for success, directing Federal dollars to those in need, providing flexibility and strengthening accountability.

C. Others' roles

1. Students: Work hard; apply discipline; maintain high expectations for yourself.

2. Parents: Read to your children at an early age; get to know the teacher; review the homework and demand that time be spent on it; take your child to the library or the museum; engage his mind. Join the PTA. Attend the school board meetings. Assess the expectations that are being placed on your child. Are they high enough? Is your own child meeting them?

3. Teachers: Maintain high standards for you and your students; demand more; assign homework. Work hard.

4. Principals: Give your teachers the support they need to do their job. Encourage them to keep up in their fields, and seek the resources to make this happen. Maintain high standards for yourself, your teachers, your students. Spend time in the classroom. Be clear about your goals in your curriculum. Assess performance.

5. Superintendents, school board members, chief state school officers: TBD.

6. Business and community leaders: TBD.

7. Governors, legislators, voters: TBD.

XI. Summary

Jaime Estelundo

2nd Wave of Reform

$ 300 B.

at least 90%

D.a. outcomes.

Stand & deliver.

THE WHITE HOUSE

WASHINGTON

APRIL 11, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON

FROM: MARK LANGE

SUBJECT: REMARKS FOR EDUCATION REFORM

I. SUMMARY

Attached are draft remarks for your speech on education reform, in Union, New Jersey, on Thursday, April 13, at 12:30 p.m.

II. DISCUSSION

Governor Kean, Secretary Cavazos, and Congressman Rinaldo will be present.

Your audience, in a high school gymnasium, will number between 800 and 1200 -- primarily school superintendents, teachers, and students. Some of these students won President's Academic Fitness Awards, as cited.

Your speech is based on the four principles of your education program. You cite the benefits of local initiatives, business involvement, and volunteerism -- and suggest that meaningful reform demands more than money.

If there is "news" in this speech, it is probably the idea of partial deregulation of education: offering waivers to poorer communities, offering them more flexibility in exchange for greater accountability.

(Lange/Blessey)
April 11, 1989
6:40 p.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS: EDUCATION REFORM
THURSDAY, APRIL 13, 1989
UNION, NEW JERSEY
12:30 P.M.

Thank you Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you who work to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's become too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely...

But when I look across this room today, I don't worry about the future of our youth. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America <u>can</u> be the best in the world.

You know, this nation was founded by people who sought out unexplored frontiers. At first, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: the frontier of the mind.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for any other American frontier.

We have a new manifest destiny: to develop America's young minds to their fullest. Because if we lose the mind and spirit of even one young person, we will have lost something precious, forever.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've

heard enough about how bad an American education is supposed to be. Enough. We need to hear more about how to make it better.

And the way to do that is with people like you, through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid who enters a classroom.

You know, somebody once asked Mae West what she wanted to be remembered for. Her answer? "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this.

First, this administration will reward excellence, through awards to schools that demonstrate significant improvement, rewards for good teachers, and a new scholarship program for outstanding math and science students. Our schools have always

recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, which reward excellence in scholarship -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people who want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, targeting federal resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our schools face won't be solved by assigning blame, or applying a

puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders who understand that their ability to compete depends on the quality of the new talent they develop -- and who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents who can create a clear mandate for improvement, and gain support for their priorities. And parents who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids' local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where thousands of volunteers are helping in hundreds of schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with

tears at the memory. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on our collective will.

A society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, this nation spends more on education than on defense. We spend more money per student than many other advanced nations in the world -- including Japan.

One lesson I learned in school is sometimes there's more than one right answer. More spending isn't the only right answer, or even the best answer. What we need is better value for what we spend. What we need -- what this conference is all about -- is a shared determination on the part of every American to get involved with our schools. We must re-establish the value of teaching and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She made B's on the two exams. She had a boy. She'll graduate in May. And she's landed a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we can make sure that <u>every</u> young American gets a solid education.

Good schools in America are a social responsibility, yes, and an economic necessity. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated

Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- develop and triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

March 2, 198
DRB

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

TO: DAVID DEMAREST

FROM: JOSEPH W. HAGIN

SUBJECT: APPROVED PRESIDENTIAL ACTIVITY

EVENT: Remarks to "Project Education Reform: Time for Results"

DATE: April 13, 1989

TIME: 10:00am - 2:00pm

DURATION: 4 Hours

LOCATION: Union, New Jersey

ATTIRE: Business Suit

REMARKS REQUIRED: Yes

MEDIA COVERAGE: Open

FIRST LADY PARTICIPATION: TBD

ADDITIONAL INFORMATION:

CONTACT: _____, _____

TELEPHONE: **OFFICE** _____ **HOME** _____

NOTE: **PROJECT OFFICER, SEE ATTACHED CHECKLIST**

Ed Rogers	Marlin Fitzwater	David Bates
James Cicconi	David Demarest	David Valdez
Fred McClure	Jean Lamb	USSS - PPD
Susan Porter Rose	Steve Studdert	Operations - Executive Residence
Patty Presock	John Keller	WHCA Audio/Visual
Speechwriting Office	Tim McBride	WHCA Operations
Laurie Firestone	J. Bonnie Newman	
Robert Guttman	Tony Lopez	

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3/22/89

Education Reform
To Secure Our Future

"national determination" to make America the best

President to "challenge nation" to achieve goals

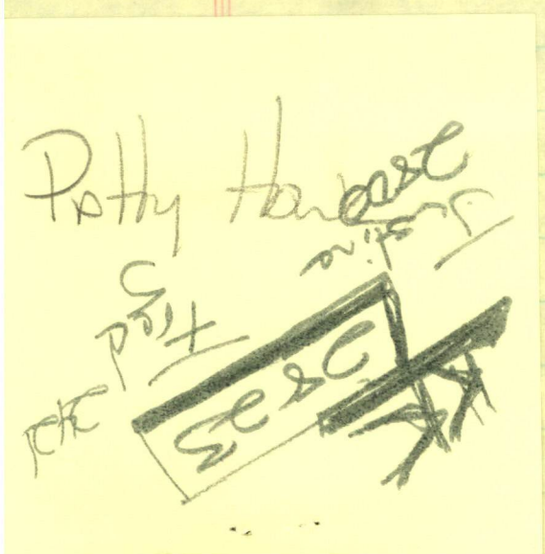
"Fewer black men enrolled in 4 year colleges & universities than there are in our prisons." p. 12

coordinating social service & education ~~[illegible]~~ so children are treated & feel like individuals, not numbers p.14

Job training or work experience
ABC's American Agenda

much more authority to school staff

Fdl. govt. should creat incentives for local schools to strive for excellence on their own. p.19



March 2, 1989
DRB

THE WHITE HOUSE

WASHINGTON

Chris

extra

Lange Ellessey

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March 2, 1989
DRB

THE WHITE HOUSE

WASHINGTON

SIV

Lange/Blessey

Extra

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March 6, 1989

Dear Mr. Phillips:

On behalf of the President, I wish to acknowledge and thank you for your kind invitation to address the conference, "Project Education Reform: Time for Results."

The President is pleased to accept. This has been entered on his schedule for April 13th, and nearer the date Mr. John G. Keller, Jr., Deputy Assistant to the President and Director of Advance will contact you about the President's acceptance of your invitation.

The President's acceptance of this invitation should not be announced to anyone until official notification is given by the White House Press Office, and any public announcement of this event must be coordinated with that office.

You should be aware that certain physical facility requirements exist for any Presidential appearance. The costs associated with these requirements are generally the responsibility of the host and are summarized on the attached list.

If you wish to alter the current plans for this event in any way, such as changing any part of the format, the location, or the participants, please direct your request for the proposed change to the Office of Presidential Appointments and Scheduling.

With best wishes.

Sincerely,

JOSEPH W. HAGIN II
Deputy Assistant to the President
for Appointments and Scheduling

Mr. William R. Phillips
Chief of Staff/Counselor to the Secretary
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

cc and incoming to Helen Donaldson Room 182

NO INCOMING ATTACHED

TO SECURE OUR FUTURE

THE FEDERAL ROLE IN EDUCATION

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AND THE
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THE NATIONAL CENTER ON EDUCATION AND THE ECONOMY

The National Center on Education and the Economy is a not-for-profit organization created to develop proposals for building the world class education and training system the United States must have if it is to have a world class economy. The Center engages in policy analysis and development and works collaboratively with others at local, state and national levels to advance its proposals in the policy arena.

THIS REPORT

This report, prepared by the Trustees and staff of the National Center, is adapted from a letter sent to President-Elect George Bush in early January, 1989. We publish it in this form to help stimulate a broad public discussion of the role that the federal government might play in developing the nation's most vital asset—the skills of its people.

ACKNOWLEDGEMENTS

We gratefully acknowledge the support of Carnegie Corporation of New York and the State of New York, which made this work possible. Neither the foundation nor the state, however, has exercised any editorial control over this report or bears any responsibility for the views expressed here.

In the course of preparing this report, the National Center commissioned several papers. The paper authors are not, of course, responsible for the use we have made of their work, nor does the Center necessarily agree with the positions they have taken on the issues.

An order form for the report and papers can be found at the end of the report.

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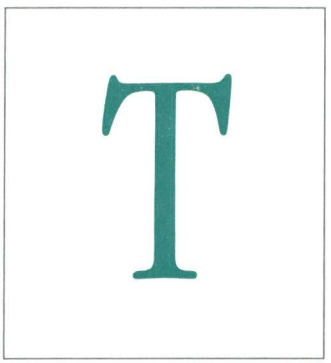
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HE CASE FOR education has been made repeatedly in recent years. It is clear now that a high wage economy depends upon producing high quality goods and services at high levels of efficiency, which cannot be done without a highly skilled work force. It is equally clear that social justice will not be secure until all Americans have the opportunities that only education can provide. Only when all our people are fully educated will the country be truly united.

The question is not whether it is important to produce enormous gains in the skills of our people, but how to do it. Many would say the answer is money. But we do not propose large increases in federal funding for education, at least not now. Education, like private industry, can improve by restructuring operations following some very simple principles. *First,* go for quality and build it in the first time whenever possible. *Second,* reward success in producing quality. *Third,* when a system for real accountability is in place, let the people on the firing line figure out how to get the job done, and get rid of as much of the bureaucracy and as many of the intervening rules and regulations as possible.

. . . a high wage economy depends upon producing high quality goods and services at high levels of efficiency, which cannot be done without a highly skilled work force.

. . . social justice will not be secure until all Americans have the opportunities that only education can provide.

These principles were first put forward as the basis for fundamental education reform in 1986 in reports from the Carnegie Forum on Education and the Economy and the National Governors' Association. These reports both reflected and stimulated fundamental changes in state policy. But those changes, however promising, will not—in fact, cannot—lead to sweeping improvements in national performance without strong national leadership.

We believe that only the President is in a position to establish a new American consensus on the need to build a world class system for education and training.

Only the President can unify the American people by committing this country to a goal for education as ambitious as those that John Kennedy declared for space exploration.

Only the President is in a position to persuade the nation that the survival of the American Dream in the 21st century depends on our ability to compete successfully in a global dynamic economy. The task is to be both a compassionate nation and one that can compete with the best. Individual freedom and a free market economy are valued principles which are the underpinnings of an American way of life that is the envy of

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. . . reward success

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the world. But a society based on individual freedoms can only be achieved when every citizen has the opportunity to get a quality education. Only an educated people and a trainable workforce will guarantee America's ability to compete successfully. This is why we must have nothing less than a world class American education system that, like our freedoms and way of life, will also be the envy of the world.

. . . set a goal for the nation: Americans are going to be the best in the world at educating and training our people, whatever it takes!

Only the President can *set a goal for the nation:* Americans are going to be the best in the world at educating and training our people, whatever it takes! The country must be challenged to make sure that, by the year 2000, the United States—

- will overtake Singapore, now first in 12th grade biology, from our current ranking of dead last in a ranking of 13 countries.
- will overtake Canada and Norway, where 24-25 percent of 18 year olds take physics and chemistry for two years each, compared to less than one percent in the United States.
- will overtake Japan and Korea, now tied for first in general science for 10 year olds, from our current rank of number eight.

The challenge is to provide an elite education for everyone.

- will overtake Japan in the mastery of mathematics skills, which will require that our high school graduates master more math than our college graduates do now.
- will provide those of our high school graduates not going directly to college with apprenticeship skills equal to or even better than those of their West German counterparts.
- will overtake the functional literacy rates of our leading competitors in Europe and Asia, now around 90 % , from our current rate of about 70 % .
- will host teams of European and Asian managers coming here to find out how to train their workers, instead of sending our teams to Europe and Asia to find out how to train workers for high levels of productivity, as we do now.

- will triple expenditures made by American firms on the education and training of their workers, to equal the expenditures now made by their most able foreign competitors.

Achieving these objectives would require, in most of the cases cited above, more than a *fifty percent* improvement in performance in eleven years, a feat as difficult as any this country has ever set out to achieve. The United States will not solve its problem simply by lifting up the bottom, nor by concentrating on improved preparation of a small managerial elite. The challenge is to provide *an elite education for everyone.* The top fifth must be raised so that it is the equal in performance of any country's top fifth. At the same time, the performance of the bottom fifth must be pushed far above where it is now. In what we have come to call the 'information society,' the essential passport to personal dignity for the individual and to economic security for the country as a whole is a first rate education.

In what we have come to call the 'information society,' the essential passport to personal dignity for the individual and to economic security for the country as a whole is a first rate education.

We propose four missions in the service of this goal:

. . . four missions

- First, America will do what is necessary to assure that every child starts school healthy and intellectually prepared to take full advantage of what school has to offer. No longer will millions of children enter kindergarten as damaged goods, already marked for failure;

First, America will do what is necessary to assure that every child starts school healthy and intellectually prepared to take full advantage of what school has to offer.

- Second, the country will dedicate itself to restructuring elementary and secondary education for high performance, according to the principles previously suggested. By the end of the century, high school graduates all across the land will hold a diploma that signifies more than twelve years in the seat. It will testify that the holder is among the best educated high school graduates in the world;

Second, the country will dedicate itself to restructuring elementary and secondary education for high performance.

Third, make our schools a showcase for the contributions that information technology can contribute to learning.

- Third, America, for much of the twentieth century the most scientifically and technologically accomplished country on the globe, will finally turn its technical genius to the problem of education, to make our schools a showcase for the contributions that information technology can contribute to learning; and

Fourth, provide a second chance to every American now in the workforce to get the skills they will need to contribute effectively in an information based economy

- Fourth, our workers will no longer be leaders among the functionally illiterate. America will provide a second chance to every American now in the workforce to get the skills they will need to contribute effectively in an information-based economy where success means thinking for a living.

America needs to be reassured that the federal government does not propose to take over responsibility for education. America does not want and will not tolerate uniform federal standards for education. The states have the primary role in setting education policy. Firms and unions make policy for worksite training. The federal government is far from the most powerful among the many players that determine whether kids come to school healthy and well motivated or young school leavers get connected to the job market.

But the search for ways to produce a high performance system begins with a vision of what the country could and must accomplish. The essential precondition for having the best education system in the world is national determination. The first step in a national strategy for educational excellence is for the President to set the goals and challenge the nation to achieve them.

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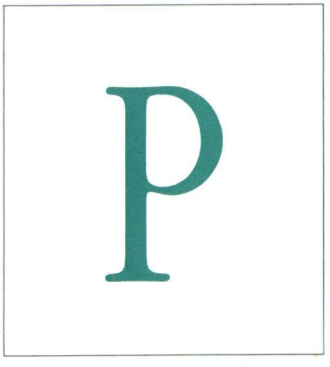
The American people should be told that more money will be needed, but that money alone will not solve the problem. The United States already is a leader in

spending on education. It is essential to get much higher levels of quality for every dollar spent. The way to begin is to get the incentives right, to make sure that there are appropriate rewards for success and real consequences for failure. If we want quality, we should reward it. If we want student progress, we should reward it. If we want efficiency in the use of public resources, we should reward it. These rewards are not present now and it is a sure bet that the improvements that are needed in the quality of education will not come about until they are.

If we want quality, we should reward it. If we want student progress, we should reward it. If we want efficiency in the use of public resources, we should reward it.

The time has never been more ripe for such a message to the American people. During the long presidential campaign, poll after poll showed that education placed within the top three issues that the electorate wanted the candidates to address. Other polls showed that the average citizen and top executives both believe that the skills of Americans make a crucial difference in the ability of our firms and our country to compete in world commerce. Still others showed that Americans are eager to support proposals for a major restructuring of American education.

But a Presidential challenge will hardly be credible unless the President is prepared to join with the Congress in mobilizing the resources of the federal government to meet that challenge. Here is what we suggest:



REVENT DAMAGE TO YOUNG CHILDREN

Children who come to school healthy and well cared for do vastly better in school and in later life. The appalling conditions under which many young children grow up in our inner cities and poverty-stricken rural areas constitute a barrier to later achievement from which few recover. Many are now arriving for enrollment in first grade only to be held back because they are judged to be unready, labeled as failures before they have even begun school. Failure leads to hopelessness, which compounds failure. There are now fewer young Black men enrolled in four year colleges and universities than there are in our prisons. The cost to society, to say nothing of the individuals involved, is incalculable. We would give very high priority to prevention of damage to young children.

We would give very high priority to prevention of damage to young children.

Investment in quality child care and early childhood development pays handsome dividends in school and later in life. A broad consensus has developed for a greatly expanded federal role in this area, which we support.

But the old turf fights between differing service providers at the local level should not be allowed to dictate the design of new federal legislation. The legislation should place a premium on encouraging states and localities to combine federal, state,

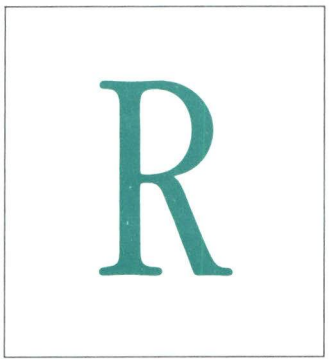
and local resources for full time day care, preschool child development centers and before and after school care programs. In order for such coherent strategies to emerge it will be essential to strengthen the role of the state government in the Headstart Program. New strategies are required that address local conditions and that do not grant hegemony to any one definition of need or any one class of service providers. The states, acting in collaboration with local communities, are in the best position to devise those strategies and federal policy should be designed to encourage and permit them to do that. But it is also imperative to find a way to produce high national standards for day care centers and for the professionals who run them.

. . . strengthen the role of the state government in the Headstart Program.

. . . produce high national standards for day care centers and for the professionals who run them.

Beyond Headstart, the federal government has had some real successes on which it can build. The program for Women, Infants and Children (WIC) merits increased support. It has proved its worth in providing vital support for good nutrition, prenatal care and improved parenting skills for low income parents and their children.

The program for Women, Infants and Children (WIC) merits increased support.



ESTRUCTURE THE SCHOOLS FOR HIGH PERFORMANCE

No business in America could survive with the failure rate we have long tolerated in our schools. Some observers have estimated that as much as 25 % of the cost of higher education is the cost of remediation. Others have estimated that the cost to employers of remediating the deficiencies of those who enter the workforce right out of school will soon reach $25 billion a year.

The question is how to get much higher levels of performance out of the schools without greatly increasing the costs. The answer is to fundamentally restructure the enterprise to put the emphasis on performance. American schools will not leap to the head of the pack by just spending more on current programs or by adding a few new programs to the ones now in place. The schools will only succeed if they replace the basic structure that was put in place fifty years ago to meet the needs of a smokestack economy with a new structure that meets the needs of an information economy. Success requires the invention and implementation of whole new approaches to the organization, management and staffing of our schools. The challenge facing the

Success requires the invention and implementation of whole new approaches to the organization, management and staffing of our schools.

federal government right now is to figure out how to play an effective role in making that process of restructuring take place.

The challenge facing the federal government right now is to figure out how to play an effective role in making that process of restructuring take place.

A growing number of states and localities have made a start. The National Center on Education and the Economy is located in Rochester, New York because of that community's real commitment to restructuring its schools. Rochester and other communities that have made similar commitments are focussing on student performance, on producing very high rates of mastery of higher order thinking skills among all students. In the first instance, the object is to fill our schools with first rate teachers and administrators who themselves have those skills and are capable of developing them in their students. Because getting and keeping such people requires rates of pay that are competitive with that offered by business and the professions, many states and localities have worked hard—and successfully—in recent years to make teachers' pay rise considerably faster than inflation. Secondly, it requires setting up *performance-oriented systems* in which the goals for students are clearly specified, and rewards go to schools in which students make substantial progress toward those goals. Finally, it requires greatly reducing the bureaucracy in the system and giving

. . . fill our schools with first rate teachers and administrators

. . . performance-oriented systems in which the goals for students are clearly specified, and rewards go to schools in which students make substantial progress toward those goals.

. . . greatly reducing the bureaucracy in the system and giving much more authority to school staffs

much more authority to school staffs than they have ever had before to decide how to meet the needs of the students, since it is not possible to hold the staff accountable for decisions over which they have little control.

Making this approach work requires coordinated changes in local, state and federal policies. Strategies must be devised for greatly improving teacher preparation and upgrading teacher licensure. Standards for student performance that reflect not the conventional basic skills but higher order thinking skills must be developed and methods of measuring student progress against those standards must be devised for use at local and state levels. New accountability and incentive systems need to be designed and tested. Radically different approaches to organizing schools and districts, arranging for funds flows, monitoring system performance and so on must be designed and implemented. New conceptions of school administration and management must be devised and people trained to make them work.

Making this approach work requires coordinated changes in local, state and federal policies.

Some of the communities going down this road have been attempting to integrate their policies for schooling with their social service policies. This is necessary to bring some order to the lives of children who are often shuffled between agencies that see them only as clients for narrowly defined services, rather than individuals who need more than anything else the kind of coherent, caring environment that more fortunate children elsewhere take for granted.

Others have been trying hard to build bridges between the schools, employers and job training programs, looking for ways to motivate students who otherwise drop out of school and provide the kind of experiences and opportunities that will help them to make it in society.

Federal resources have been essential to the communities that have been pioneering these new approaches, but the current structure of federal programs has become a part of the problem rather than of the solution.

Federal programs for the disadvantaged are typically structured in ways that do not reward the improvement of student progress. In fact, the incentives are perverse. Money is withdrawn if success is achieved. Because the government requires that each category of disadvantaged student be fully and separately accounted for, and because each program operates under its own set of rules and requires its own application procedures, bureaucracies have been built up in the states and the districts around these programs, and the children are typically shunted from special class to special class, their education the particular responsibility of no one. The buck stops nowhere.

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. . . children are typically shunted from special class to special class, their education the particular responsibility of no one. The buck stops nowhere.

The problem runs deeper. Research shows conclusively that the Education for All Handicapped Act has produced significant gains for the physically handicapped and severely retarded, but the situation with respect to those classified as learning disabled and emotionally disturbed is less clear. As fiscal support for remedial education under Chapter 1 declined in recent years, there was a matching increase in the identification

of students as handicapped and placement of these children under the provisions of the Education for All Handicapped Act. Students who used to be sent to remedial education classes are now classified as learning disabled or emotionally disturbed, at double the cost under their previous assignment. Because the criteria for assignment as 'learning disabled' and 'emotionally disturbed' are impossibly vague and inconsistent from jurisdiction to jurisdiction, the chance that any given student will be assigned to these programs is virtually random in many districts. Comparisons that have been made of students with virtually identical backgrounds and abilities show that the very act of labeling these children as 'learning disabled' and putting them in special classes containing only other children who have been so labeled lowers both their own expectations and the expectations that the teachers have of them. So it is no surprise that students in the special federal programs often do less well than virtually identical kids who are not in those programs!

. . . the very act of labeling these children as 'learning disabled' and putting them in special classes containing only other children who have been so labeled lowers both their own expectations and the expectations that the teachers have of them.

The Chapter 1 Program and the Education for All Handicapped Act are not the only programs that have these characteristics. From the Vocational Education Act to the Adult Basic Education Act, from the Bilingual Program to the Headstart Program, separate bureaucracies control and deliver separate programs that typically carve kids into separate pieces and make it difficult to build initiatives that work for the student. The structure of these programs made great sense when they were first devised. But

that structure has stood still while a whole new approach to program improvement has been taking shape in the field.

Higher levels of government can create programs, provide money and enforce minimum standards, but they cannot make schools, teachers or training programs excellent. As we have just shown, the more higher levels of government try to force excellence by legislating and regulating it, the more they tie the hands of the very people on whose efforts and commitment excellence depends. The aim of federal policy should be to create the conditions under which local people have strong incentives to meet the needs of students and maximum freedom to figure out how to produce those results.

The aim of federal policy should be to create the conditions under which local people have strong incentives to meet the needs of students and maximum freedom to figure out how to produce those results.

The initiatives for federal action we describe next are all of a piece, designed to work as a whole. Our first three proposals are called "design" initiatives, because they are intended to provide an opportunity for local communities, free of many of the constraints under which they now operate, to design high performance schools. They would operate in America's great central cities and rural communities where there is a high concentration of poverty. Viewed narrowly, they represent a laboratory in which basic changes can be made in the way federal programs are conceived and implemented, to greatly improve their effectiveness. More importantly, they provide an opportunity for the federal government to take the lead, working in partnership with the states and localities, demonstrating a whole new approach to the management of

Our first three proposals are called "design" initiatives, because they are intended to provide an opportunity for local communities, free of many of the constraints under which they now operate, to design high performance schools. They would operate in America's great central cities and rural communities where there is a high concentration of poverty.

schools. The other two proposals we make would put the federal government in the position of providing a whole range of vital support systems that will make it much easier for the states and local communities to play their parts in the restructuring process.

But we would not begin by changing the federal programs that are now in place. What we have in mind is a very large experiment that would provide the information needed for a general redrafting of the basic federal programs later. The recent experience with federal welfare programs is instructive. The new federal welfare program design followed a period of several years during which there was a good deal of experimentation at the state level, made possible by the granting of selective waivers from existing federal policy, from which the principles that now govern the new legislation emerged. We believe something similar is called for in this case.

. . . standards that approach or match the best performance in the world. If the state government and the federal government agree to those standards, then the people at the local level who are responsible for service delivery would be free to combine the available state and federal funds as they wish, and design the programs they think will be most effective in meeting those targets.

The basic principle is simple. People in local communities would be invited to propose high standards they think they can get their students to meet if they were free of many of the constraints under which they now operate, standards that approach or match the best performance in the world. If the state government and the federal government agree to those standards, then the people at the local level who are responsible for service delivery would be free to combine the available state and federal funds as they wish, and design the programs they think will be most effective in

meeting those targets. They would continue to be free of the prevailing rules and regulations as long as they were meeting the targets they had set.

. . . they would be permitted to continue to combine funding sources and cut the red tape only if they were making steady and substantial progress toward those goals.

It is important to emphasize that we are not proposing a return to the old system of bloc grants. The option of combining funds from many sources and eliminating many of the rules and regulations that now apply (typical features of the bloc grant approach) would be available only to communities that were prepared to commit themselves to ambitious goals for their students, and they would be permitted to continue to combine funding sources and cut the red tape only if they were making steady and substantial progress toward those goals. This is not a proposal for deregulating the system. It is a proposal for changing radically the way the system is regulated, putting the emphasis squarely on performance.

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It is a proposal for changing radically the way the system is regulated, putting the emphasis squarely on performance.

We propose that Congress authorize the relevant Cabinet Secretaries to enter into negotiations with selected cities and counties with high concentrations of poverty following a competition among those communities and states that wanted to participate. To be successful, a proposal would have to demonstrate broad support from education, government, community and business leaders. The winners would be provided with agreements that would permit pooling of both state and federal funds in certain programs in exchange for commitment at the state and local levels to achieve high student outcomes.

This approach could go forward without any major reauthorizations of existing programs. It requires granting a general waiver authority to the Cabinet Secretaries to be used under conditions stipulated by the Congress. The Hawkins-Stafford School Improvement Act of 1988 contains some far-seeing provisions concerning negotiated agreements and dispute resolution processes upon which the required new legislation could be built.

To be of any value, these would have to be large scale experiments, taking place in entire school districts. There are many existing examples of individual schools that are able to help their students function at high levels of performance, even in the poorest communities. But no school systems serving the kinds of communities that receive significant shares of federal funds for the disadvantaged have yet been able to produce consistent high performance at the levels that are now needed.

In each case, the recipient community would get a funding total based on the funds to which they would otherwise have been entitled had the normal rules been in place, plus an override in the neighborhood of five to ten percent, both as an inducement to take the risk of participating in this program and to cover the special costs that it will entail.

Here is how we see each of the five components of the restructuring program working:

THREE DESIGN PROGRAMS:

1. **Design Program #1** *(High Performance Schools)* would be focussed on the schools themselves and would permit participants to combine funds provided by the Chapter 1 Program for remedial education, the Education for All Handicapped Act, the Bilingual Program, the Magnet Schools Program and related state and federal programs. The districts would not be required to publicly identify the students who would otherwise be segregated into special classes.

   The school districts involved in this program would be expected to engage in major efforts to restructure their schools for high performance. We include here the redesign of their organizational structure to push decisions down to the school level, new budget systems that give individual schools much more discretion over the way funds are spent, new salary and staffing systems that will enable them to attract and hold first rate teachers, streamlining of their administrative structures to reduce bureaucracy to a minimum and new accountability systems that provide real rewards to school staffs that are able to produce substantial progress for their students.

   When it is possible to do so without exposing the vulnerable to injury, the districts would be encouraged to promote competition for clients among public schools, in the expectation that competition will produce better results at lower costs.

   The outcome of this initiative, of course, would not only be sound specifications for the redesign of federal programs, but ideas the states could use for the redesign of

1. Design Program #1 (High Performance Schools) would be focussed on the schools themselves and would permit participants to combine funds provided by the Chapter 1 Program for remedial education, the Education for All Handicapped Act, the Bilingual Program, the Magnet Schools Program and related state and federal programs.

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their policies and, most important, examples of communities that had succeeded in restructuring their own operations to produce greatly enhanced student performance, not just in individual schools, but system wide.

2. **Design Program #2** *(School to Work Transition)* would be focussed on the school to work transition and would permit participants to combine funds from certain provisions of the Job Training Partnership Act (JTPA), the Vocational Education Act, the Adult Basic Education Act and other enactments focussing on dropout prevention at the state and federal level. This program and the next would be designed to break down current institutional barriers by providing strong incentives for the community to come together and provide coordinated service delivery systems. Participants would be expected to use those funds to involve school people and employers in the provision of job development, job counseling and high level academic and vocational skills in one integrated program. School districts and all providers of training services would have to agree to common academic and occupational competency standards for major occupational clusters and common performance standards. Employers will need to be deeply involved in the design and implementation of the program.

2. Design Program #2 (School to Work Transition) would be focussed on the school to work transition and would permit participants to combine funds from certain provisions of the Job Training Partnership Act (JTPA), the Vocational Education Act, the Adult Basic Education Act and other enactments focussing on dropout prevention at the state and federal level.

Participants would be expected to use those funds to involve school people and employers in the provision of job development, job counseling and high level academic and vocational skills in one integrated program.

Here again, one outcome of this initiative would be the redesign of a whole range of programs that affect the school to work transition for millions of American youth. But, beyond that, the country would have vivid examples of communities that had managed to create local systems that match the effectiveness of those countries

that are most successful at preparing their young people for direct entry into jobs that demand a high degree of technical skills and job readiness.

. . . create local systems that match the effectiveness of those countries that are most successful at preparing their young people for direct entry into jobs that demand a high degree of technical skills and job readiness.

The Carl Perkins Vocational Education Act will come up for reauthorization this year. The reauthorized act should be given a strong performance orientation. Employers should have a strong voice in creating the standards by which program success is determined. Incentives should be created to force as much competition as possible among service providers, and no class of providers should be protected from that competition.

3. **Design Program #3** *(Social Service Integration)* would permit a community to develop integrated strategies for the use of funds that now go separately from state and federal sources to education, welfare, social services, health, juvenile justice and child protection agencies. It would permit and encourage development of bold new solutions to the problems faced by low income communities. States would have to take a lead role in such an initiative, because many of the rules governing such programs are state designed, though the programs receive federal support. Here again, the community would be expected to commit to negotiated standards for client outcomes, such as the reduction, for example, of teen pregnancies by a stated proportion, as a condition of the right to pool program funds and waive certain program regulations. Schools in communities participating in this program might become the site at which many community services for youth are integrated.

3. Design Program #3 (Social Service Integration) would permit a community to develop integrated strategies for the use of funds that now go separately from state and federal sources to education, welfare, social services, health, juvenile justice and child protection agencies.

TWO ADDITIONAL IDEAS:

4. **A State Assistance Initiative** will be essential to the success of any federal government program to restructure the schools for high performance. The states will have the primary role in determining student outcome standards, restructuring teacher education programs, raising the standards for licensing teachers, increasing the pool of minority teachers, providing technical support for restructuring and deciding on the form of statewide accountability systems, all of which will greatly influence the prospects for restructuring the schools.

4. A State Assistance Initiative

For the last 25 years, the federal government has used the states to administer federal programs and enforce federal rules and regulations. It is time now for the federal government to recognize the leadership the states have displayed in recent years and to allow them some flexibility in using the assistance they now receive for federal program administration to develop and implement policies needed to support school restructuring.

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We also propose that the Fund for the Improvement and Reform of Schools and Teaching (FIRST) be used to run a competitive program for state governments with two parts. Under the first part, it would provide funds enabling states to plan, design, implement and evaluate new policy systems that show substantial promise of greatly increasing the productivity of the state delivery system for education. In negotiated agreements that could be part of the grant awards, the federal government could

In negotiated agreements that could be part of the grant awards, the federal government could substantially reduce the burden of state and federal regulation on districts within the state

substantially reduce the burden of state and federal regulation on districts within the state that agree to real consequences if their students fail to make acceptable progress on state-defined student outcome measures for disadvantaged students. It would be up to the state to propose the goals, the measures and the incentives, though the federal government would have to agree to those standards. Under the second part of the program, the states would also be eligible for modest financial assistance to help them put in place the key elements required at the state level to make restructuring programs for the professionalization of teaching work, including improved programs of teacher preparation; new recruitment, licensing and induction systems for teachers and principals; new accountability and incentive systems (including public choice plans and performance incentive plans); and new leadership development programs for key personnel at all levels of the state and local structure.

that agree to real consequences if their students fail to make acceptable progress on state-defined student outcome measures for disadvantaged students.

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5. **More Emphasis on Statistical and Educational Research.** The federal government's investment in national statistics and educational research must be increased if the restructuring program is going to succeed.

5. More Emphasis on Statistical and Educational Research.

The budget of the National Center for Education Statistics (NCES) should be increased substantially. The Center should be given a mandate to measure the attainment of people in the workforce, and to develop a new assessment of what college students know and are able to do. The Center should also be asked to enter into negotiations with other countries to conduct regular assessments among the industri-

The budget of the National Center for Education Statistics (NCES) should be increased substantially.

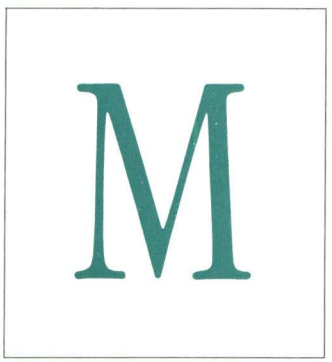
alized and newly industrialized countries that would enable the United States to compare educational attainments of its school children, college students, and members of its workforce with those of other countries on a regular basis.

Research and development assumes a special, even decisive, importance when the object is not just making marginal improvements in the existing system, but seeking to replace the existing system with one of a new design. The creation of performance-based systems will require the existence of a whole range of tools that do not now exist, but the overriding need is for new measures of student and teacher performance. Teachers, for better or worse, teach to the test. Because the current tests do not measure higher order thinking skills or do so very badly, the skills that are being taught are the ones that are being measured rather than the ones the country needs to have taught.

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It is essential that valid, reliable and affordable assessments of a whole range of higher order thinking skills be devised and made available to the states and the schools as soon as possible. We must be able to measure how deep the understanding of physics goes and how well the student can draw on that knowledge to solve complex, real world problems. We need effective ways to assess not just whether high school seniors can read a bus schedule, but whether they can write a memo to a shop floor supervisor that analyzes a production problem involving complex machinery and recommend a solution.

Similarly, it is important that good measures of teacher performance be devised, making it possible to license and certify teachers according to high standards of professional performance. We support the request of the National Board for Professional Teaching Standards for matching funds to develop such assessments.



AKE THE UNITED STATES PREEMINENT IN SCIENCE, MATHEMATICS AND TECHNOLOGY

1. Declare a Goal.

The President should declare a goal of matching the mathematics and science performance of students in all other countries by a date certain and create a cabinet council to devise a national strategy for doing that, in concert with the science community and the science education community. The strategy should build on the effort of the American Association for the Advancement of Science (AAAS) to broadly involve the science community in providing new guidelines for the science curriculum, and on the parallel effort of the Mathematical Sciences Education Board of the National Academy of Sciences to do the same for mathematics.

. . . declare a goal of matching the mathematics and science performance of students in all other countries by a date certain and create a cabinet council to devise a national strategy for doing that.

2. Develop New Curriculum Resources.

When the preliminary work these groups are now engaged in is done, a new science, mathematics and technology curriculum development effort should be announced, designed to engage the country's most talented mathematicians, scientists, engineers and teachers in a determined effort to produce curriculum materials and teaching materials that will support the teaching of challenging technical curricula not just to a

. . . a new science, mathematics and technology curriculum development effort

small elite, but to the vast majority of American students. This program should be complemented by an even larger effort to improve radically the quality of mathematics and science teachers and teaching, especially in the elementary grades.

. . . improve radically the quality of mathematics and science teachers and teaching.

For decades, the United States has repeatedly created astonishing technologies that have changed the world. But we have yet to make a serious effort to apply our technological genius to education, to the problem of inspiring a bored generation of students with the essential curiosity that learning requires.

3. Build a National Communications Highway for Education.

The administration should announce as soon as possible its commitment to engage the talents of the military and the high technology business community in the construction of a national communications network that could be used by students of all ages for the delivery and exchange of television and computer-based instruction and information. The availability of such a system would undoubtedly be comparable in impact to the federal highway system developed by the Eisenhower administration, leading to an explosion in the development of new software more imaginative and effective than any that now exists.

. . . commitment to engage the talents of the military and the high technology business community in the construction of a national communications network that could be used by students of all ages for the delivery and exchange of television and computer-based instruction and information.

4. **Create a Laboratory of Networked Demonstration Schools.**

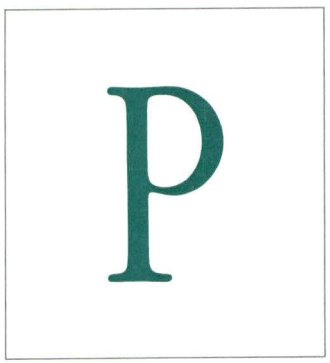
. . . creating a network of schools around the country that will be laboratories and demonstration sites for the application of advanced information technologies to education.

At the same time a new program should be announced, creating a network of schools around the country that will be laboratories and demonstration sites for the application of advanced information technologies to education. It is very unlikely that the rates of improvement in the quality of education we earlier suggested are necessary can be achieved without the creative use of technology in restructured schools. Teachers, no matter how good, will be unable to coach students to reach their highest potential unless we figure out how to let the technology take over much of the task of purveying information. Students are likely to be much more engaged when they can explore the kinds of intellectual environments that advanced information technologies can create.

5. **Design a National Program to Teach Teachers Technology.**

. . . design a national program to train teachers to use these new technologies effectively.

Finally, the states should be used to design a national program to train teachers to use these new technologies effectively. A recent survey shows that even the computer specialists in the schools doubt their own competence with computers, to say nothing of the much larger number of teachers who are not among the specialists but who will have to feel comfortable with a broad range of technologies in order to make them effective.



ROVIDE OUR WORKERS THE SKILLS THEY NEED TO COMPETE

Our education system has concentrated on the front end: elementary and secondary education and traditional postsecondary education. All our systems are set up to concentrate resources on those who get what they need in a smooth progression through that system. But millions have fallen through the cracks. Some, illiterate and barely literate, hang out on street corners, unable to get a job. Many others, some in our most prestigious firms, cannot read at a fourth grade level. Many more, including some in the top technical ranks, are far behind their counterparts in other countries in the skills they bring to the job. The supply of young people coming into the workforce is dwindling as the number of old people depending on the shrinking population of workers is rising. The only way to maintain our standard of living under those conditions is to greatly increase the skills of every person who is out of school and available for work. That will require a massive reorientation of policy.

In the arena of elementary and secondary education, we have advocated building on a reform movement already underway, to strengthen and confirm an

approach already pioneered by the states. But, we must address areas where the challenge is not to consolidate gains but to galvanize the nation to action.

. . . the challenge is . . . to galvanize the nation to action.

1. Adult Illiteracy.

The country has yet to take the problem of adult functional illiteracy seriously. We continue to treat it as a personal misfortune rather than as the threat to the nation's standard of living that it really is. We continue to make believe it can be solved through a volunteer campaign, when we would never dream of turning the education of our children over to volunteers, although the end to be achieved is the same, to provide for adults what they never got in school, a task which is often more difficult to accomplish later in life than earlier.

The country has yet to take the problem of adult functional illiteracy seriously.

Whether we speak of the problems of a young, unemployed person who may not be able to read at all and has never held a job other than as a casual laborer, or of a middle aged front line supervisor who makes good money but reads and ciphers at a fourth grade level, or an engineer who is twenty years out of date in his field, we are speaking of millions of Americans whose skill levels will be more critical to this country's success between now and the end of the century than the students now in

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out of date in his field, we are speaking of millions of Americans whose skill levels will be more critical to this country's success between now and the end of the century than the students now in school or the students in our colleges.

school or the students in our colleges. Yet this country, which spends as much or more on education as any other country in the world, spends comparatively little on its adult line workers.

Attention must be paid to strengthening the second chance system for those who did not get a basic education in school and who are, as a result, living on the economic and social margins of our society. Employers cannot be expected to pay the whole bill to educate these people, because they cannot recapture their investment if they do, since the person in whom they make that investment can walk across the street and sell those general skills to another employer who makes no effort to provide a basic education at all. The funding of these programs is vanishingly small in relation to the burgeoning need.

Some nations with which we compete have long established corporate cultures that support high levels of private expenditures to address some of these problems for some of the members of the workforce. Others rely on various forms of tax abatements to finance these functions where others rely on taxes to raise very substantial revenues for direct government expenditures for the same purposes.

2. Higher Levels of Workforce Training.

Some nations with which we compete have long established corporate cultures that support high levels of private expenditures to address some of these problems for some of the members of the workforce. Others rely on various forms of tax abatements to finance these functions where others rely on taxes to raise very substantial revenues for direct government expenditures for the same purposes. We should explore all of these options and construct a policy for the United States that suits our needs and cultural and political character.

CONCLUSION

Twenty years ago, almost everyone looked to the federal government for leadership in education policy. More recently, the states have once again become the nation's laboratory as the federal government stepped into the background. It is time now for the pendulum to stop its swing in the middle. The fundamental changes that are now needed will not come about unless every part of the intergovernmental system works at peak performance and works in harness with the others. That will take real leadership—from the President and the Cabinet, the Congress, governors and other state leaders, business executives, the national organizations with a major stake in education policy and, hardly least, the people in our local communities who must make it all work 'on the ground.'

The fundamental changes that are now needed will not come about unless every part of the intergovernmental system works at peak performance and works in harness with the others.

Years ago, this country led the world in the abundance and quality of its natural resources. That is no longer true. Today, we are all we have. Our country's real resources lie within each one of us, whether the challenge is our ability to compete in world commerce or to govern ourselves. More depends on education than ever before. We believe there is no constraint standing in the way of dramatic progress in this arena that will not yield to imagination and commitment. Not the least of our purposes in presenting this report has been to offer a framework for policy making that we believe will enlist both in large measure from the American people.

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April 10, 1989

MEMORANDUM

SUBJECT: Anecdotes from BARBARA BUSH'S speeches

Reading is Fundamental has 110,000 volunteers in 11,000 sites and this year alone they distributed 3 million books, many to children who never owned a book before.

"I have seen a school in Philadelphia, run by a tiny staff of 3 nuns and parents. Many of these parents are on welgare, but they know the inportance of an education and rush twice a monith with their $25 to pay the tuition. They know that an education is the key that unlocks the door to the American Dream and that no sacrifice is too big."

Barbara Bush

"In Boston alone they have 3000 volunteers in 50 schools and could use twice that many. It was there I saw a wonderful stylish lady teaching French as a volunteer. She was pulling the most amazing things out of her pocketbook, and the children and she were saying the words in French and English. I was told she has done this for years and is a very effective teacher."

Barbara Bush

"In New York City where 15,000 volunteers help in 544 schools I met with a group helping Cambodian children learn English and learn to read. One rather aged lady told me that she had been desperately lonely until she volunteered and her eyes filled with tears in the remembering. Then her face lit up as she told me that 'she had never been lonely a day since.'"

Barbara Bush
Steven's School

THE WHITE HOUSE

WASHINGTON

April 10, 1989

MEMORANDUM FOR THE

CHIEF OF STAFF	BOBBIE KILBERG
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RICHARD BREEDEN	ROBERT GUTTMAN
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SUSAN PORTER ROSE	USSS/PPD OPS
ED ROGERS	WHCA AUDIO/VISUAL
JOE HAGIN	WHCA OPERATIONS
JIM WRAY	MEDICAL UNIT
CHRISS WINSTON	PRESIDENTIAL DOCUMENTS

THRU: STEPHEN M. STUDDERT

FROM: JOHN G. KELLER, JR. JGK
DEPUTY ASSISTANT TO THE PRESIDENT AND
DIRECTOR OF PRESIDENTIAL ADVANCE

SUBJECT: TRIP OF THE PRESIDENT TO UNION, NEW JERSEY
APRIL 13, 1989

For your use and planning purposes, the attached is the outline schedule for the Trip of the President to Union, New Jersey, on Thursday, April 13, 1989.

SCHEDULE

THURSDAY, APRIL 13, 1989

11:10 am — MARINE ONE departs White House en route Andrews Air Force Base.

11:20 am — MARINE ONE arrives Andrews Air Force Base.

11:25 am — AIR FORCE ONE departs Andrews Air Force Base en route Union, New Jersey.

(Flight Time: 45 Minutes)

12:10 pm — AIR FORCE ONE arrives Newark International Airport, Newark, New Jersey.

12:15 pm — MOTORCADE departs Newark International Airport en route Union High School.

(Drive Time: 15 Minutes)

12:30 pm — MOTORCADE arrives Union High School.

* Staff Photo with Educational Forum Corporate Sponsors and Superintendents
  - CLOSED PRESS

* Remarks to Educational Forum
  - OPEN PRESS

2:00 pm — MOTORCADE departs Union High School en route Newark International Airport.

(Drive Time: 15 Minutes)

2:15 pm — MOTORCADE arrives Newark International Airport and proceeds to board Air Force One.

2:25 pm — AIR FORCE ONE departs Newark, New Jersey en route Kennebunkport, Maine.

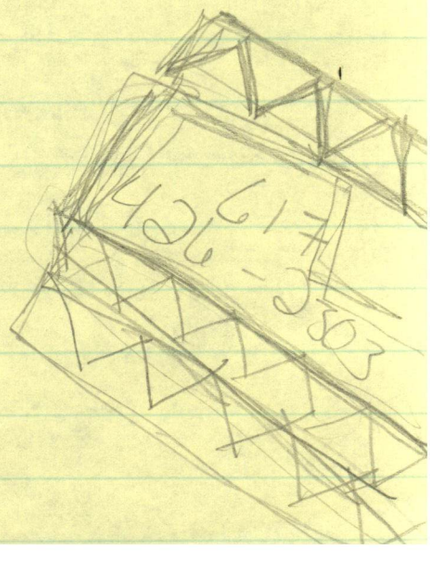
Make the U.S. preeminent in science, mathematics & technology

Develop new curriculum Resources

Build a National Communications Highway for Education

Create a laboratory of networked demonstration schools

Design a national program to teach teachers technology



Joke!

In defense I want a better bang for every buck
In education I want a higher scholastic achievement for every high grade bill produced by the mint.

Incentives create success
Reward student progress, efficient use of public resources, & quality

- Prevention of damage to young children
Assure that they are healthy and stable before they enter school.
child care
Headstart → more state govt. authority
program for Women, Infants, and Children (WIC)

- Restructure the schools for high performance
put emphasis on performance
educ. that meets the needs of a information economy.

High performance schools
School to Work Transition
Social Service Integration

go for quality
reward success in producing quality
when the system of accountability is in
place, let the people on the front line
make decisions, and rid the system
of bureaucrats

"I want to do for education what
JFK did for space exploration
I want to shoot for the moon."

Assure that every child starts
school healthy & intellectually prepared

Improve the quality of secondary
& elementary education

"Make schools a showcase for the contributions
that information technology can contribute
to learning."

Re-educate those adults who missed
the opportunity in school.

Firms and unions ~~train their~~ set the
standards for training their workers ~~to~~
allow states and local govt. determine
their standards for their ~~s~~ children.

3/10/89

Jay North 401 [illegible] 5468

1500 Memphis students deliver 5 [illegible] 106,000 students

Anecdote from TN — Food [illegible] Women [illegible] Children

School for Pregnant Girls
w/ on-site day care centers

Seniors

preg. girl from single family home
took bus in snow storm
didn't know school was closed
1 wk overdo; refused ride home

was in hospital didn't want to
have the baby until finished exams

stayed in nurses off during labor
until she finished exams made B's
already has a job
wants to go to coll.
so working @ coll. so can take
2 classes for free

been on welfare all of her life, but
she will never be again.

10th grade
mother dying of lupus
has a baby boy

1 girl graduated got 3 full scholarships

Many students can make it, w/ a little
hand

Parent - child contract w/ school saying
will do everything to get student to school

4 indian
2 Korean
2 Jpp.
~~families~~ learning together

180 kids
160 to graduate
6-8 to college

Mrs Jenkins letter

#13

Mr. Burke → are there any goals?
i.e. dropout rate etc

3/7/89 Education Reform

Adv.
Leo
John Herrick
(201) 623-0006
Jackie Smith
(201) 964-6006 (8, 8)

732-5409 - will send to book

Kean College

Anecdote
Harry Golinski

involving parents in learning process

Books & Beyond
~~test~~ to increase leisure reading ↓ television
involving parents to log reading

T.V. watching ↓ 85%

Reading ↑ 70%
all other schools do it now

Family ~~training~~ Science

parents & kids come to class at night & construct products
now have kits, so parents & kids can do projects at home

Kids now see parents as partners in learning.

Dr. Harry (Supervisor)
Dr. Golinski in Paramus, N.J.
working on drop-out programs
(201) 261-7800

collect 9:45 pm

ltr frm Mrs. Jenkins
arti-on family Sci.
Books & Beyond

Ms. ~~Fara~~ Lewis post superintendent Memphis, TN
(78% black)
redesigning schools
(901) 454-5200
~~Dr. Harrington~~ 454-5444 Roberta Radcliff
Joy North

work in progress (901)
little successes

blue w/ white title
8 1/2 X 11
80 p.

Experiences in School Improvement:
the Story of 16 Americal districts

P/s. mention
Congr. Rinaldo is co-sponsor
of education bill
contact: Ellen Perry 225-5361

3/7/89

Education Reform
Paul Rollins 7988

John Burkett(?) 357-6230

Experiences in School Improvement (70p.)
exploining results

8 st.; 2 school districts trying reform activities

My 4 principals are -

What you as governors

educat.
primary resp. of -

tests, demonstrations, experiments

~~As~~ My role as pres. is to be supportive of the states & localities
The 4 principals of my program are embodied in your report.

1
2
3
4

Let's let localities find their solutions
& show us the results.
& Let's reward those results

8 states

Ark. - 2 schools
CO
MD
NH
NJ
S.C.
Tenn.
Utah
} 2 school districts
urban & rural schools

in Montrose, CO
- established parental advisory comm. to discuss goals, facilities, curriculm, school policie, activities
- Montrose Academic Booster Club - contributes money, stress academic excellence parents & businesses, teachers, comm. residents
c. 400 members

in Columbia, MO
partners in education
parent education - teach parents how to care for children birth - 3

Central Thrust - Accountability

more effectively measuring the results

how to objectively measure results of education

how to evaluate administrators
teachers

no big results so far, but only into the 3rd yr. of a 5 yr. program

no quick fixes

results of student achievement are something to look forward to

3/7/89 Education Reform
info from John Burke
NGA report issued in 86

Chairman + Bennett decided to try it
in 8 states & districts = 16 school districts

13 key recomendations
each school asked to use 3 recom.
partnership was formed between states, NGA, Edu
one Agreement: no new money

interim report, Aug. 88
next meeting 9/13
school supervisors, ~~3 chairmen~~ & gov.

GB's 4 basic ~~ideas~~ principals
are key principles of reform

Recognition of Excellence
locals are real players w/ support
of govt + fed'l govt.

Helping those in need
- imaginative ways to use resources
to help ~~the~~ students w/ the greatest needs

will give flexibility if you show us results

Flexibility + Choice
- one problem is overregulation - hindering progress at st. & local level; let the schools find answers to their problem

school based management

Ex. - ~~alternative~~ teacher certification
- ~~alterna~~ real parental involvement -
each school is striving for greater parental involvement

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

FAX COVER SHEET

TO : Sara De Campo
White House

FROM: Jackie Smith

Name and telephone number of sender Patsy Rowland
telephone no. 1732-5404,

No. of pages 2 including cover sheet.

Our fax number is (202) 732-1971

Your fax number is 456-6218

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400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

APRIL 7, 1989

MEMORANDUM

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TO : MARK LANGE
WHITE HOUSE

FROM : SUSAN SHELBY
DIRECTOR
PRESIDENTIAL ACADEMIC FITNESS AWARDS (PAFA) PROGRAM

SUBJECT: BACKGROUND INFORMATION ON THE PAFA PROGRAM

AS YOU REQUESTED, FOLLOWING IS INFORMATION ON THE PRESIDENTIAL ACADEMIC FITNESS (PAFA) PROGRAM.

IF YOU HAVE FURTHER QUESTIONS, I MAY BE REACHED ON 732-1944.

PRESIDENTIAL ACADEMIC FITNESS AWARD (PAFA) PROGRAM BRIEFING

In 1966, President Lyndon B. Johnson implemented a physical fitness award to motivate students to meet high standards in physical fitness and sports. This program, sponsored by five Presidents, has been very successful. In 1983, President Ronald Reagan initiated the Presidential ACADEMIC Fitness Award (PAFA) program to honor students for their academic achievement and to motivate all youth to attain academic excellence. The PAFA program has been widely accepted and appreciated by school principals, parents, students, and community. The following chart is a reflection of that participation over the last five years:

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YEAR	PAFA: PARTICIPATING NUMBER OF SCHOOLS	NUMBER OF AWARDEES
1984 - Pilot Year #1	10,000	230,000 (H.S. Seniors only)
1985 - Pilot Year #2	32,566	763,243 (three levels)
1986 - Program	45,230	1,176,526 (three levels)
1987 - Program	45,983	1,189,720 (three levels)
1988 - Program	47,200	1,315,081 (three levels)

The awards are presented at three levels to students graduating from elementary, middle or junior high, and senior high school. Students must fulfill all the criteria listed below to qualify for a PAFA award:

- o B+ average; and
- o 80th percentile on a standardized achievement test; and
- o for seniors, having completed 12 credits in the New Basics (English, mathematics, science, social studies, foreign languages, and computer sciences).

Each student receives a embossed certificate signed by the President, U.S. Secretary of Education, and the school principal. The school receives a letter from the President to be read at the award ceremony. The certificate is at no cost to the school.

To re-identify the President with this popular program, on June 14, 1988, the Secretary of Education honored three schools at a White House Ceremony in recognition of the fifth anniversary of the Presidential ACADEMIC Fitness Awards (PAFA) program and the conferral of its three millionth award. This event reinforced for the general public the commitment of the President and the Secretary to sustain the education reform movement at the local level and to impress upon youth the importance of academic achievement.

POSSIBLE QUESTION

Q. If PAFA is such a successful program to boost academic achievement, why did the Department discontinue the award pins?

A. When the program first started, PAFA provided a presidential certificate and a lapel pin at no charge for each awardee.

The overwhelming success of PAFA program (over 3 million awardees) had its budgetary downside. For 1988 the Department decided to award certificates only. In planning for 1989 the Department must make a decision as to whether to delete the lapel pin from the program.

ISSUES

Funding: PAFA is a Presidential initiative funded by the Secretary's Discretionary Fund.

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PRESIDENTIAL ACADEMIC FITNESS AWARDS PROGRAM (PAFA)

INFORMATION ON 1989 AWARD CERTIFICATES

Enclosed is the form for principals to order certificates in time for presentation at graduation ceremonies. As in the past, orders for certificates are accepted only from individual schools. No district orders.

There is no charge for certificates.

Certificate Seals. The seals on the PAFA certificates are:

Award	Seal Color
Elementary School	- Blue and White
Middle/Junior High School	- Gold and White
Senior High School	- Solid Gold
Extraordinary Effort	- Solid Silver

The Extraordinary Effort Award. This is a special certificate for the Extraordinary Effort Award. This certificate, introduced last year, has a silver seal with the following wording:

"in recognition of Extraordinary Effort to
Achieve Academic Excellence and
to meet the goals of the
Presidential Academic Fitness Awards Program"

The PAFA achievement-based award. The certificate wording has not changed:

"in recognition of
Outstanding Academic Achievement
and meeting the standards of the
Presidential Academic Fitness Awards Program"

If you have any questions, call the PAFA Hotline (800) 438-7232, or write Presidential ACADEMIC Fitness Awards Program, U.S. Department of Education, Washington, D.C. 20202-3720.

NOTE: SAT score for college bound students in the 80th percentile is 1090.
SAT score for all students in the country in the 80th percentile is 950.
PSAT score for college bound students in the 80th percentile is 102.
PSAT score for all students in the country in the 80th percentile is 91.
ACT score for the 80th percentile is 24.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

March 1989

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Dear Principal:

Enclosed is a "School Participation Order Form" for the 1988-89 Presidential Academic Fitness Awards (PAFA) program. If you wish to participate in this program, please use this form to place your order for awards. Please return this form promptly to assure receiving your certificates in time for graduation or awards ceremonies. The award, a certificate signed by President George Bush and Secretary of Education Lauro F. Cavazos, will be mailed beginning April 1989. Instructions for completing the form are on the detachable flap and the form itself is a self-mailer which does not require an envelope.

The PAFA program was announced in a letter sent to you in November 1988. The enclosed form should be referred to the appropriate individual at your school. All information has been mailed to you since you must sign the School Participation Order Form which affirms that all of the National PAFA criteria have been met.

The PAFA program is entirely voluntary this year, as in the past five years. There is no cost to schools for awards. We ask that you order only the number needed for the eligible students at each exit grade in the graduating class. Finally, if you have any questions about the program, please feel free to contact us on the "PAFA Hotline" at 1-800-438-7232.

Please join us in recognizing students' academic excellence through your school's participation in this year's Presidential Academic Fitness Awards program.

Sincerely,

Michelle Easton

Michelle Easton
Deputy Under Secretary

Enclosure

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PRESIDENTIAL ACADEMIC FITNESS AWARDS (PAFA) PROGRAM

1988 AWARDS BY STATE

STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR HIGH	TOTAL
ALABAMA				
Students:	9,486	5,728	4,701	19,915
Schools :	353	97	250	700
ALASKA				
Students:	905	1,248	966	3,119
Schools :	51	18	47	116
AMERICAN SAMOA				
Students:	16	94	65	175
Schools :	3	1	2	6
ARIZONA				
Students:	6,530	4,409	3,376	14,315
Schools :	295	78	108	481
ARKANSAS				
Students:	6,969	3,614	3,350	13,933
Schools :	296	76	184	556
BIA*				
Students:	88	57	13	158
Schools :	1	1	1	3
CALIFORNIA				
Students:	56,728	39,561	31,134	127,423
Schools :	2,647	605	714	3,966
COLORADO				
Students:	6,512	5,999	4,301	16,812
Schools :	326	119	162	607
CONNECTICUT				
Students:	6,518	4,823	3,778	15,119
Schools :	327	118	124	569
DELAWARE				
Students:	1,730	1,003	1,313	4,046
Schools :	50	15	36	101
DISTRICT OF COLUMBIA				
Students:	369	184	230	783
Schools :	35	6	11	52
DODDS*				
Students:	4,508	1,487	1,310	7,305
Schools :	196	35	65	296
FLORIDA				
Students:	23,809	14,604	11,327	49,740
Schools :	916	261	323	1,500
GEORGIA				
Students:	14,262	9,252	6,556	30,070
Schools :	538	151	250	939
GUAM				
Students:	203	101	112	416
Schools :	11	2	5	18

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STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR HIGH	TOTAL
HAWAII				
Students:	968	511	531	2,010
Schools :	80	10	25	115
IDAHO				
Students:	4,776	3,044	1,726	9,546
Schools :	178	54	78	310
ILLINOIS				
Students:	25,370	14,562	15,313	55,245
Schools :	1,487	375	542	2,404
INDIANA				
Students:	15,409	10,633	7,923	33,965
Schools :	915	213	329	1,457
IOWA				
Students:	7,203	5,860	6,059	19,122
Schools :	429	132	366	927
KANSAS				
Students:	8,434	5,405	4,185	18,024
Schools :	489	122	255	866
KENTUCKY				
Students:	10,097	5,570	4,668	20,335
Schools :	493	111	176	780
LOUISIANA				
Students:	7,957	4,122	3,655	15,734
Schools :	402	107	222	731
MAINE				
Students:	2,837	1,777	1,547	6,161
Schools :	214	54	92	360
MARYLAND				
Students:	10,807	7,118	6,756	24,681
Schools :	496	119	176	791
MASSACHUSETTS				
Students:	10,932	5,772	5,396	22,100
Schools :	486	149	196	831
MICHIGAN				
Students:	21,675	17,926	14,349	53,950
Schools :	1,203	365	550	2,118
MINNESOTA				
Students:	10,677	7,360	6,322	24,359
Schools :	514	121	284	919
MISSISSIPPI				
Students:	4,891	2,652	2,453	9,996
Schools :	169	47	125	341
MISSOURI				
Students:	14,019	7,818	6,379	28,216
Schools :	739	179	356	1,274
MONTANA				
Students:	2,434	1,690	1,435	5,559
Schools :	140	41	96	277

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STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR HIGH	TOTAL
NEBRASKA				
Students:	4,632	4,098	3,927	12,657
Schools :	290	64	228	582
NEVADA				
Students:	2,812	1,694	1,356	5,862
Schools :	76	27	38	141
NEW HAMPSHIRE				
Students:	1,935	1,322	1,276	4,533
Schools :	132	31	60	223
NEW JERSEY				
Students:	16,935	10,569	12,198	39,702
Schools :	866	197	294	1,357
NEW MEXICO				
Students:	3,096	2,385	1,429	6,910
Schools :	170	47	65	282
NEW YORK				
Students:	36,898	25,493	30,499	92,890
Schools :	1,407	342	687	2,436
NORTH CAROLINA				
Students:	15,820	10,823	7,277	33,920
Schools :	646	191	263	1,100
NORTH DAKOTA				
Students:	2,323	1,162	1,130	4,615
Schools :	140	17	123	280
NORTHERN MARIANA ISLANDS				
Students:	0	115	0	115
Schools:	0	1	0	1
OHIO				
Students:	30,774	18,303	17,403	66,480
Schools :	1,601	399	628	2,628
OKLAHOMA				
Students:	11,232	5,804	4,907	21,943
Schools :	463	127	239	829
OREGON				
Students:	6,330	5,170	4,570	16,070
Schools :	400	132	173	705
PENNSYLVANIA				
Students:	32,678	19,737	20,103	72,518
Schools :	1,488	352	589	2,429
PUERTO RICO				
Students:	2,401	2,322	2,543	7,266
Schools :	122	52	103	277
RHODE ISLAND				
Students:	2,496	1,489	1,294	5,279
Schools :	143	31	38	212

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STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR HIGH	TOTAL
SOUTH CAROLINA				
Students:	10,728	5,022	3,819	19,569
Schools :	366	107	147	620
SOUTH DAKOTA				
Students:	2,239	1,764	1,301	5,304
Schools :	166	31	110	307
STATE DEPARTMENT*				
Students:	426	396	215	1,037
Schools :	38	34	32	104
TENNESSEE				
Students:	10,003	4,729	4,047	18,779
Schools :	469	107	188	764
TEXAS				
Students:	46,977	34,236	20,925	102,138
Schools :	1,577	494	646	2,717
UTAH				
Students:	6,385	4,476	3,140	14,001
Schools :	236	66	63	365
VERMONT				
Students:	1,014	726	657	2,397
Schools :	93	14	40	147
VIRGIN ISLANDS				
Students:	70	154	12	236
Schools :	7	3	2	12
VIRGINIA				
Students:	16,178	10,505	11,370	38,053
Schools :	757	182	282	1,221
WASHINGTON				
Students:	9,849	8,073	8,359	26,281
Schools :	494	165	236	895
WEST VIRGINIA				
Students:	4,982	2,770	2,634	10,386
Schools :	334	94	100	528
WISCONSIN				
Students:	11,686	8,702	9,107	29,495
Schools :	834	210	343	1,387
WYOMING				
Students:	1,849	1,554	677	4,080
Schools :	115	38	48	201
TOTAL				
Students:	589,872	387,571	337,638	1,315,081
Schools :	27,911	7,337	11,918	47,166

*BIA: Bureau of Indian Affairs
*DODDS: Department of Defense Dependent Schools
*STATE DEPARTMENT: Department of State Overseas Dependent Schools

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UNITED STATES
DEPARTMENT OF EDUCATION
OFFICE OF PUBLIC AFFAIRS
(202) 732-4576

NEWS
MEDIA UPDATE

ATTENTION: EDUCATION EDITOR

July 29, 1988

A review of current programs and projects at the U.S. Department of Education. Use upon receipt.

Contact: Jane Glickman (202) 732-4307

ITEM: PRESIDENTIAL ACADEMIC FITNESS AWARDS FOR 1988 -- More than 1.3 million students across the country received Presidential Academic Fitness Awards (PAFA) this year, the U.S. Department of Education has announced. PAFA winners are students in their final year of elementary, junior high, or high school who accumulate grade averages of B+ or better and also score in the top 20 percent on a standardized achievement test. To qualify for the award in high school, students must also complete a solid core of academic courses.

Now in its fifth year, the PAFA program was initiated by President Reagan as a salute to students who have achieved excellence in their studies. Based in part on cumulative grades, the academic award serves as an ongoing incentive for students to always do their best. Another goal of the award is to foster the development of those character traits and study habits necessary for success over a sustained period of time -- such as perseverance and dedicated effort. To emphasize the importance of these traits, school principals have the option of presenting a limited number of awards to students who have demonstrated extraordinary effort but have not met all the criteria. In addition, the award is offered three times during a student's education to provide a number of opportunities for young people to improve and excel.

Recipients of the awards are from some 47,200 public and private schools that elected to participate in the program. The schools are located in all 50 States, the District of Columbia, Puerto Rico, and American Samoa. They also include schools affiliated with the Bureau of Indian Affairs and overseas schools affiliated with the Department of Defense and the Department of State. Each student receives a certificate signed by President Reagan, U.S. Secretary of Education William J. Bennett, and the school principal.

###

NOTE TO EDITORS: Attached is a list, by state, of the number of schools that participated in PAFA at each level and the number of students who received awards. For more information contact local school officials or the Department's PAFA office: 1-800-438-7232 or (202) 732-1944.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

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PRESIDENTIAL ACADEMIC FITNESS AWARDS PROGRAM

The PAFA program was initiated in 1983 to honor students who have achieved outstanding academic records. In addition, the program provides an opportunity for schools to encourage all students to achieve their full academic potential.

President Bush will continue this program, now in its sixth year as a salute to students who have achieved excellence in their studies. Based in part on cumulative grades, the academic award serves as an ongoing incentive for students to always do their best.

Awards are presented at three levels to students graduating from elementary, middle or junior high, and senior high school. The criteria for the award includes attaining.

- o B+ average; and
- o 80th percentile on a standardized achievement test; and
- o for seniors, having completed 12 credits in New Basics (English, mathematics, science, social studies, foreign languages, and computer sciences).

Schools have from April until June to determine the number of students who qualify for the awards and order the appropriate number of certificates from the Education Department. Schools will present the awards - which are signed by President Bush, Secretary Cavazos and the school principal -- to students this spring, usually as part of the graduation activities.

We hope you will find the Presidential ACADEMIC Fitness Award a helpful means of motivating students in your school district to work to their full potential in this end future years of study, and that it will be an honor to which all pupils will aspire. If you have questions, please call the PAFA office at (202) 732-1944 or (800) 438-7232.

There is no cost to schools to participate in the program.

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THE WHITE HOUSE

WASHINGTON

March 6, 1989

Congratulations! I am pleased to salute the recipients of the Presidential Academic Fitness Award for 1989.

The rewards of a good education are as limitless as the mind it helps open and as lasting as a lifetime. You are obviously making the most of your educational opportunity, and for that I commend you. You've proven that hard work and dedication do make a difference. I know this award is a source of great pride to your parents and teachers, and it should be for you as well. Your accomplishments encourage me that America's future will be in good hands.

Barbara joins me in congratulating you for this honor and in sending you our best wishes for every future success. God bless you.

George Bush

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

FAX COVER SHEET

TO : SARAH DeCAMP
The WHITE House — Rm. 129 OEOB

FROM: CHARLES KOLB.
Dept. of ED.

Name and telephone number of sender _____

telephone no. (732-5085)

No. of pages 2 including cover sheet.

Our fax number is (202) 732-1971

Your fax number is 456-2461

3/29/89

Presidential Merit Schools

($250 million for FY 1990, increasing to $500 million for FY 1993)

Purpose

- To recognize and provide cash awards to public and private elementary and secondary schools that have made substantial progress in (1) raising student educational achievement, (2) creating a safe and drug-free school environment, and (3) reducing the dropout rate.

Rationale

- Financial incentives can spur schools to rise to the challenge of meeting achievable standards of excellence.
- Demonstrated schoolwide progress in achieving excellence deserves public recognition.

How It Would Work

- Funds would be allocated to the States under a formula based on school-aged population and States' shares of Chapter 1 Basic Grants.
- Merit Schools would be selected by the States, assisted by a special panel composed of educators, parents, and representatives of business, labor, and the general public.
- The State would make its selections using criteria, including minimum criteria established by the Secretary of Education, based on a school's progress in improving students' educational performance, creating a safe and drug-free environment, reducing the number of students who drop out of school or encouraging those who have dropped out to reenter school, and other, State-determined factors.
- The State would determine the amount of each Merit School award based on State-determined criteria, including school size and the economic circumstances of the student body.
- Both public and private schools would be eligible to receive Merit School awards.
- Awards can be for any activity that furthers the school's educational objectives, including development and implementation of educational programs, purchase of equipment and materials, college scholarships, and bonus payments to teachers and administrators.
- Private schools could not use funds to support religious worship or instruction.

3/29/89

Magnet Schools of Excellence

($100 million for FY '90 and each of the three suceeding fiscal years)

Purpose

- To establish, expand, or enhance magnet schools in order to promote open enrollment through parental choice and to strengthen students' knowledge of academic or vocational subject areas.

Rationale

- When parents have educational choices, schools work harder to provide a high-quality education.
- Magnet schools have increased competition and choice and improved the quality of schools and the education of students in the districts in which they have been established.
- Magnet schools that focus on mathematics and science train future leaders in disciplines that are of critical importance to the Nation's economic competitiveness.
- Many school districts that do not qualify for the existing Magnet Schools program -- including districts that have already desegregated, districts whose enrollment is so heavily minority as to make desegregation impossible, and districts that are ethnically but not racially diverse -- will have a chance to establish magnet schools in order to expand educational choices and improve their educational offerings.
- For the existing Magnet Schools Assistance program, which funds only school districts undergoing court-ordered or voluntary desegregation, the Department's 1990 budget includes $115 million, enough to continue the existing program at its highest funding level ever.

How It Would Work

- Grants would be made on a competitive basis to school districts for academic and vocational magnet school programs.
- Grants would be available for schools offering students any aspect of the full spectrum of curriculum options. Applicants would be encouraged to submit applications for magnet schools that recognize the potential of educationally disadvantaged children to benefit from magnet schools programs and applications for magnet schools that enhance the diversity of educational offerings to students.
- Before a school district could receive an award, it would have to demonstrate that the project would not result in segregation or impede the progress of desegregation in the school district.

3/29/89

Alternative Teacher and Principal Certification

($25 Million for FY '90 only)

Purpose

- To improve the supply of well-qualified elementary and secondary teachers and principals by encouraging and assisting States to develop and implement creative and flexible alternative teacher and principal certification requirements.

Rationale

- About 210,000 additional teachers will be needed each year between 1990 and 1995, up from 170,000 per year from 1986 to 1989.
- Alternative certification provides a means for addressing teacher shortages by providing access to teaching to professionals, such as scientists and engineers, without teacher training. It allows those with management experience in other areas--such as civilian and military retirees--to pursue second careers in education.
- States that have already implemented new certification programs have experienced no shortage of well qualified candidates, and graduates generally perform as well or better than traditionally prepared teachers.

How It Would Work

- States would apply for the amount they need or an amount proportional to their school-aged population, whichever is less. The Secretary would reallocate excess amounts on the basis of need.
- Twenty-five million dollars would be authorized and allocated to the States, for FY '90 only, for a program of grants to support programs, projects, or activities that develop and implement new, or expand and improve existing, alternative teacher and principal certification requirements.
- Funds could be used for a wide variety of purposes, including the design, testing, and evaluation of different options establishing administrative structures, training staff, and developing recruitment strategies, providing support services such as mentor teachers, and developing reciprocity agreements between and among States.
- A State may carry out its program directly, or through contracts, or subgrants to local educational agencies, intermediate educational agencies, or consortia of such agencies.
- States may spend grant money over a two-year period, if necessary.

3/29/89

President's Awards for Excellence in Education

($7.6 million for FY 1990-93)

Purpose

- Provides rewards and recognition to teachers who meet the highest standards of excellence. This program is intended to give teachers an additional incentive to excel in the classroom.

Rationale

- The success of America's elementary and secondary schools depends on the Nation's teachers.
- In return for their efforts, excellent teachers deserve public recognition, respect, and appropriate financial rewards.
- Highly motivated and committed teachers not only impart subject matter knowledge, but also instill in students an appreciation of the value of education.

How It Would Work

- Each State would receive an allocation based on its share of the Nation's full-time equivalent public school teachers. Every State would receive enough to make at least one award.
- Award recipients would be selected by statewide panels named by the Governor. Panels would be composed of parents, school administrators, teachers, school board members, and business leaders. Nominations for awards may be made by LEAs, public and private schools, teachers, teacher associations, parents, parent-teacher associations, businesses, business groups, and student groups. Winning teachers would be selected by the statewide panel using criteria established by the SEA (subject to approval by ED).
- Each award would be for $5,000. There would be no restriction on how winners use the money.
- Award winners would be honored at an annual national ceremony.

National Science Scholars Program

($5 million for FY 1990, rising to $20 million for FY 1993)

Purpose

- To help strengthen the leadership of the United States in the sciences by providing prestigious scholarships to high school seniors:
  - -- to recognize students who have demonstrated the highest academic achievement in science and mathematics, and
  - -- to encourage and assist these students in continuing their studies in these fields.

Rationale

- America needs a continuing supply of talented scientists, mathematicians, and engineers to be competitive in today's world markets.
  - -- Key to our ability to develop and apply new technology.
  - -- Key to staffing and growth in industries that use advanced technologies.
- Students should know that there are immediate, tangible rewards for excellence if they continue their studies in science and mathematics at the postsecondary level.
- The high visibility, prestigious nature, and significant financial reward of the scholarships would attract the attention of educators, capable high school students, and the American public at large regarding the importance of science and mathematics education.
- Recent national test results underscore the need for new incentives to concentrate in these areas. The U.S. once held an undisputed leadership position in science and mathematics, but now our students are doing less than half as well as those in South Korea, the United Kingdom, Spain, and other countries.

How It Would Work

- States would receive grants up to $10,000 a year for each year of undergraduate study.
- Selection criteria would be recommended to the Secretary by a panel of scientists, mathematicians, engineers, and representatives of industries that use advanced technologies.
- Each State would nominate, according to the published criteria, 4 to 10 students from each congressional district in that State. The President would make selections after considering recommendations from an advisory board (30 scholarships) and from Senators and Members of the House of Representatives (540 scholarships). A total of 570 recipients would be selected.
- The President's proposal is to fund this program at increasing levels: from $5 million in 1990 up to $20 million in 1993. This would ensure that funding would be available to support National Science Scholars throughout their undergraduate study and that a new group of 570 scholars would be selected each year.

3/29/89

Drug-Free Schools: Urban Emergency Grants

($25 million for FY '90 and each of the three succeeding fiscal years)

Purpose

- This program would provide grants each fiscal year to a small number of urban school systems that have the most severe drug problems.
- This seed money would be used to develop and implement comprehensive approaches to eliminating the severe drug problems that affect an urban school's programs and students.

Rationale

- The current Drug-Free Schools State formula grant program does not fully take into account the extreme problems in urban school systems that are disproportionately affected by drug trafficking and abuse.
- Prevention and education programs that may be effective elsewhere are frequently inadequate in urban areas. More concentrated and comprehensive approaches are required.

How It Would Work

- School systems that are located in urban areas would compete for one-time awards to support a comprehensive range of services, such as:
  - -- drug education
  - -- counselling
  - -- improved school security
  - -- after-school programs
  - -- community outreach, including parent programs
  - -- alternative programs for students with a history of drug abuse or others difficult to reach in the regular school setting.
- School officials would be given maximum freedom to provide services appropriate to their needs.

Endowment Initiative for Historically Black Colleges and Universities (HBCUs)

($10 millionfor FY '90, rising to $20 million for FY '91 and FY '92)

Purpose

- In FY 1990, $10 million would be authorized under Part C of Title III of the Higher Education Act for HBCUs for endowment challenge grants. This is approximately a five-fold increase over the current amount received by HBCUs for endowments.

Rationale for Focusing on HBCUs

- HBCUs occupy a unique place in the American system of higher education. At a time when many schools would not educate Black Americans, HBCUs offered them an opportunity for a higher education.

- HBCUs today continue to play an important role. HBCUs have provided education to half of the Black engineers, 75 percent of the Black officers in the U.S. military, and 80 percent of the Black judges in the U.S.

- HBCUs are nearly evenly divided between public and private schools. The 103 HBCUs enroll approximately 220,000 students, of which nearly 90 percent are minorities.

Rationale for Endowment Funding

- Many of the HBCUs have very low endowments, and are thus financially weaker than comparable institutions.

- Endowment building is an effective way to create financial strength and long-term financial security for HBCUs.

- Many colleges and universities are able to use their endowment income to improve academic programs as well as administrative management.

- For years, HBCUs have sought, and demonstrated that they could utilize, more Federal funds than have been available.

How It Would Work

- All 103 HBCUs would be eligible to apply for endowment grants.

- As is the case for all Title III endowment grants, Federal funds would be provided to match the schools' contributions to their endowment funds.

- Federal funds would provide a dollar for dollar match to private sector contributions to the school's endowment fund up to contributions of $500,000.

- The $10 million appropriation would be set aside for HBCUs. HBCUs could still compete with other eligible Title III schools for the remainder of endowment grant funding available under Part C if they do not receive funding under the set-aside.

- All of the current Title III Endowment Program selection procedures and other requirements would apply to this new set-aside.