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OA/ID Number: 13685
Folder ID Number: 13685-006

Folder Title:
State Legislative Conference on Education 9/18/89 [OA 6346] [2]

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September 13, 1989
MONTANA

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

Good afternoon, and thank you for that kind introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is one Texan who's followed suit. And who because of your hospitality, is feeling anything but "lonesome."

For that, my gratitude. And I'd like to share a few words in appreciation. They're from Henry David Thoreau, who said, "Eastward I go only by force. Westward I go free." Those words hit home on a day like this. For it's freedom that moves the mind and spirit as you travel West from Washington.

You see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, a sampling of God's handiwork. And you're freed -- as is all the West -- to enjoy the Big Sky, meet big hearts, and dream dreams as big as all America.

As Americans, we must use that freedom wisely. By acting as stewards of this generation -- and of all the generations to come.

A few moments ago I spoke to the Montana Centennial. Where I talked of how stewardship can involve serving, and conserving, our national resources. For the great outdoors is precious, but fragile. To preserve it, we must protect it.

Now, in saying this, I'll confess: I feel like a student advising his teacher. For the West doesn't merely love the outdoors. In many ways, the West is the outdoors. You love to hunt, hike, and raft. And like me, you never met a fish you didn't like [PAUSE] . . . Of course, after my recent vacation up in Maine, there are some who say I never met a fish, period.

Stewardship can mean preserving the purity of our living environment. For America can only be as beautiful as her people are vigilant. But stewardship can also mean preserving our teaching and learning environment. For America can only be as great as her children are educated.

It's this kind of stewardship I'd like to briefly talk about. The same stewardship which brought you to Helena. Legislative members from five States. WICHE members from seven States. Sharing creativity -- and responsibility -- to help education help America.

looking to the future

We hear a lot today about education's problems. And we should. For the problems are real. A rising drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

Such answers deserve solutions. For our children's sake, and the Nation's. And the engagement of each of us. For when it comes to education, Washington Doesn't Know Best. The people do. And nowhere more than in the America where community values and school autonomy are as revered as love of country and of God. The America of Brigham Young, Mike Mansfield, and Charles M. Russell. Yes, the Great American West.

You know, behind me looms perhaps Russell's greatest picture. "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." He painted it in 1911. But it etches a moment from 1805. And it says a lot: About the West and, strangely enough, about Western education. To the right stand Lewis and Clark. Asking more of themselves than of a universe of others. And in the center are the Indians. Proud. Self-reliant. Each charting his private destiny.

For centuries, those very qualities have sustained the West. And make possible today's centennial observations. For as life was arduous in 1805, so it was in the 1880s and '90s. There were homes to be built, and villages to be created. And schools to be constructed, so that kids could learn. How did you do it? The way the West has always done it. You were independent. You sacrificed. You were resolute. Unafraid.

Let me take just a few moments to remember how it was. Not as a trip down memory lane. But as a profile in courage, self-discipline, and above all, sacrifice -- lessons as timely to 1989 as to the pioneers of 1889.

Remember, first, the schools themselves. For who could forget their names? Dry Run, Sitting Up, Crocus Hill. Or their size. Small, ofen one-room. Dirt floors. Log walls. Kids were told to keep their feet still. That way, they wouldn't raise the dust [PAUSE] . . . try telling that to kids today. And the furniture was makeshift. Students sat on boxes, or benches. One teacher took an organ, removed the keys, and built drawers under the top. Truly, a desk marked "do it yourself."

Remember, then, the kids -- remember how they sacrificed for education. For just getting to school was mission improbable. One girl had to walk three miles each way; ~~her only companions~~ were cold, frequent blizzards, ~~and~~ wolves along the road. Another two South Dakota boys had an even worse round-trip -- 24 miles. In winter, they used skis. Once at school, there might be no paper. No blackboards. Or like in Shell Creek, Wyoming, a blackboard made of two rubber boots, split open and tacked on the wall. And books? They were the Holy Grail. And often as elusive. As many as four or five kids would study from a single volume.

Pioneers, yes, and stewards. As were their teachers. Remember, too, how they sacrificed for education.

I'm sure you've heard the old expression, "Problems are really opportunities in disguise." Well, I'm sure teachers of a century ago felt there were more opportunities running around than they really deserved. Leaking roofs. Lack of drinking water. Rooms full of kids of all ages and abilities. Skunks

underneath the schoolhouse -- you can imagine what that did for student discipline. They were poorly paid -- less than $30 a month. And had little privacy, often boarded in small homes with large families. And they were supposed to double as community leader -- since the school often served as town church, community hall, dance parlor, and balloting place.

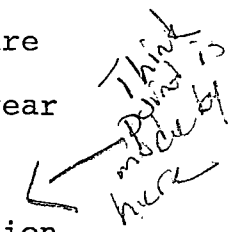
You know, there's a story about a girl in the Dakota Territory who came to school with kerosene-soaked hair: She wanted to get rid of what they used to call the "livestock." Well, the the boy behind her thought it would be fun instead to ~~get rid of her~~ hair. So he found a match. ~~He lit her hair.~~ And in the end, the girl was saved -- thanks largely to the teacher. Please forgive me, but she was "fired-up" for the occasion. See what I mean? A century ago, teachers were what the baseball term calls "utility infielder." They were expected to do it all.

Then, there were the parents. And talk about double jeopardy. They had to run a farm, raise a family, and tame a wild frontier. And if that wasn't enough, often they boarded kids from distant families -- teaching those kids, and their own -- in the home, without pay. Tough to do -- but they did it. For they, too, were pioneers. And stewards of the American West. And they knew where the future lay: In their kids, through education.

They knew, as we do, that education can carve a better life -- for that son, hoping to be a cattle man, or that daughter, hopelessly in love with the law. And that education can be the

great equalizer, and uplifter. Moreover, they knew that true learning -- the learning of discipline, and challenge -- stems not from trendy curricula or kooky courses. Instead, true learning stems from things that are always in style. Things like reading, writing, and arithematic. Like good citizenship and patriotism. Things like civility, belief in God, and "Do unto others." Things as central to the American West as football's Broncos are to Denver.

No government planner told these pioneers how to structure courses. They did it on their own. Or how long the school year should be. Or whether in Nebraska -- for instance -- the Territorial librarian could serve as superintendent of education. They decided, right here. In Montana, no Federal bureaucracy made the 1893 State legislature create a State Board of Education. Exactly a century ago, no central agency made South Dakota strengthen the compulsory education laws, advocate uniform textbooks, and add United States history to the curriculum. You didn't need Washington to know that those closest to the community best understand its priorities. Nor do you today. I'm talking about district school boards. And local residents working with each other and all levels of government: Making education the steward of our horizons as a Nation.



In a real sense, that's why you're here. For you know -- like the Centennial pioneers -- how learning can inspire. And how learning must be encouraged. And that is why all of you -- legislators, members of the Commission -- want to raise academic

standards, and increase accountability. And spur local flexbility and choice. For you know that excellence breeds achievement, and that achievement should be rewarded. And so from adult learning to K through 12 funding to rural development, you're taking that message to the community. Locally, at the grass roots. As your forefathers did a century ago. And as America must do today.

This Conference says: "We in the West will do our part." Well, I'm here to say: "We in Washington will do ours." For we, too, know our kids are America's most precious resource. And that education can be their ladder. That is why __ months ago, I sent to the Congress the "Educational Excellence Act of 1989." It seeks to invest in our kids -- and make them stewards of the future.

We're asking Congress to create a $500 million program to reward schools that improve the most. And a new Magnet Schools of Excellence Program. This program will help parents choose which public schools in their communities the students attend. And to keep students, or attract new students, it will spur all schools to do a better job. Then, there's "Alternative Certification" allowing talented Americans to teach in the classroom -- North Dakota's Louis L'Amour, for instance, in creative writing. And special Presidential awards for the best teachers in every State. And through a new initiative of National Science Scholars, we want America's kids to have a

special incentive to excel in science, mathematics, and engineering.

You know, there's a story about how a talented student was once exmained for his doctorate. On emerging the oral exam, the teacher said, "I got out of there just in time. He was beginning to ask me questions."

Well, we want our kids to ask questions -- good questions, informed questions -- and hopefully, to know the answers. We want more Louis L'Amours and Willa Cathers in literature. More Father Flanigans in religion. More Jerry Fords, William Jennings Bryans, and Mike Mansfields in government. Westerners all. This Conference can advance that dream. So can our Education Act. And so can an event which occurs next week -- the first-ever Educational Summit Conference linking all 50 Governors. We're going to talk about how to restructure education. And return more power to the people. For no lesson of the Centennial pioneers is more clear than this: Only together -- parents, teachers, students, and local school administrators -- can we truly educate America's children.

I began my remarks by talking about stewardship of the environment and of education. Well, let me close by talking about one of the great stewards of any era, the inimitable Teddy Roosevelt.

As some of you may know, T.R. is perhaps my favorite Presidents. A vital man, a visionary. And perhaps the greatest conservation President. You know the stories -- probably read

'em in your history books. About how Teddy hunted antelope. Planted forests. About how he loved the sprawling West -- America's cathedral of the outdoors.

But what you may not know is that T.R. was also a great education President. What he talked of in office -- character, discipline, duty, and devotion -- kids learned in the classroom. And the three R's were more cherished than even McGuffey's Reader.

Once, Teddy Roosevelt talked of what he termed "real success." It consists, he said, "in bearing ourselves as that your children will bless you for having done all that was in your power to bring them up to an honored name." He spoke those words in Rifle, Colorado, more than eighty years ago.

My friends, let us too "bear ourselves" as stewards of education, and the future. So that our children will bless us for what we've done. Doing right by the "honored name" of the United States of America.

Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

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NORTH DAKOTA

A GUIDE TO THE NORTHERN PRAIRIE STATE

Compiled by workers of the Federal Writers' Project of the Works Progress Administration for the State of North Dakota

AMERICAN GUIDE SERIES

ILLUSTRATED

Sponsored by the State Historical Society of North Dakota

NEW YORK

Oxford University Press

1950

Schools, Churches, and Social Currents

FOR many years education and religion in North Dakota were closely associated, for the earliest schools were organized by priests. The Scottish Highlanders of North Dakota's first white settlement—the Selkirk colony at Pembina—were a highly religious peasant people who keenly felt the absence of churches and schools in the land to which they had migrated. Their sponsor, Lord Selkirk, also felt that a church would add to the harmony and stability of the community and offered to contribute 25 acres for a church and 20 square miles for a school and mission if the Bishop of Quebec would approve a church at Pembina. The bishop acceded, and in 1818 Father Joseph Dumoulin, Father Joseph Provencher, and William Edge, a catechist, arrived to establish churches and schools and study the 'savage languages' in order to 'reduce those languages to regular principles so as to be able to publish a grammar after some years of residence.'

EDUCATION

The first school in North Dakota, at Pembina, had an enrollment of 60 children, white and half-breed, and courses in English were supplemented by lessons in planting small grains, both intended for the enlightenment of the 'savage' Chippewa. The school was conducted until 1823, when, after the determination of the international boundary, many of the Selkirkers moved north to Canada, thus breaking up the colony. The missionaries were withdrawn, and the school and chapel remained closed for a quarter century. When Father George Belcourt came to the region in 1848, he reopened the Pembina Mission and founded another at St. Joseph in the Pembina Mountains. A school conducted at St. Joseph by the Sisters of the Propagation of the Faith received financial aid from the Federal Government, the first Federal support given to education in this State.

In the early settlements of the State, a mother would often gather

the children of the neighborhood in her home for instruction, and itinerant teachers occasionally held classes in the tent cities that sprang up in the wake of the railroad. As the communities grew, residents cooperated in hiring teachers and building schools. The railroad companies assisted by shipping lumber free for schools. Between 1853 and the attainment of statehood in 1889, 1,362 schools were opened, many of them in country communities, taught by men or women who had come West to homestead. A teacher's report on one such school, sent to the superintendent of the Griggs County schools in 1886, recorded that he had taught a 62-day term, with 15 pupils enrolled and daily average attendance of $7\frac{7}{31}$; that his salary was $35 a month; and that the school building and grounds were in good condition, the former containing a 'Webster's Unabridged Dictionary, New 8-inch Terrestrial Globe, New Forms and Solids for object Teaching and Two Slate black boards.'

By 1883 two institutions of higher education had been founded in the northern half of Dakota Territory. Jamestown College, the first school in the State to offer a normal course, had been established by the Presbyterian Church, and three months later the Territorial assembly voted to found a University of North Dakota at Grand Forks. Originally a liberal arts college, this institution extended its curriculum until, in 1889, it included a law school, a college of mechanical engineering, and a school of mines. In its first year the university had an enrollment of 79; during 1948, 2,659 attended classes or took correspondence work in its 6 colleges.

Several private colleges were opened prior to 1889, and the Enabling Act of that year provided for the establishment of an agricultural college and normal schools. Like the other private institutions, Jamestown College was forced to close its doors during the financial panic of 1893. Reopened in 1909, it is now the only endowed liberal arts college in the State. The effects of the 1893 depression on the university and normal schools were accentuated by the vetoing of the appropriations for a two-year period. Weathering this crisis, the State colleges and university reached an enrollment of 2000 in 1904, and by 1936 their total registration exceeded 10,000.

Notable in educational history was the affiliation in 1905 of the university and Wesley College, a Methodist school originally located at Wahpeton. Similar affiliations were later made among other colleges, including the North Dakota Agricultural College, where the Wesley

College buildings are now used for an interdenominational school of religion.

To comply with the provision of the Enabling Act requiring establishment and maintenance of a public-school system open to all children and free from sectarian control, the first legislature set up an education department administered by three branches—a State superintendent, county superintendents, and district boards. It also created a tuition fund from the proceeds of school lands, supplemented by poll taxes, school taxes levied by general law, and all fines for violation of State statutes. The money from these sources was made available to all schools in which the English language was taught.

The school lands to which the law referred were received by the State in accordance with the plan of the Federal act of 1785 granting each new State carved from the Ohio Territory section 16 of each township for public school support. For North and South Dakota, under the Enabling Act, this grant was doubled, giving the schools one eighteenth of all land surveyed. Town site boomers and speculators in other States commonly took advantage of school land grants to buy property at prices far below the actual value; but in the Dakotas they were forestalled by the alert Territorial superintendent of schools, W. H. H. Beadle, who incorporated into the constitutions of both States the provision that school lands might not be sold at less than $10 an acre and might be leased as hay or grazing lands but not for cultivation, and that the title of western coal lands included in the grant must always be retained by the State. Similarly guarded were 750,000 acres of land granted to other educational institutions. So successful was Beadle's plan that it has been adopted by almost every other State admitted to the Union since 1889.

At the State School of Science at Wahpeton, opened in 1903 as a trade school and junior college, two methods of industrial education have been originated, the Babcock plan and the North Dakota plan, both of which have attracted the attention of educators throughout the United States. The former provides for the establishment of three departments within the school—a trade school, a junior college, and a business school—each of which, by a plan of interaction, is made to serve the others. The North Dakota plan, evolved to solve the problem of providing industrial education in an agricultural State, concentrates all trades education in one school, with the exception of night courses offered at other points in the State under the supervision of the school of science.

A second junior college was established in 1925 at the school of forestry in Bottineau, and the Bismarck Junior College was established in 1939. Devils Lake also has a junior college now.

Fifty-nine parochial schools, most of them maintained by either the Roman Catholic or the Lutheran Church, offer grade and high-school work and are governed by the State department of public instruction.

Under the supervision of the board of administration, the State supports a school for the deaf at Devils Lake, a school for the blind at Bathgate, and an institution for feeble-minded at Grafton. The board also has jurisdiction over the hospital for the insane at Jamestown, the training school for delinquents at Mandan, the penitentiary at Bismarck, and a sanatorium at San Haven. Several semi-public homes and orphanages are operated by churches and other organizations.

It is compulsory for all children between the ages of 7 and 15 to attend school, and a student who has not completed the eighth grade must continue in school until he is 17 years of age. Agriculture is a compulsory course in public schools. Free textbooks are provided for rural schools, and uniform texts are prescribed for all public schools.

A school census taken in June 1947 showed North Dakota to have a school-age population of 115,070, of whom 112,629 were enrolled in public schools.

Indian children are given grade and high-school education and vocational training in special schools at Fort Totten, Fort Yates, Elbowoods, Belcourt, and Wahpeton. Preservation of tribal arts, including beadwork and pottery, is encouraged.

The North Dakota educational system is greatly influenced by the agrarian character of the State. Because children are needed for farm work, most of the country schools are not opened until October and sometimes operate for a term of only eight months, as against the nine-month term in city schools. A survey made in the winter of 1923–4 showed a sharp decline in attendance records in rural schools, and consequently legislation was enacted providing free transportation for pupils living more than two and a half miles from school. The legislation affected two fifths of the rural school population and resulted in improved attendance in elementary schools. The one-room school is still the most common type of educational institution in the State, although the number of consolidated schools is being increased annually. Sixty high schools, including the Benson and Walsh County Agricultural Schools, receive Federal aid through the Smith-Hughes Act, which provides funds for vocational training and courses in agriculture. This act

also enables the North Dakota Agricultural College in Fargo to operate extension service and experimental stations, and to provide a state-wide educational program for farmers.

Reading facilities in public schools were improved by the 1911 legislative appropriation of $25 to each school district for a permanent school library. In many communities these school libraries, supplemented by the loan services offered by the State educational institutions and the traveling libraries of the State library commission, are the only sources of reading material. The first public library in the State was opened in 1897 in Grafton by a group of clubwomen, and many other towns have received similar benefit from the efforts of women's clubs to build up library collections.

RELIGION

Through the influence of three prominent men in the Red River settlement—Joseph Rolette, Norman Kittson, and Anton Gringas—Father Belcourt was able to maintain his Pembina Mission, establish another at St. Joseph, and extend his work west to the Turtle Mountains. He held services for Indians and hunters alike.

Meanwhile, Protestantism was introduced into the State by James Tanner, a half-breed interpreter from the Cass Lake (Minnesota) Reservation who had become a Baptist minister. At his request, Reverend Alonzo Barnard came from the Presbyterian mission at Cass Lake to Pembina and St. Joseph late in 1848. Barnard remained only a short time, being succeeded in 1850 by a young Baptist missionary, Elijah Terry, who was killed by hostile Sioux as he was cutting logs for a chapel. The following summer Barnard returned, accompanied by his wife, David Spencer and his family, and John Smith. Despite severe misfortune, including Mrs. Barnard's death from pneumonia, and the death of Mrs. Spencer, who was pierced by an Indian arrow as she stood in the window of her cabin with her baby in her arms, the mission was kept open until 1858.

Except for occasional visits by priests and ministers from Canada to the Pembina settlement, there was little further religious activity in North Dakota until 1871, when the Presbyterians again sent a minister into the Red River Valley. Oscar H. Elmer, who received the appointment, drove up and down the valley in a homemade cutter and was the first to conduct church services in many of the pioneer towns, including Fargo and Grand Forks.

When the Episcopal Church decided to send a missionary into the newly settled territory, the board, guided by the stories it had heard of Dakota winters, recalled Reverend Robert Wainright from his mission in Labrador, feeling that his experience there should have qualified him to serve in Dakota. Mr. Wainright took over the northern half of Dakota Territory and raised funds to carry on his work by appearing in Labrador costume and giving exhibitions of his skill with a 40-foot whip, with which it is said he could flick water out of a glass.

As settlement increased, other church groups sent missionaries and ministers. At first, services were held in homes, schools, or tents, and often a building used during the week as a saloon or gambling hall would become a place of worship on Sunday. The ministerial duties frequently included janitor work, and since the remuneration usually consisted of donations from the parishioners, many of the ministers supplemented this income by operating small farms. The hardships of pioneer days led to much resourcefulness on the part of early churchgoers. Gopher tails were saved and placed on the collection plate by those who had no cash to give, for the church could then claim the three-cent bounty on gophers offered by the State. As communities grew, new church buildings were erected, until now some of the most notable structures in the State are churches. Religious colonies came to North Dakota to settle, and Mennonite, Dunkard, Moravian, and Mohammedan are among the approximately 25 creeds represented in the State. Most influential are the Lutheran (due to the large number of Scandinavian settlers) and the Roman Catholic.

The actual number of churches is decreasing as parishes are enlarged, and in smaller towns and rural sections the consolidation of churches has been found practical.

SOCIAL CONDITIONS

A movement in 1915 for increased social legislation resulted in the passage of mothers' pension, juvenile court, and old-age pension acts, and in the abolition of capital punishment except in the case of a convict already serving a life sentence for murder.

In contrast to the general trend of prison populations throughout the United States, that of the North Dakota penitentiary has steadily decreased. Today there are 225 at the penitentiary and 30, committed for misdemeanors, on the prison farm.

Impetus was added to the program against juvenile delinquency in

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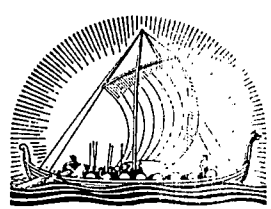
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Compiled and Written by the Federal Writers' Project of the Work Projects Administration for the State of Montana

AMERICAN GUIDE SERIES

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THE VIKING PRESS · NEW YORK

MCMXXXIX

Education, Religion, and Social Welfare

WHEN two messengers of the Flathead Indians returned to their people in 1840, bringing Father Pierre Jean de Smet from St. Louis, they introduced the learning and faith of an accomplished Jesuit missionary. Father de Smet called two priests into service with him. In 1841 they founded St. Mary's Mission in the Bitterroot Valley, one of the first efforts of the "Black Robes" toward establishing an instructed and pious society in Montana.

Education

Schools were started at Bannack and Nevada City in 1863; it is uncertain which was first. Lucia Darling, a niece of Sidney Edgerton, first Governor of the Territory, taught at Bannack and Kate Dunlap at Nevada City.

"Bannack," wrote Miss Darling, "was tumultuous and rough, the headquarters of . . . highwaymen, and lawlessness and misrule seemed the prevailing spirit . . . But . . . many worthy people . . . were anxious to have their children in school. I was requested to take charge. . . ."

Miss Darling opened the school in October in a room of her own home, the pupils using any books they owned or could borrow from neighbors. Twenty children attended until late fall, when sessions were suspended because of cold. They were resumed in the spring, and the following summer Bannack built a log schoolhouse, which still stands.

Thomas J. Dimsdale, an Oxford graduate who had come to the mountains seeking a cure for consumption, taught school at Virginia City in the winter of 1863–4. Dimsdale, author of *The Vigilantes of Montana*, was a scholar and his school a good one, according to the diary of Granville Stuart. All the town children attended, paying tuition of $2 a week.

An Indian boarding school, the first of its kind in the Northwest,

opened in 1864 at St. Ignatius, where a Jesuit mission had been organized ten years earlier. Sisters of Providence from Montreal traveled by way of New York, the Isthmus of Panama, San Francisco, and Vancouver to become its teachers, crossing from Walla Walla to St. Ignatius on horseback.

Between 1865 and 1875, numerous Catholic and other private elementary schools were opened for both white and Indian children. Subscription wholly or partly supported many early schools, including those at Helena (January 1865) and at Bozeman (1865–66). The Bozeman school was housed in the back room of a log cabin; the earth made a convenient floor for the half-dozen marble-playing pupils, who could scratch rings in it with a stick.

By an act of the First Legislative Assembly, in 1865, a school system was established for the Territory. Virginia City, the first community to organize a school district under the law, opened a public school in March 1866 in the Union Church, a log building. Other towns followed its example. The first formal report of the Territorial school commissioner (1868) showed 2,000 pupils, 25 organized districts, and 15 schoolhouses.

Judge Cornelius Hedges, a lawyer who came to Montana from Massachusetts in 1864, is credited with organizing the Territorial school system. For five years after his appointment as Superintendent of Public Instruction in 1873, he traveled by stagecoach and horseback over an area eighteen times as large as his native State, visiting and establishing elementary schools of high standard.

In 1893 the State legislature created a State board of education. The State College at Bozeman began its work in the same year, and the State University at Missoula opened two years later. These two, together with the State Normal College at Dillon (1897) and the Montana School of Mines at Butte (1900) were combined to form the University of Montana in 1916. The Eastern State Normal School at Billings and the Northern Montana College at Havre later opened as units of the university.

Free county high schools, which were not provided for in the original school system, were established in 1897 in response to public demand for adequate and widespread educational facilities.

Numerous secondary and college institutions were privately sponsored, particularly before the full development of the public school system. Montana Collegiate Institute at Deer Lodge, which offered a course of study extending from primary grades through college, was founded by subscription in 1878. Four years later it was taken over by the Presbyterian Church. The Methodist Episcopal Church established Montana Wesleyan at Helena in 1888. In 1923 the two institutions merged to form

Intermountain Union College. The Billings Polytechnic Institute, emphasizing practical vocational training, was founded by Lewis T. Eaton and his brother Dr. Ernest T. Eaton in 1907. The institute is supported by an endowment fund, and employment of students in the school shops and on the school farm is part of its program *(see BILLINGS)*. Intermountain Union College moved to the Billings Institute campus when the earthquake of 1935 damaged its buildings so seriously that they had to be abandoned. The two institutions, however, maintain their separate identities.

Carroll College at Helena was established as Mount St. Charles College by the Catholic Church in 1909, and renamed in 1931 in honor of the late Bishop John P. Carroll. A college for women, St. Mary's Institute at Great Falls, and parochial grade and high schools in the principal cities are also maintained by the Catholic Church.

Professional enthusiasm among teachers was evident as early as 1882 when the Territorial Teachers' Association was organized at Helena. This organization was the forerunner of the Montana Education Association which today brings school problems before the public and takes an active part in shaping educational policy.

A war orphans' educational fund was established by law in 1937, to provide educational opportunities for children of sailors, soldiers, and marines who were killed in the World War or who died from other causes between April 1917 and July 1921.

According to data issued by the U. S. Office of Education, Montana has 3,250 public elementary schools and 215 public high schools (1933–34). Approximately 2,000 of its schools are the one-room rural type, but there is a gradual trend toward consolidated schools and transportation of pupils at public expense. Attendance figures show 76,500 public school pupils; 8,000 private and parochial school pupils.

Adult education is gaining momentum and several high schools have night school terms of six weeks during the winter months. Courses in practical and cultural subjects are given; Diesel engineering is particularly popular, as are also courses in business, home economics, and home nursing. The rehabilitation division of the State department of public instruction is in charge of work in adult education, special schools, and agricultural and vocational education. In 1938 the adult education program of the Works Progress Administration got under way in Montana, with classes in Butte, Missoula, and other cities.

Religion

For years the only ministers in Montana were the dozen or so Jesuit priests connected with the missions at St. Mary's and St. Ignatius among the Flathead, and at St. Peter's among the Blackfeet. Protestant missionaries, lacking the black robes and other habiliments that impressed the Indians, were rejected, and went on to Washington and Oregon.

But with the gold seekers, Protestant "sky pilots" came to stay. Methodist, Baptist, and Presbyterian ministers established churches at Bannack and Virginia City in 1864. This followed a period of preaching in saloons, dance halls, and gambling houses, where roulette wheels, card tables, and other paraphernalia were pushed aside to let the "brimstone busters" hold forth. Bishop Daniel S. Tuttle, Episcopalian, was eminent among the clergy of this period. He worked from 1867 to 1880 in the rapidly spreading mining camps, and displayed great organizing ability.

At the same time the Catholic fathers set up white missions at the mining camps, expanding their districts as the need arose. The group of Catholic missionaries of this period included Father Mengarini, who mastered the difficult Flathead language and compiled an Indian-English dictionary; Father Point, co-founder of St. Mary's, who pleased the Indians by painting their portraits; Father Giorda, superior of the Montana missions during the difficult gold rush days; Father Kuppens, who founded the church at Helena; Father Palladino, historian of the Church in Montana; Father Ravalli, and Father de Smet, the most distinguished of them all. The first secular priest was Father de Ryckere, who founded a mission at Deer Lodge and traveled on horseback from mining camp to mining camp over a large district.

In all the early chronicles respectful mention is made of the physical vigor of the pastors. Many eastern candidates for missionary service preferred East Africa or China to frontier Montana, which may explain why the pioneers admired the few who chose to live with them. These clergymen were always ready to ride a hundred miles in any weather to help those in distress, and equally ready to bury an executed desperado. They married and buried, built log churches with their own hands, and assumed full responsibility for the relief of suffering. Frontiersmen who professed no creed responded willingly when such men asked for money or other aid. Many early accounts of the deaths of ministers say merely, "he sickened and died," and make but scant mention of the hardships that contributed to their sickening.

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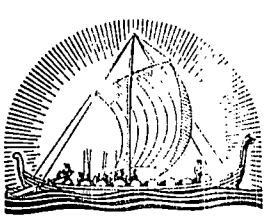
A GUIDE TO THE CORNHUSKER STATE

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Compiled and Written by the Federal Writers' Project of the Works Progress Administration for the State of Nebraska

AMERICAN GUIDE SERIES

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THE VIKING PRESS · NEW YORK

MCMXXXIX

Education and Religion

THE pioneer missionaries among the Pawnee and Oto Indians were also the first teachers in early Nebraska, as in other frontier sections. Moses Merrill, a Baptist, preached Nebraska's first sermon at Bellevue in 1833; in the following year the Reverend Samuel Allis arrived to work among the Pawnee for the next ten years. By 1837 the Baptists had established a mission school on Blackbird Hill for the Omaha, and in the following year Father Pierre Jean de Smet began his thirty years of service as a missionary to the Indians of the Platte and Upper Missouri Valleys. These men taught the Indians Christian theology, farming, and the rudiments of elementary education.

Education

White people were few in number prior to 1854 because of Federal restrictions, but a school had been established at Fort Atkinson (military post and first Nebraska town) as early as 1820, and the first school for white children outside of the fort was opened at Bellevue in 1849. Other schools were set up here and there through the sparsely settled country in cabins and dugout. Teachers were paid their small wages by the parents, and the youngsters bent over the few available books—McGuffey's readers, Roy's and Webster's arithmetics, and dog-eared spellers.

The first Territorial Legislature in 1855 enacted a free school law, providing for school districts and school boards. Teachers were examined by the school boards, and amusing stories are told of these examinations. After 1869 when a change was made in the law, elected county superintendents examined the teachers. The Territorial librarian served as superintendent of education. Plans were also made for high schools and colleges. The former, however, were not free, and what little secondary education existed was confined to the cities in the eastern part of the State and financed privately and locally.

During the first Territorial decade, 1854–64, the legislature showed great enthusiasm for chartering colleges which, for the most part, existed

only on paper. Nemaha University at Archer, one of the so-called "paper colleges," never materialized because the town itself disappeared. Nebraska University at Fontanelle, Simpson College at Omaha, Brownville College at Brownville, existed for only a short time. More fortunate was the Peru Seminary and College, which was chartered in 1860 and is still a State teachers' college. In 1864 the Territorial legislature set stricter standards for founding colleges.

The Enabling Act, passed by the National Congress in the same year, carried provisions for liberal grants to encourage education in the new State. These included absolute grants of the sixteenth and thirty-sixth sections in every township for the support of common schools, and seventy-two sections for the use and support of a State university. Five percent of the proceeds of all sales by the National Government of land within the State (minus incidental expenses) was set aside to defray the expenses of common schools. Approximately 1,600,000 acres of this school land still remain and are now owned by the State. Its sale is prohibited by a law enacted in 1897, except for school, church, and cemetery purposes. The first State legislature (1867) made Lincoln the capital of Nebraska, and authorized the establishment of a State university in that city. Twelve acres of land and $100,000 were set aside, and the cornerstone of the first building was laid in 1869.

The present educational system—embracing elementary and high schools, colleges, and institutions for groups requiring special training—has grown from these beginnings. A measure of its effectiveness may be seen in Nebraska's literacy rating which is equalled by that of only three States and excelled by only three.

The elementary school system is thorough and comprehensive. The public primary schools take care of 192,000 children, approximately 98 percent of the children between the ages of seven and thirteen, while 22,500 pupils are enrolled in private and parochial primary schools. The rural school system functions through 6,040 school districts. The one-room, one-teacher "country schools" are still common, but the trend is toward consolidated schools with bus transportation for pupils. More than 220 busses are now in use, carrying the children to and from the 59 consolidated schools and 26 rural high schools.

High schools were not free until 1875, when the State constitution included them in the public school system. Thereafter they developed rapidly, especially in the last decade of the nineteenth century. Today the State has approximately a thousand high schools, of which 750 are public, and the remainder either parochial or private.

The University of Nebraska opened in 1871 in a single building, with a chancellor, a faculty of four, and twenty students. Today it includes ten colleges: arts and sciences, graduate, engineering, law, teachers, pharmacy, business administration, and dentistry at Lincoln; agriculture on a separate campus nearby; and medicine at Omaha. Connected with the College of Agriculture are experiment substations at North Platte, Mitchell, Valentine, and Alliance; the fruit farm at Union; the State serum plant at Lincoln; and a secondary school at Curtis. The total student enrollment for the university (1935–36) was 11,000, with a faculty of approximately 325.

The State has a well distributed system of modern library facilities. The Nebraska Public Library Commission, with headquarters in the Capitol at Lincoln, circulates books to every part of the State, supplementing local library service. The State Library, which has been developed chiefly as a law library, is considered one of the best of its kind in the country. Public libraries are maintained in the larger towns and cities. A recent study shows that 63 percent of the schools in 79 of the 93 counties also have libraries.

Teachers are trained at the four State normal colleges at Peru, Chadron, Wayne, and Kearney. The following institutions provide education and care for special groups: The Nebraska Institution for Feebleminded at Beatrice, the Nebraska School for the Blind at Nebraska City, the Nebraska School for the Deaf at Omaha, the Girl's Training School at Geneva, the State Industrial School at Kearney, the Nebraska Home for Dependent Children at Lincoln, and the Orthopedic Hospital at Lincoln.

Chief among the seventeen denominational colleges, in alphabetical order, are: Concordia College (Lutheran), Seward; Creighton University (Roman Catholic), Omaha; Doane College at Crete (under both Congregational and Protestant Episcopal control); Hastings College (Presbyterian), Hastings; Hebron College and Academy (both Lutheran); Luther College at Wahoo; Midland College (Lutheran), Fremont; Nebraska Wesleyan University (Methodist), Lincoln; Nebraska Central College maintained by the Society of Friends, Central City; Union College at Lincoln (Seventh Day Adventist); and York College (United Brethren).

Religion

Nebraska's religious history began when Moses Merrill, a Baptist minister, preached the first sermon in Bellevue in 1833. He was authorized by the Baptist board to build a "dwelling house and a school," the cost to

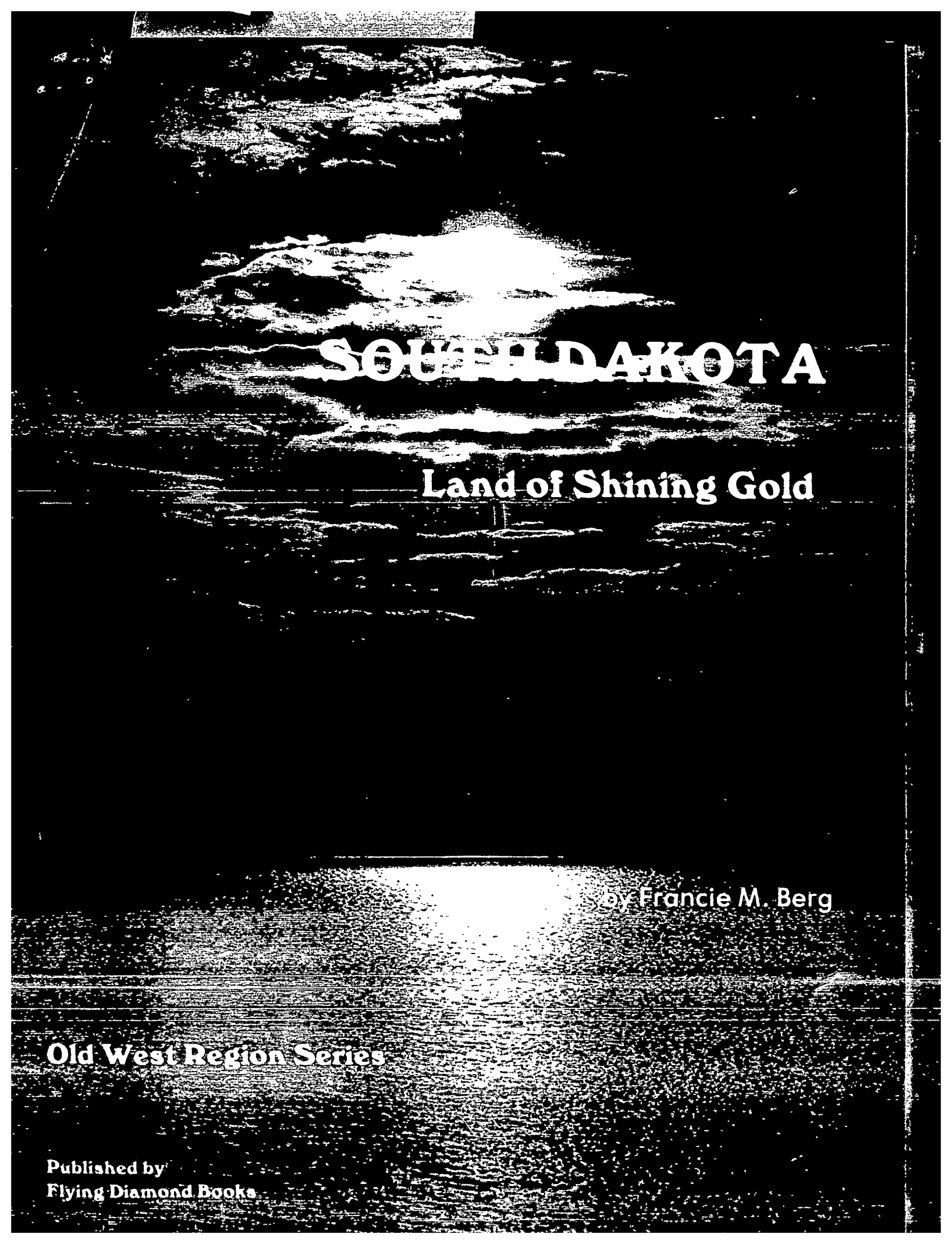
be $500. The missionary priest, Father de Smet, and ministers of other faiths (as has been noted) also came during the 1830's primarily to teach the Indians. But during the years immediately following the opening of the Nebraska Territory (1854), the chief denominations began to establish churches among the white settlers.

For a time missionary zeal charted the course of religious history, but it was mainly influenced by immigration, since racial and national groups in general maintained their native religious affiliations. The first missionaries in Nebraska were Baptist, Congregational, Presbyterian, and Catholic, all arriving in the period between 1833 and 1840.

The largest single church group is the Roman Catholic with a membership of 154,889. Next in membership are the Lutheran with 121,916 and the Methodist Episcopal Church with 92,820. Total membership of all other Protestant groups is 406,664. This comprises the Presbyterian, 33,343; Disciples of Christ, 26,182; Congregationalist, 20,977; Northern Baptist, 19,145; Protestant Episcopal, 12,726; and all other denominations (including the Jewish), 79,555. Thus Nebraska's total church membership is 561,553.

The first Catholic Mass was celebrated in Omaha in May 1855 by a priest from Saint Joseph, Missouri. Two years later Nebraska was designated as a separate apostolic vicarate. When the first vicar, the Right Reverend James O'Gorman, was consecrated in Omaha on May 8, 1859, he found only two clergymen in the territory, serving three hundred families along the eastern river towns. Growth was quick, however, and four years later the Catholic population numbered about 7,000, including Indians. Catholic organization of the region south of the Platte River kept pace. The first Mass in Lincoln was celebrated at the home of Blacksmith John Daly in 1867. In that year Gov. David Butler gave three lots at Thirteenth and M Streets for the erection of the first Catholic church in the city. When the Burlington Railroad built its right of way westward in 1871, the Reverend William Kelly of Lincoln followed the construction gangs, which included many Catholics. By 1887 the South Platte region had been made into an independent diocese. Many Catholic groups came to Omaha and farther West into Nebraska at this time, and special impetus was given to the Church's growth by the Irish Catholics who settled in Greeley County in 1879.

Pioneer work for the Lutheran faith began when the Reverend H. W. Kuhn, Trinity Lutheran missionary, came West from Pittsburgh, Pennsylvania, in 1858 and preached the first Lutheran sermon in the front room of the Bates House, Dakota City, in November of that year. At about the


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A claim cabin school in 1908.



Early schools were dark, with makeshift desks and benches.

School—as soon as possible

As families arrived they struggled to organize schools. Parents often made great sacrifices to get their children educated.

Immediate problems were to find a willing teacher, obtain a building within traveling distance, and to raise the teacher's salary. These problems were sometimes all solved at once: a mother might be persuaded to teach the neighborhood children and her own, in her home without pay. Sometimes she would board children from distant families as well.

First terms were usually short, as little as six weeks. Bachelors often lent their claim shacks for schools—this would count as residence time for them while they went elsewhere to work.

In schools with dirt floors, children were instructed to keep their feet still so they didn't raise a dust. Teachers used the red building paper lining the walls for a blackboard. Furniture was makeshift. One teacher said her desk was made from a parlor organ with the keys taken off and drawers built under the top. In one school, says an early settler, "We sat on boxes, benches and odd chairs around a big rough board table with all the old books we could find piled in the middle. Teacher divided the pupils into three classes, A, B, and C—according to size, I believe."

The first school in South Sioux Falls was a shed-roofed shanty which leaked in the rain so "the scholars huddled together in the northwest corner of the room, the one dry spot." Students there sat at long benches on either side of two long tables held up by two-by-four legs. Games played were Crack-the-Whip, Pull-Away, Anti-Over, and One-Old-Cat. A stout tree branch and homemade ball started a ball game.

The first regular school house in Dakota was said to be at Bon Homme in 1860. It was built of logs, 14 x 15, with a dirt roof and one window. Desks were part of an old wagon box with three-legged stools for seats.

Her first school, says a Jones County pioneer, was an 8 by 10 claim shack with dirt roof. "We had to move the planks to get out the door, therefore we never had recess. The teacher had her bed and other articles in one end of the shack. We all had different books—just those we could find around the home. As many as four or five would study out of one book. There were no blackboards and we had no paper to write on." When school was held in a home, a tarp or curtain was stretched across one end for family privacy.

In the Bretton district near Pierre in the early '90's, school terms began in November and lasted till March. These would be two terms, with an average of 50 days taught each term; the teacher was paid $30 a month.

Schools often had distinctive names: the Sitting Up school; the Dry Run; Crocus Hill; the Black Shack.

Many children walked or rode long distances to school. One girl who walked three miles said it was often dark when she reached home. The gray wolves would howl along the trail in a bloodchilling sound for her. Two boys walked twelve miles to and from school each day. In winter they used skis and ran a trapline on the way, so if they caught something they'd be late. If the "something" was a skunk, they'd be shunned for the day.

Teachers who rode or drove horses would often pick up students on the way. Horses could be hard for children to control. One Highmore youngster rode a horse named Buster. "He would gallop so fast he wouldn't even slow up for the corner and a couple of times dumped me there—then he'd go back home with my lunch still tied to the saddle. I would walk the other half mile to school."

Two Corson County girls, ages 8 and 10, had a difficult time getting the six miles to school, but a mother determined for them to get an education. They rode horseback along the river. The teacher remembers it often took them until noon to get warm in winter, and she'd let them go early so they wouldn't have so far to go in the dark. One spring the horses had to swim the Grand River in freezing waters. Another time the horses refused to cross, so the girls had to go far around to the bridge. They were so late that their mother took a lantern and went on foot to look for them.

Cold weather and blizzards were constant winter worries for parents. One woman remembers "how cold we got facing that cold northwest wind coming home from school. The horses were cold and anxious to get home to water and grain, and they would run all the way home which only made it that much

colder. My feet and legs up to my knees used to feel like stumps when I'd get off my horse at home. How we all suffered from Chilblains."

Children were cautioned to trust a horse's sense of direction. Stories like the following are common:

> **One foggy day, after the children started home, darkness set in. The ground was covered with snow, there were very few fences, only poor roads and trails, and the children became lost. About six miles west of Stamford, the buggy dropped into a hole that caused a wheel to break off. The girls rode the horse and the boys held onto his tail and the horse took them home. In the meantime, Mr. Kusick was driving his team and wagon over the prairie holding a lantern in hopes the children would see the lantern light through the fog, but they never saw it.** [73]

Children were often boarded in homes close to school. Sometimes the mothers moved into town for school term. One family waited until they had five children ready for high school, then sent them all at once into Murdo. High school children often worked for board and room with a town family.

Many teachers were true frontier heroes. Whatever the situation, they were expected to cope: leaky roofs; lack of books; skunks under the schoolhouse; carrying drinking water; rooms full of children of all ages and abilities; keeping the school warm with cow chips; walking miles to school; boarding without privacy in small homes with large families; providing the community with a lively social center.

A Willow Row school teacher in Duel County is remembered as a born teacher, much loved by her students. Says one, "You just had to learn your English when Maria was at the helm. How could you forget her, 'Uffda, how can you be so dumb?' "

Some teachers had little training for their work. If they passed the teacher's exam at the courthouse, they were qualified. At first there was no regular grading system; children were passed according to how many books they completed in reading, arithmetic, geography and history. Sometimes a change of teachers meant pupils were put back to the beginning of their learning.

A Hyde County teacher began teaching in 1901 at the age of 17 on a permit since she was not old enough for a certificate. Her first school was of rough lumber with homemade desks and benches, with 12 pupils, on a salary of $25 paid by warrants worth only $22.50 in cash. The farm where she boarded was 11 miles from school; she drove a horse and cart each morning and evening. At 18 she got her second grade certificate and earned the top available salary of $50 a month, of which she paid $10 for room and board. Another teacher in the same locality earned $45 and paid $20 a month for board and room. Men teachers were customarily paid $5 or more above women teachers.

The teacher often had to discipline unruly students who were bigger, stronger and perhaps older than herself. A certain town was noted for its tough school. In 1907 it had three rooms with about 100 students. Says a former student:

> **Hardly any two families had ever gone to school together before, as they came from all over the U.S. and were all nationalities. There were several roughnecks and the others soon got to be that way, as each had to do his own fighting. I often think of Carrie Brackett and the odds she had, how hard she worked to start us right, and how little she accomplished. Several boys who grew up in this country were young cowboys, and handy with a rope. Harry Gage could (and often did) rope a kid across the room and jerk him out of his seat, if the teacher turned her head or left the room. At noon and recess, they'd rope and tie down as many boys as they could and the teacher would have to go out and untie them when school was called. I don't understand why the teachers didn't just cut the ropes instead of untying them, but maybe they were scared of the big boys.** [74]

Other students trapped skunks under a country schoolhouse. "One day they released a trapped skunk and chased it around the schoolyard. The teacher came out and killed the skunk with a baseball bat and the skunk let loose—smelling up the school for many days."

An early school at Harrold had as many as 68 students for one teacher in 1886, all crowded into one room. Most came from different states, bringing different books (when they had books at all) and having been taught by different standards and divided by different grading systems.

Schools were frequently the scene of practical jokes. Near Chamberlain pioneers remember a girl with long curls who came to school one day with kerosene-soaked hair "to get rid of what they used to call 'livestock.' Franklin Johnson sat behind her and he thought it would be a good joke to touch a lighted match to her hair. This he did and at once her head was in flames, but Franklin jumped up and pulled her head inside his coat and smothered the flames and probably saved her life. But this did not save him from a sound beating from Eustace Ward, the teacher."

Small pleasures were remembered, too. A Jones County teacher tells of her excitement in finding a tree leaf on the way to school. "Now, there was not a tree for miles and miles, I took it on to school and I held it behind me and asked the children to guess what I found. No one could think of a leaf. Well, I put it in a book and pressed it. It was a novelty in that part of the country. I kept it for years until it finally crumbled and was no more a leaf."

In most communities, the school was the social center. The entire community would crowd into the school for school programs, basket socials, church services, debates, spelling bees and dances.



Perkins County teacher had 24 students of all ages.

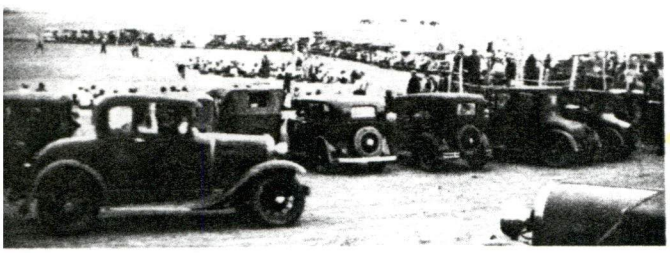


These girls trained their heifers to the saddle.



Shelter of canvas and boughs shades this neighborhood gathering.

The Happiest Days



Baseball game at the Grand River Bridge near Morristown.



A wintertime bobsled party.

Bicycle riding on a Sunday afternoon.



SALEM HELD A SPELLING CONTEST benefit in the 1890's, with a fine gold watch donated by businessmen to be awarded the winner. While on her way to the festivities, Miss Kibbe was asked what she thought of her chance to win. She said she thought she had a good chance if she didn't have the word "threshold." She had never spelled it correctly in a public spelling match, but it was the only word she had ever missed. As the contest proceeded, all the spellers were eliminated except Miss Krebs and Miss Kibbe, when the pronouncer turned to Miss Kibbe and gave the word "threshold." She hesitated; her face turned red; then she started to spell "t-h-r-e-s-h." She stopped, became more embarrassed, and in a high pitched voice said, "h-o-l-d," and Miss Krebs won the match—and the gold watch. [92]

WOMEN GOT TOGETHER FOR QUILTING BEES and to cut carpet rags for rugs. They had taffy pulls, popcorn and watermelon parties. [93]

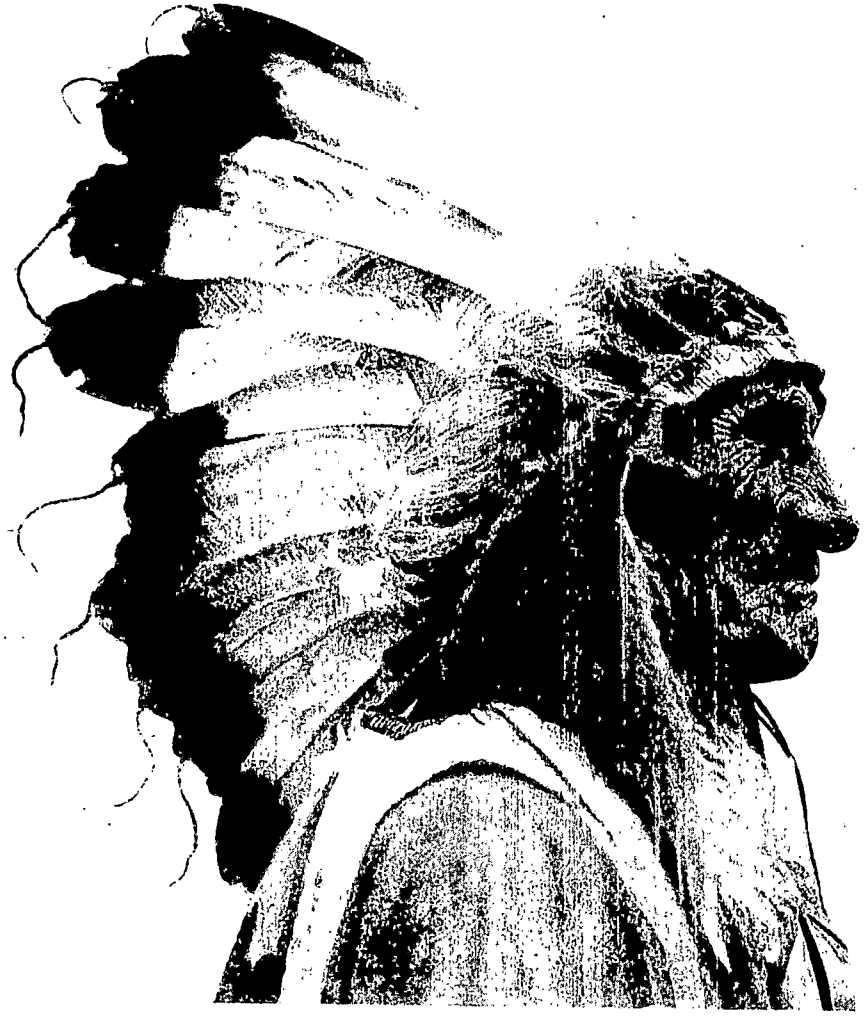
WE HAD SKATING PARTIES on the Jim River, with huge bonfires. At Verdon we built a good skating rink from the artesian well runoff at the west edge of town. Every evening it was flooded over with water from the well and the next morning the surface was like glass. A long bench with high back which could be turned into the wind made a comfortable place with fur coats, robes and bonfire. We could enjoy hot coffee and donuts, skate to harmonica music and sing. [94]

ON SUNDAY AFTERNOONS there was a lot of baseball and bronc riding. [95]

THE BASEBALL FIELD was somewhere near the Fast Horse cabin as I remember. It seemed like any summer Sunday afternoon, two teams of nine players each would gather to have a game with others sitting on the grass to watch and cheer. [96]

BRANDING WAS A TIME WHEN FUN and work combined. The men branded; women fixed a big meal and in the afternoon had a quilting bee or canning session. [97]

A MAN WITH A RACE HORSE CAME THROUGH TOWN and the town sports matched his fine looking trotter with a small mare which Taft, a homesteader, used for hauling swill to his hogs. Lots of money was bet on the race. The Taft mare won. The owner of the trotter said he did not mind losing the race but felt disgraced at having his horse beaten by a swill horse. In another horse race there were five entrants for the half-mile dash. Four were conditioned and groomed for the race; the fifth was Blaze Face Doc, a farm horse used on a 4-horse plow team. On the home stretch Doc was bringing up the rear, when the lead horse bolted off the track and the other three followed. Faithful Doc galloped on, the only horse to pass the judges' stand. The announcer shouted, "We hereby declare Blaze Face Doc winner of the first, second and third money, and order him turned out for month in the finest pasture in Brule County." [98]



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SOUTH DAKOTA

A GUIDE TO THE STATE

Compiled by the Federal Writers' Project
of the Works Progress Administration

Second Edition Completely Revised
by

M. LISLE REESE

AMERICAN GUIDE SERIES

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Education and Religion

EDUCATION

THE early settlers of South Dakota believed no community was complete until a school had been built and a teacher engaged. The first school building was erected by public subscription in Bon Homme County in 1860; the school operated only three months, however, because the building had to be torn down when more logs were needed in a stockade for protection against the Indians.

The second school was built at Vermillion in 1862, by soldiers of Company A., U.S. Cavalry, following a public meeting called by Capt. Nelson Miner to discuss the needs of the frontier community. The 16x20-ft. structure was erected at the foot of Ravine Hill, and one of the soldiers, Amos Shaw, was assigned to teach the eight pupils. Indians peeped in the windows, but there was no trouble. The first permanent schoolhouse in Dakota Territory, the old log building, served also as the town's first church, community hall, and balloting place. A marker is at the original site, and a reproduction of the schoolhouse has been built on the campus of the University of South Dakota (*see Tour 8*).

William Jayne, first Governor of Dakota Territory, signed the original law in 1862, establishing a school code and a common school District. In 1864 Gov. Newton Edmunds appointed James S. Foster as first superintendent of Public Instruction. It proved to be a happy choice, for this educator, grounded in the school of Horace Mann, through three successive terms laid the foundation of the present school system of the State. By 1870, there were 83 schools in the State, with approximately 1,800 children in attendance.

The school district system was originally modeled after that of New England. Later the township system was introduced, with one school board having control of all schools within the township. The

two systems have existed side by side since that early day, and later legislation was enacted to permit communities to change at will from one form to the other.

The decade 1870–80 was marked by the installation of the first course of study, the enactment of much school legislation, and the raising of the qualifications for the office of county superintendent. In this time the enrollment in schools increased to more than 13,000, with 464 teachers employed.



LOG SCHOOLHOUSE, VERMILLION

The years 1880–90 saw a complete recodification of school laws. Courses of study were revised and United States history, temperance, physiology, and hygiene were added to the curriculum. From 1890–05 the important developments were the advent of the first grade teaching certificate, the strengthening of the compulsory education laws, and the advocacy of uniform textbooks and consolidated schools. The period from 1906–16 saw the establishment of the State Certificate, the raising of teacher requirements and the founding of consolidated schools.

The period of greatest expansion was from 1917–1929. During this time 80 percent of the rural schools of the State were built, State aid was made available for rural schools, free textbooks were provided and $6,500 was appropriated for a State-wide educational survey. In 1919 a revision of elementary and secondary school courses was completed. In 1926 the peak of teaching salaries was reached, the high salaries attracting a class of better qualified teachers.

Between 1929 and 1940, economic conditions forced many

changes, including drastic reduction in teaching salaries, and the closing of some rural schools, as families moved away. At the same time, however, many town and country schools were built through WPA and PWA aid. The depression-born schoolhouses stand as the largest building in many towns and cities. It was fortunate that so many schools were built at the time, for following World War II enrollments jumped greatly, together with building costs.

By 1950 there were more than 7,000 grade and high school teachers for the more than 113,000 public school students in the State. School districts maintained 3,837 schools, including 81 large consolidated school centers serving large areas, and 302 accredited four-year high schools. In addition there were 60 parochial schools, 13 of which offer high school courses.

To provide further educational facilities for the youth of this new frontier, the first Territorial legislature, at its first meeting at Yankton in 1862, passed a measure to create a university in Dakota Territory. The act provided for a board of 18 regents with authority to appoint teachers, form courses of study, fix tuition, and grant degrees. The legislature was given power to determine salaries. But it was not until 20 years later that the university buildings were actually started.

As the State developed, and its agricultural, commercial, and industrial activities expanded, its school system expanded also. The interest of the State became more clearly defined, and the types of educational institutions needed, became more evident. To meet these recognized needs, there are now in the State, in addition to the grade and high schools, sixteen institutions of higher education, seven of them State-supported and nine, including junior colleges, privately supported. W. H. H. Beadle, Superintendent of Public Instruction from 1879 to 1885, was greatly interested in the common schools of the State, and in the problem of supplying teachers for them. As a result, normal schools were established at Madison, Spearfish, Springfield, and Aberdeen, during the next few years.

The first institution of higher learning in South Dakota was established by the Congregational Church in 1881 at Yankton. It is known as Yankton College. The University of South Dakota was founded at Vermillion in the following year, 1882, through the aid of people of the town and county. At present the university is divided into eight major divisions: College of Arts and Sciences, College of Fine Arts, School of Business Administration, School of Education, School of Law, School of Medicine, the Graduate School, and the Extension Division. There is also the Black Hills School of the Theatre, operated in connection with the university's summer Black Hills Playhouse (*see Tour 5, Sec. C*).

Since the founding of the university, more than 6,700 men and women have been graduated. The average annual enrollment since 1946 has been 1,775, and the teaching faculty numbers 130. Many members of the faculty are known as the authors of textbooks and scholary publications, or for their contribution to scientific research. Among the distinguished graduates is an internationally recognized scientist, Ernest O. Lawrence, who developed the atom-smashing cyclotron, and was the winner of the Nobel Prize in Physics for 1939.

Since its founding in 1883, the State College of Agriculture and Mechanic Arts at Brookings has had a wide influence in the advancement of South Dakota, both through the activities of its graduates and through scientific service rendered. The work of this institution falls into five major divisions: agriculture, engineering, pharmacy, home economics, and general science.

It is only natural in an agricultural State such as South Dakota that major emphasis should be given to this subject in a State educational institution. The four-year college course provides instruction in agronomy, animal husbandry, dairy husbandry, horticulture, agricultural engineering, veterinary medicine, poultry raising, entomology-zoology, and farm economics. In addition, students are given broad training in English, mathematics, chemistry, biology, modern languages, history, and political science.

One of the greatest services State College performs for the farmers is the continuous research carried on through its experiment station farm at Brookings which has 1,200 acres devoted to experimental use. Here crops are tested for adaptability to soil and climate; feeding and breeding experiments are carried on for all classes of animals; fruit varieties are originated and tested; and destructive plant diseases and insects are studied to develop methods of control and eradication.

One of the potent forces in carrying to the people the information derived from these experiments is the agricultural extension service, with its corps of specialists, county agents, and home demonstration agents in the field.

The first of the teachers' colleges, Eastern State Normal School, recently renamed General Beadle State Teachers College, was opened at Madison in 1883, and in the same year, Sioux Falls College was founded at Sioux Falls by the Baptist Church. In 1884 the Episcopal Church established, at Sioux Falls also, a school for girls, known as All Saints' School. The following year, 1885, witnessed the founding of two more major educational institutions: Dakota Wesleyan University, a Methodist school, at Mitchell, and the Black Hills Teachers College at Spearfish.

The South Dakota School of Mines and Technology at Rapid City, established in 1887, is ideally situated among the Black Hills. The great variety of minerals, ores, and rock formations; the streams available for experiments in light, power, and irrigation; the nearby manufacturing plants; the forests, and the fossil-bearing Badlands —all these give to the School of Mines and Technology scientific and engineering advantages such as few other technical institutions possess.

In recent years it has expanded its engineering departments to include the latest developments in mechanical, industrial, hydraulic, and civil engineering. The school undertakes extensive paleontological and geological expeditions each summer, providing outstanding exhibits for its museum in Rapid City (*see CITIES*).

Augustana College at Sioux Falls, largest denominational liberal arts school in the State, was created by uniting Lutheran schools of Canton and Sioux Falls, which had been founded in 1889. An extensive building program following World War II was undertaken to accommodate the increased enrollment. It is supported and controlled by the Evangelical Lutheran Church.

Southern State Teachers College was established at Springfield in 1895 and, in recent years, has specialized in industrial arts and vocational training. In 1902, the Northern Normal and Industrial School, later changed to Northern State Teachers College, was started at Aberdeen and soon became one of the Northwest's largest teacher-training schools.

In 1898 the Presbyterian University, founded at Pierre in 1883, was moved to Huron and became known as Huron College.

Among the educational institutions of more recent development are Wessington Springs College established in 1923; and Freeman Junior College established in 1927. The school at Wessington Springs is sponsored by the Free Methodist Church, and that at Freeman by the Mennonites.

Mount Marty, a girls' school at Yankton operated by the Benedictine Sisters, added a four-year college course in 1950, to its high school and normal training classes. Notre Dame Junior College, which had been part of a Catholic academy at Mitchell for 28 years, was transferred to Aberdeen in 1951, and renamed the Presentation Junior College, a school for girls.

Special institutions operated by the State are the School for the Blind at Gary, the School for the Deaf at Sioux Falls, the State Training School at Plankington, and the School and Home for the Feeble-Minded at Redfield.

With no educational facilities for the more than 2,400 educable but physically-handicapped children on the State Board of Health's register in 1948, a citizens' movement in the East-river area raised a half-million dollars to build the Crippled Children's Hospital-School at Sioux Falls. It is governed by a board of directors representing the more than 50,000 contributors, and has no governmental, denominational, or fraternal affiliation. A school for crippled children is also operated at Hot Springs in connection with the West River Polio Center, a Lutheran institution.

More than 5,000 Indian youths attend schools on the various reservations and at large government boarding schools maintained at Pierre and Flandreau. For many years, the churches carried the brunt of education among the Sioux, and they still have some of the largest and most efficient schools. There are six elementary and four high schools at Catholic missions. Especially interesting are St. Paul's at Marty, St. Francis at Rosebud, and Holy Rosary at Pine Ridge, all of which are on or near US 18. The Episcopal school, St. Mary's at Springfield, is the only exclusively Indian girls' high school in the United States.

RELIGION

Among the earliest explorers of the region which is now South Dakota were the Jesuit missionaries, who worked among the Indians, converting many to the Christian faith. Rev. Thomas S. Williamson and Rev. Stephen R. Riggs, with their wives, were the first Protestant missionaries to make their homes among the Indians in this region. In 1840 Dr. Riggs made a journey to Fort Pierre and while there conducted a religious service, the first Protestant service conducted in what is now South Dakota.

Working together, Williamson and Riggs translated the Bible, *The Pilgrim's Progress,* several hymn books, and other literature into the Eastern Sioux language. Dr. Riggs was the author of a valuable Dakota-English dictionary, giving the Sioux words and their English equivalents.

The work of the early Catholic missionaries was confined at first to the wandering bands of the Sioux, rather than in settled missions. The first Mass in the State was held on the James River in Bennett County in 1842 by Father A. Ravoux. On the same trip he visited the French-Canadian trappers and their families at Fort Pierre. In 1839 Father De Smet made the first of many visits to the Dakota Sioux. He visited the Badlands of the White River on this trip and found a band of Sioux there. He returned in 1851, and many times thereafter until 1866. The first Catholic Church was erected at Jefferson in 1867.

The earliest Protestant religious movement in Dakota Territory (including what is now the States of North and South Dakota) was

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WYOMING

A GUIDE TO ITS HISTORY, HIGHWAYS, AND PEOPLE

Federal

Compiled by workers of the Writers' Program of the Work Projects Administration in the State of Wyoming

AMERICAN GUIDE SERIES

ILLUSTRATED

Sponsored by Dr. Lester C. Hunt, Secretary of State

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of the many wild flowers and the many fields of alfalfa. More than 4,000,000 pounds of honey, uniform in color, of fine texture and flavor, are produced annually from 26,000 colonies of bees. Many carloads of honey are shipped abroad, especially to England, from Wyoming producers. In this field, co-operative production and marketing have been developed.

Domesticated fur farming is now well established as a branch of Wyoming agriculture. Cold winters and cool summer nights develop a high quality of fur. Twenty-nine silver fox farms reported a total of 4,712 animals in 1939. Mink farming is increasing. White breeds of rabbits are raised extensively in some areas and Wyoming has one of the 30 chinchilla farms in the world. The silver badger industry, too, is still profitable. Muskrat farms, however, have almost disappeared, owing to the influx of nutria to the market from South America.

Dairying is important in several areas of the State; some 15 butter-making plants are scattered in 11 counties. The old-time canned milk has given way to the cream separator. The center of the dairy industry in Wyoming is the Star Valley, known locally as 'the little Switzerland of America,' where nine mountain streams supply pure irrigation water. More than 3,000,000 pounds of cheese are manufactured annually in modern factories here, and transported by motor over the mountains to the railway in Idaho for shipment to the West Coast and even to Hawaii and the Philippine Islands. The varieties of cheese produced in Star Valley have excellent flavor and texture and are highly nutritious. Approximately 17,000 Wyoming farmers and ranchers produce and sell dairy products.

With much nontillable land and great areas valuable only for grazing purposes, Wyoming continues to be primarily a livestock State with hay its most remunerative farm market crop. In 1938 the gross farm income amounted to $9,493,000 from crops and $34,858,000 from livestock. The total gross farm income, including Government payment, was $47,123,000.

The tame hay crop for 1939 was estimated at 849,000 tons; alfalfa hay, 532,000 tons; sugar beets, 648,000 tons; and beans, 448,000 bags. Potatoes were estimated at 1,730,000 bushels; wheat, 3,337,000 bushels; corn, 2,034,000 bushels; oats, 2,350,000 bushels; and barley, 1,488,000 bushels.

Education

THE Reverend William Vaux, post chaplain, established a school at Fort Laramie in 1852, long before the territory was organized. A decade later a private school was conducted at Fort Bridger for the family of the post sutler, Judge William A. Carter. At that time there were only three permanent settlements in southwestern Dakota—in what later became Wyoming. Including the two forts and a few ranches along the North Platte River, these settlements had a total population of only about 400, chiefly adults.

With the coming of the Union Pacific Railroad, however, towns sprang up across southern Wyoming, and by 1867 Judge Kuykendall reported to the Dakota superintendent of public instruction that there were in Cheyenne some 200 children between the ages of 5 and 21, but no school facilities. On January 5, 1868, with the thermometer registering 23° below zero, the citizens of Cheyenne dedicated the first school building.

The first school law in Wyoming Territory, which became effective on December 10, 1869, was considered an important step in the general system of education, not only in the immediate vicinity but in other parts of the United States. This law provided that schools should be maintained by general taxation instead of by the customary system of voluntary contributions or subscriptions prevalent before the Civil War.

Under this law the entire matter of education was placed in the hands of the territorial auditor, who was made ex-officio superintendent of public instruction. The chief duties of the superintendent were to distribute the funds among the several counties, to keep the school records, to put the school system into uniform operation, to create and supervise all of the district schools, and to recommend uniform textbooks. School taxes, to be levied by the county commissioners, were to be distributed by the county superintendents.

Provision also was made in this first law that when there were 15

or more Negro children within a specified district, the school board with the approval of the county superintendent might provide a separate school. The only segregated school recorded in the State was the one in Laramie. According to the *Cheyenne Daily Leader* of March 12, 1875: 'The colored population are to have a school in Laramie. They have rented a building, hired a teacher, and school will be commenced at once.' No statistics are available on the duration of the school.

In the early days the private schools exceeded the public schools in importance, the census of 1870 showing four public schools with four teachers and five day and boarding schools with eleven teachers. There is record of a private school started in Laramie in 1869 by George Lancaster, and of an Episcopal school opened a short time later by the Right Reverend Joseph (Holy Joe) Cornell. Neither remained open long. More important among the early private schools were two established at Laramie in 1870: the Wyoming Institute, a Baptist school, which continued four years; and St. Mary's, a Roman Catholic institution established by the Sisters of Charity, which survived until 1885.

In 1875, 25 pupils were enrolled in the private school of a Miss Ellis in Cheyenne, and in 1876 Miss Annie B. DeLany opened a 'select day school' at the Rectory School House in Cheyenne, for children between 6 and 12 years, and announced that on Saturdays she would conduct a 'class for little girls in sewing, embroidery, miniature dress making, and general deportment.' Lessons in French and music were promised for the future. How long the school existed is not known.

Miss Doloph taught a private kindergarten in Cheyenne in the early 1880's, and in 1886 Mrs. F. D. M. Bratten established the Magic City Kindergarten there. Subsequently other similar kindergartens were established and public kindergartens were authorized in 1895.

Occasionally new private schools opened their doors but few withstood the difficulties created by shifting populations and restricted budgets.

The largest private school in Wyoming, the Academy of the Holy Child Jesus, was founded in Cheyenne in 1885 by the Roman Catholic church and is still (1940) a substantial institution. At the time of its founding there were also two branches of St. John's parochial school in Cheyenne, with an enrollment of about 250 pupils. The Sisters of St. Joseph conducted a school in Laramie from some time in the 1890's until about 1904.

Among the few other private schools opened in more recent times is

the Valley Ranch School for Boys at Valley, which was begun in 1922 as a college preparatory school. The classwork is carried on in a ranch environment near the Absaroka Mountains, and the enrollment is limited to 40. Sherwood Hall, the Cathedral School for Boys at Laramie, was established by the Episcopal church in 1924. Originally planned to provide typical preparatory instruction, the curriculum was altered in 1938 to include training and recreational activities patterned after those of the military academy.

Public schools along the Union Pacific Railroad, in Cheyenne, Laramie, Rawlins, and Evanston, were established in the late 1800's, and their growth kept steady pace with the thriving new localities. The district schools, however, varied in character according to the facilities at hand and the personnel of the district school boards. One of the earliest district schools was established at Fort Laramie, the citizens of that precinct taking preliminary steps for the organization of a school district in December 1875.

Since the district school boards determined the site of the school house, the length of term, the expenditures for erection or rental, and the curriculum to be followed in the lower grades, they became important factors in the educational development of the territory and State. Bitter feuds verging on small wars were sometimes waged by these local school boards. To families living in isolated districts the hiring or firing of the 'schoolma'am,' the question whether the children should ride to Rawhide Creek or to Muskrat, whether they should attend school three months or six months each year, have been of paramount importance, temporarily overshadowing everything else. Nor was concern over school matters limited to parents. It is related that a ballot box at a school election was stuffed outrageously by the miners of a camp called New Rambler, who wished to keep the good-looking teacher on their side of Poverty Gulch.

The residents of Wyoming's pioneer communities were so eager for schools that they made use of any and all materials at hand when standard equipment was not available. One school in the Shell Creek country opened in an abandoned stable where the children sat on the manger. A pair of old rubber boots was split open and tacked on the wall for a blackboard. In Evanston a school was opened in 1871 above a saloon, with an outside wooden stairway for an entrance; the equipment consisted of a blackboard, a small table, and some common chairs.

In some communities the schools were taught first on one ranch and then on another, sometimes changing several times a year. In the Jack-

son Hole area distances were so great and population so sparse that one mother begged the use of a room for a home for the children of her neighborhood, and three mothers took turns keeping house there for the eleven youngsters while they attended school. The housemother cared for the children, washed and mended their clothes, and cooked the food brought from the home cupboards.

It was the rule, rather than the exception, that the country school teachers, many of whom had come from eastern States, married ranchmen or cowboys and settled permanently in the communities where they had been teaching. Their interest in school matters naturally continued, and they were instrumental in promoting every movement for better education. Not all of the teachers, of course, were women. The second teacher at Cokeville was a man known as Ike McVay, later reported to have had an eventful career as a quack doctor and a horse thief.

The State superintendent's reports of the 1870's and 1880's list schools held in diverse places: a log building with a dirt roof; the upper room of a railroad section house; a rented building; the spare room of a ranch; an abandoned chicken house; the vacant office of a mining company; a blacksmith's shop; the basement of the town hall; and a sheep wagon.

Secondary or high school education in the districts was left to the county superintendents, acting in conjunction with the district boards. Cheyenne had the first high school in 1875, and Buffalo the second in 1881.

The failure on the part of district clerks and county superintendents to make reports in the early days resulted in a lack of statistics for many sections of the State. It was generally known, though, that wherever possible education was being fostered, and the available reports state that the 'teachers are an industrious, well-trained group.'

In his report in 1878 to the Commissioner of Education at Washington, D. C., Territorial Governor John W. Hoyt said:

> It is worthy of note that the public at large feels a great pride in the public schools of the Territory and is ever ready with liberal means, as well as with active moral influence to promote their advancement. In fact, I have never known a community, whether in this country or in Europe, more zealously devoted to the cause of popular education than the people of this new Territory.

The governor noted also that a need would soon be felt for a territorial college. Colonel Stephen W. Downey, one of the earliest residents of the Territory of Wyoming, had already taken the lead in advocating the establishment of a university. As a member of the territorial legislature in 1871, 1875, and 1877 and as Delegate to Congress in 1878, he was thoroughly versed in the needs of the territory, and in 1886 he sponsored the bill by which the University of Wyoming was created.

On September 6, 1887, the university was opened at Laramie with ex-Governor Hoyt as its first president. Dr. Hoyt, who had been offered the appointment as minister to Spain just previous to his accepting the governorship of Wyoming Territory, was widely traveled and had exceptional qualifications as publicist, educator, and writer. With his guidance the university had a most favorable beginning. The first building erected on the campus was the Liberal Arts College, known now as 'Old Main.' All departments and schools of the university have been kept on one campus, centralizing the State's higher education and making possible the utilization of funds for the employment of outstanding instructors and the purchase of the finest equipment. The university is governed by a board of trustees, appointed by the governor, distinct from the State board of education.

President Hoyt organized the Wyoming Academy of Arts, Sciences, and Letters, and under its auspices many literary and historical meetings were held in which residents of the State, as well as members of the university faculty, participated. This academy was the beginning of university extension work in the State, and through its efforts a State teachers' association was founded in 1891. It existed until 1902 and published a monthly called *The Wyoming School Journal*. The association was revived and reorganized in 1904 and again took up the publication of the magazine.

From time to time short-lived private colleges have been organized. The Wyoming Collegiate Institute at Big Horn was established in 1804 by the Congregational church, and the Sheridan College came into being in 1898. Neither existed long. Jireh College at Jireh, Niobrara County, was maintained by the Christian church from 1909 until 1918. The Big Horn Academy was opened at Lovell in 1909 with 41 students. Organized by the church board of education of the Latter-day Saints, the school held its first term in Lovell and its succeeding sessions in Cowley. Maximum enrollment reached 175 before the academy was converted into a county high school in 1924. The Cheyenne Business College, founded in 1905, filled a special local need and continued for 29 years.

The foundation of the present system of education in the State really dates from 1873, when the legislature reviewed the whole system as provided by the law of 1869 and laid a new groundwork. The territorial

librarian was made ex-officio superintendent of public instruction, annual teachers' institutes were provided for, and uniform courses of study were sponsored. Teachers' institutes, either State or county, have been held annually since that time. Uniform textbooks, courses of study for the elementary and secondary schools, and the certification of teachers have been the chief concern of these institutes.

In 1890 the constitutional convention and the first State legislature adopted virtually the same system of education that had been developed during territorial times. Various changes occurred during the ensuing years, but nothing unusual took place until 1915, when the State legislature provided funds for a commission to study the Wyoming public school system, with the aid of experts from the U. S. Bureau of Education. The report of this commission led in 1917 to the enactment of a law creating the office of commissioner of education. This commissioner and the superintendent of public instruction jointly supervised the public school system until about 1919, when the State board of education and the commissioner of education were placed under the supervision of the State superintendent of public instruction. This arrangement now prevails (1940).

The State board of education, composed of seven members appointed by the State superintendent of public instruction, includes the commissioner as secretary. Two of the members are required to be engaged actively in educational work. The State superintendent is a member of the board ex-officio, and, in addition to duties in connection with supervision of schools, serves on numerous other State boards.

The State department of public instruction exercises general supervision of the public school system; assists and directs the work of the schools, particularly in the rural districts; gathers statistics and prepares courses of study, forms, and blanks; supervises certification of teachers; sets up standards for high and elementary schools, for rural school buildings, and for transportation of school children; interprets school laws and assists with school budgets and other school matters; helps county superintendents with rural school problems; and holds conferences with school officials for improving school conditions and promoting an understanding of good school practices.

The department has a well-established vocational educational program in many communities; practical courses are given in agriculture, home economics, trade and industry, rehabilitation, and Americanization. Perhaps the outstanding course is vocational agriculture, planned to teach farmers modern methods and to give them a progressive point

of view. Through this latter course three groups are reached: farm boys of school age who attend regular day-school classes; adult farmers who want additional training and who enroll in evening classes; and out-of-school farm boys of school age who want some specialized training. From the supervised farming carried on as a part of the regular vocational program by 883 boys enrolled in classes for 1934–5, the total income was $60,852.60 as against the cost of the training amounting to $29,354.35.

The Union Pacific Railroad recognizes the value of this work, and since 1926 has granted University of Wyoming scholarships to the vocational agriculture students completing the best supervised-farming programs in each county traversed by the railroad. The Work Projects Administration, also, has recognized the need for this type of work and has provided trained men to assist in conducting the courses.

Wyoming holds the enviable position of receiving a larger proportion of its school support from nontaxation sources than any State in the Union. Originally direct taxation provided liberal support to schools in Wyoming; then, through the discovery of oil on State lands, Wyoming began to accumulate the largest financial endowment for public schools, per capita, of any State in the Nation. These State school lands, comprising some 3,500,000 acres, have provided immense returns from sales and royalties to the Permanent School Fund, which in 1936 passed the $20,000,000 mark. One area, referred to as 'Section 36,' in the Salt Creek oil field, Natrona County, became famous at its peak of production as the richest 640 acres in the world. Up to 1936 it paid the State $10,775,000 in royalties, of which 50 per cent went to the school funds and 9 per cent to the university. With this rich endowment supporting its educational system, Wyoming ranked among the 12 States having the lowest percentage of illiteracy, according to a 1932 report of the National Educational Association. In comparison with other western States during a normal year, Wyoming spent as much on education as the average, with 37.93 cents per day per pupil.

The rural schools far outnumber the urban ones in the State. In 1936 there were 1,093 rural schools with an average enrollment per teacher of 11.7 pupils. Out of the 532 routes maintained to transport approximately 10,583 pupils to these schools, 480 were supported by the State.

As no public school facilities are available in Yellowstone Park, the parents of school children there maintain and operate an elementary school, purchasing all schoolroom equipment and supplies as well as

paying the salaries of the two teachers. The necessary funds are derived by holding dances or other profit-making entertainments, and all the park operators contribute toward the maintenance of the school.

Much attention is given in Wyoming to the special education of all classes of handicapped children, including the blind, deaf, crippled, and mentally retarded. Before 1911 it was the practice to send juvenile delinquents out of the State: the boys going to the Colorado State Industrial School at Golden and the girls to the House of the Good Shepherd at Denver. Now the boys are sent to the Wyoming Industrial Institute at Worland, the girls to the Girls' Industrial Institute at Sheridan. The Wyoming State Training School is at Lander. A field agent under the State department of education supervises the work with the deaf and blind who are not of school age.

Education of the Indians on the Wind River Reservation began as early as 1870 with the establishment by the Protestant Episcopal church of a school among the Shoshone. This was followed by mission schools. At present (1940) the head community worker in charge of the reservation's educational program endeavors to utilize all teaching aids in the community. Public schools, three mission schools, and a Government day school are in operation. The Government day school is not of the regular academic type, but is organized along practical lines adapted to daily living. About one-eighth of the children attend public school, a few are in local high schools, and several attend the university. The Government pays all tuition. Most of the Arapaho children attend St. Michael's or St. Stephen's missions, both boarding schools on the reservation. A small mission boarding school for Shoshone children is maintained by the Reverend Mr. Roberts near Wind River.

Wyoming was one of the first States to maintain at its own expense a service for the placement of teachers. Authorized by the legislature of 1917, this service provides for registering certificates at the office of the State board of education in Cheyenne. It was also the first State to adopt the system of high school military training devised by Major Edgar Z. Steever. Since 1901 the State has provided free textbooks in the schools.

Education, fostered so eagerly by the pioneers of Wyoming Territory, loyally endorsed by the citizens, and generously supported by the lawmakers, has kept pace with the development of the State.

Sports and Recreation

WYOMING'S first recreational appeal is one of natural setting, the contrast of mountain and plain, of forest and lake and sagebrush waste. Outdoor sports are emphasized, and they are still individual and recreational. There are no professional baseball or football leagues, and no 'booked' horse racing. Although prize fighting was legalized in 1921, no important matches have been held. But Wyoming has 15,000,000 acres of mountain country, with steep game trails in summer and ski slopes in winter. Half of the mountain area is forest; and in the forests are 33,000 elk, 30,000 deer, 2,500 moose, 3,300 mountain sheep, and 2,200 black and grizzly bears. There are 14,846 miles of fishing streams, exclusive of those in national parks, and 107,410 acres of lake water for boating, swimming, and fishing. There are 25,000 antelope on the plains.

Since the times of Bridger and Buffalo Bill, sportsmen have come to the Wyoming plains and mountains to hunt. Many of the bird species that Bridger recommended for the table are gone; others are protected. The ring-necked pheasant today is the only widely hunted nonmigratory game bird, and it is not native to the State.

But all the game mammals, except the buffalo, may be hunted. The only restrictions are on antelope, moose, and mountain sheep; these are hunted with special permit. In 1939, 3,000 antelope permits were authorized, 60 sheep permits, and 50 moose permits.

The best elk hunting is in the green forest area that extends east and south of Yellowstone Park in the western quarter of the State. Here also moose, sheep, and bear are hunted. But antelope, deer, ducks, and geese may be taken within a few miles of arterial highways from Cheyenne to Yellowstone.

For unparalleled natural phenomena there is Yellowstone Park. For sheer grandeur there are the Teton and Wind River peaks. Both of these are approached by arterial highways, but each is penetrated only

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release April 5, 1989

TO THE CONGRESS OF THE UNITED STATES:

I am pleased to transmit today for your immediate consideration and enactment the "Educational Excellence Act of 1989," a bill to provide incentives to attain a better-educated America. I believe that greater educational achievement promotes sustained economic growth, enhances the Nation's competitive position in world markets, increases productivity, and leads to higher incomes for everyone. The Nation must invest in its young people, giving them the knowledge, skills, and values to live productive lives. The "Educational Excellence Act of 1989" would move us toward this goal.

The initiatives included in this bill embody four principles central to my Administration's policies on education and essential for further education reform. These principles are:

1) Recognition of excellence. Excellence and achievement in education should be recognized and rewarded.

2) Addressing need. Federal dollars should be targeted to help those most in need.

3) Flexibility and choice. Greater flexibility and choice in education -- both for parents in selecting schools for their children and local school systems' choice of teachers and principals -- are essential.

4) Accountability. I support educational accountability, and toward this end, I am committed to measuring and rewarding progress toward quality education.

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. My proposals have distinct differences from current law, but complement in numerous ways the important work of the 100th Congress in pursuing educational excellence.

The Educational Excellence Act of 1989 includes seven specific legislative initiatives aimed at fulfilling these important principles:

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(1) The Presidential Merit Schools program would reward public and private elementary and secondary schools that have made substantial progress in raising students' educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve their educational performance.

(2) A new Magnet Schools of Excellence program would support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans in applicant districts. Magnet schools have been highly successful at increasing parental choice and improving educational quality.

(3) The Alternative Certification of Teachers and Principals program would assist States interested in broadening the pool of talent from which to recruit teachers and principals. Funds would assist States to develop and implement, or expand and improve, flexible certification systems, so that talented professionals who have demonstrated their subject area competence or leadership qualities in fields outside education might be drawn into education.

(4) President's Awards for Excellence in Education would be given to teachers in every State who meet the highest standards of excellence. Each award would be for $5,000.

(5) Drug-Free Schools Urban Emergency Grants would provide special assistance to urban school districts that are disproportionately affected by drug trafficking and abuse. These funds would be used for a comprehensive range of services appropriate to the needs of individual communities.

(6) A National Science Scholars program would provide scholarships to high school seniors who have excelled in the sciences and mathematics. These scholarships, of up to $10,000 a year, would recognize recipients' academic achievement and encourage them to continue their education in science, mathematics, and engineering. The President would select recipients after considering recommendations made by Senators and Members of the House of Representatives.

(7) I am proposing to provide additional endowment matching grants for Historically Black Colleges and Universities, institutions that occupy a unique position and have a major responsibility in the structure of American higher education.

I urge the Congress to take prompt and favorable action on this legislation. Taken together, these seven initiatives, for which I have proposed adding $422.6 million in the 1990 budget, would help us advance toward the goal of a better-educated Nation.

In addition to these initiatives, I have proposed a budget amendment for $13 million in new funds for experiments and data collection in support of education reform. I am also asking the Congress to fund fully the authorization in the

Stewart McKinney Homeless Assistance Act. This includes $2.5 million to fund for the first time the Exemplary Grants program and $2.7 million in additional funding for literacy programs for homeless adults.

GEORGE BUSH

THE WHITE HOUSE,
April 5, 1989.

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THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE April 5, 1989

FACT SHEET

THE EDUCATIONAL EXCELLENCE ACT OF 1989

The President outlined today a program for fostering excellence in education. The need for reform is evident:

- America is in an increasingly competitive world where investment in people, in human capital, is becoming a critical factor in a country's potential for economic growth and prosperity.
- Many of our young people are performing well below their capacity and below the levels of young people in other countries in such important subjects as science and math.
- Outstanding achievement by schools, teachers, and principals too often goes unrecognized and unrewarded.
- Achieving excellence in education requires high expectations, low dropout rates, and safe and drug-free schools.
- Parents lack adequate choice in the education of their children.
- Schools often find that it is difficult to hire capable teachers and administrators, even though many people possess outstanding subject matter knowledge and management skills.
- Projections of the future indicate an increasing shortage of people with advanced training in science and mathematics.
- Our country's historically black colleges and universities struggle to maintain their commitment to educational excellence.

The Educational Excellence Act would authorize several initiatives designed to address these problems.

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. The President's initiative proposes new efforts but complements in numerous ways the important work of the 100th Congress in pursuing educational excellence.

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This legislation is based on four basic principles. These are:

1. Recognition of excellence -- Recognizing and rewarding our best schools, teachers and students will serve as an incentive for all schools, teachers, and students to improve their performance.

2. Addressing need -- This Administration believes that Federal dollars should assist those most in need.

3. Flexibility and choice -- Greater flexibility and choice in education -- both parental choice in selecting schools for their children and local school systems' choice of teachers and principals -- are important to providing the means and incentives for achieving educational excellence.

4. Accountability -- The Administration supports objective measurement and reward of progress toward quality education.

The Educational Excellence Act includes seven legislative initiatives aimed at fulfilling these important principles. Highlights of the individual initiatives follow.

Presidential Merit Schools

Program

- The Presidential Merit Schools program would provide cash awards to public and private elementary and secondary schools that have made substantial progress in raising student educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve the educational achievement of their students.

Funding

- The legislation would authorize $250 million for fiscal year 1990, increasing to $500 million by 1993. These funds would be allocated by formula to the States, with State allocations based on school-aged population and State shares of funding under the "Chapter 1" Basic Grants program.

- The amount of each merit award would depend on State-established criteria, including criteria related to the size of the school and the composition of the student body.

Implementation

- Presidential Merit Schools would be selected by the State, assisted by a special State Review Panel, using State and Federal criteria. These criteria would focus on schools' progress in improving students' educational performance, creating or maintaining a safe and drug-free environment, reducing the dropout rate, and other, State-determined, factors. States could also give special consideration to schools enrolling substantial numbers or proportions of children from low-income families.

- A school selected as a Presidential Merit School would use its award for any purpose that furthers its educational program, including development or implementation of special educational programs, purchase of computers and other materials and equipment, and bonus payments to teachers and administrators. Private schools would be prohibited from using Presidential Merit Schools funds to provide religious instruction or for other sectarian purposes.

- The bill would also prohibit the reduction of other Federal, State, or local support to a school because of its receipt of a Presidential Merit Schools award.

Magnet Schools of Excellence

Program

- Currently, the Department of Education makes Magnet Schools Assistance grants to school systems undergoing court-ordered or voluntary desegregation. Because of the success of magnet schools in increasing parental choice and improving educational quality, the bill would create a Magnet Schools of Excellence program to support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans.

Funding

- The bill would authorize $100 million for Magnet Schools of Excellence for fiscal year 1990 and each of the three succeeding fiscal years.

Implementation

- Local educational agencies (LEAs), intermediate educational agencies, or consortia of such agencies would apply directly to the Department for competitive grants. Applications would be selected for funding on the basis of the quality of the proposed project, the likelihood of its successful implementation, and the likelihood of its strengthening the educational program of the district or districts.

- The Department would encourage applications that recognize the potential of educationally disadvantaged children to benefit from magnet school programs and applications to establish, expand, or enhance magnet schools which enhance the diversity of educational offerings to students.

- No magnet school could be supported under the program for more than two years, or if the award would result in segregation or impede the process of desegregation.

Alternative Certification of Teachers and Principals

Program

- The bill would provide assistance to States interested in expanding the pool of talent from which to draw teachers and principals. Funds would support such activities as training, program development, and evaluation. The bill would provide incentives for States to develop, expand, or improve flexible certification systems designed to draw into education talented professionals with demonstrated subject area competence or leadership qualities.

Funding

- The legislation would authorize $25 million for fiscal year 1990 only, for one-time grants to the States. States would apply for the amount of funds they need or an amount that is proportional to their school-aged population, whichever is less; excess funds would be reallocated on the basis of demonstrated need.

Implementation

- Grants could support the design, development, implementation, testing, and evaluation of strategies for the alternative certification of teachers and principals, as well as training and recruitment activities.

- States would be required to consult with teachers, principals, parents, and others in developing their applications. Subgrants to school districts, intermediate educational agencies, colleges and universities, and consortia of these agencies would be authorized.

President's Awards for Excellence in Education

Program

- The success of American education depends heavily on the Nation's teachers. Because teachers who meet the highest standards of excellence deserve public recognition, respect, and appropriate financial rewards, our bill includes authorization for a new program of Presidential Awards for excellent public and private school teachers. The amount of each Presidential Award would be $5,000. Teachers receiving awards would be permitted to use their awards for any purpose.

Funding

- The bill would authorize $7.6 million for each of the fiscal years 1990 through 1993. Funds would be allocated to the States on the basis of the number of full-time equivalent public school teachers in each State.

Implementation

- In each State, winners of Presidential Awards would be selected by a Statewide panel, selected by the Governor, from nominations made by local educational agencies, public and private schools, parents, teachers, teacher associations, associations of parents and teachers, private businesses, business groups, and student groups. In making selections, the panel would use selection criteria developed by the State, subject to approval by the Secretary.

- Each State would be permitted to use up to 5 percent of its allocation for administrative expenses, including the cost of convening the Statewide panel.

National Science Scholars

Program

- The National Science Scholars program would encourage achievement in the sciences by providing scholarships to graduating high school students who have excelled in the sciences, and mathematics, and engineering. The scholarships would recognize the academic achievement of these students and would encourage them to continue their education in these academic areas at the postsecondary level.

Funding

- The bill would authorize $5 million for fiscal year 1990. The amount authorized would increase in increments of $5 million per year to a total authorization of $20 million for fiscal year 1993. These funding levels would ensure that the scholars would be supported throughout their undergraduate study and that a new group of 570 scholars would be selected each year.

Implementation

- National Science Scholars would receive up to $10,000 a year for each year of undergraduate education.

- Each State would nominate between four and ten students per congressional district to receive scholarships. The President would select a total of 570 scholars after considering the recommendations of an advisory board (30 scholarships) and the recommendations of Senators and Members of the House of Representatives (540 scholarships). The scholars would be nominated in accordance with specific academic achievement criteria that would be developed by the Secretary in consultation with a panel of experts in the sciences, mathematics, and engineering.

Drug-Free Schools Urban Emergency Grants

Program

- Prevention and education programs are frequently inadequate in urban areas with the most severe drug problems; more concentrated and comprehensive approaches are required. The bill would amend the Drug-Free Schools and Communities Act of 1986 to authorize a program of "Urban Emergency Grants."

Funding

- The bill would authorize $25 million for each of the fiscal years 1990-1993 for Urban Emergency Grants.

Implementation

- This amendment would authorize a small number of special, competitive grants to urban districts that have the most severe drug problems, so that these districts can develop and implement comprehensive approaches to solving those problems.

Historically Black Colleges and Universities

Program

- Historically Black Colleges and Universities (HBCUs) play a vital role in the American system of higher education. In the past, these institutions offered many Black Americans their only opportunity for a higher education. Today, HBCUs enrich the range of educational choice. These institutions enroll approximately 220,000 students.

- Many HBCUs are financially weaker than comparable institutions. This bill would strengthen HBCUs by providing additional support for endowment matching grants. Endowment building is an especially effective way to create financial strength and long-term financial security for HBCUs.

Funding

- The bill would provide additional authorizations of $10 million for fiscal year 1990, $20 million for both fiscal year 1991 and fiscal year 1992, and $10 million for fiscal year 1993.

Implementation

- Federal funds would be available to match private sector contributions to the school's endowment fund. Income from the endowment fund could be used to improve academic programs as well as administrative management.

- All HBCUs currently eligible under Title III of the Higher Education Act of 1965 would be eligible to apply for grants.

# # #

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release August 11, 1989

STATEMENT BY THE PRESS SECRETARY

The Education Summit with the Nation's Governors will be held in Charlottesville, Virginia on September 27 and 28.

In his speech to the National Governor's Association in Chicago on July 31, President Bush invited the Governors to work with him at a governors summit on education to share ideas and to explore options for educational progress in order to find ways to strengthen our schools, to enlarge opportunities, and to improve our Nation's educational performance.

This will be the third time in history that a president has called the Nation's Governors together to address a single problem facing our country. In 1908, President Theodore Roosevelt called the Governors together to address problems of conservation. In 1933, President Franklin Roosevelt called for the Nation's Governors to assemble to consider solutions to The Great Depression. President Bush calls the Governors together because he believes raising the level of learning in the classrooms of America is crucial to our Nation's future.

# # #

THE SUMMIT CONFERENCE ON EDUCATION

1. Teaching: Revitalizing a Profession

   - o Identifying, recognizing and rewarding excellence in teaching.
   - o Enriching the teaching profession by providing more flexible routes to certification.
   - o Attracting enough qualified teachers for elementary and secondary schools.
   - o Meeting our national needs with respect to science and mathematics instruction in elementary and secondary schools.
   - o Increasing the number of minorities entering teaching.
   - o Evaluating proposals for national certification examinations.

2. The Learning Environment

   - o Providing appropriate pre-school and early childhood experiences to prepare children for primary school.
   - o Identifying at-risk youth and reducing the number of student drop-outs.
   - o Creating safe, violence-free schools.
   - o Establishing and maintaining drug-free schools.
   - o Assessing student performance and establishing appropriate goals.
   - o Engaging teachers, students, parents, and the community in a partnership and a life-long commitment to education.

3. Governance: Who Is In Charge?

   - o Defining the appropriate role of the Federal Government in education.
   - o Defining the appropriate role of State governments in education.

- o Defining the appropriate role of local school boards in education.
- o Reforming federal and state education regulations.
- o Ensuring that schools are publicly accountable for their performance, that there is adequate scope for innovation, and that exceptional performance is recognized and rewarded.
- o Ensuring parent and citizen involvement in local school governance.

4. Choice and Restructuring

- o Evaluating the experience with choice across the nation.
- o Assessing transportation and equity issues involved in choice.
- o Considering ways of expanding choice and strengthening accountability.
- o Evaluating the experience with magnet schools across the Nation.
- o Instituting performance-based restructuring initiatives.
- o Evaluating the experience with site-based management and program restructuring.

5. A Competitive Workforce and Life-Long Learning

- o Ensuring that adult Americans are sufficiently literate to perform effectively as parents, workers, and citizens.
- o Determining what institutions, public and private, bear responsibility for various aspects of worker training.
- o Enhancing public-private partnerships in education.
- o Communicating the needs of the consumers of the products of our education system.
- o Creating incentive programs to produce more high school graduates.

6. Post Secondary Education: Strengthening Access and Excellence

- o Enhancing opportunities for disadvantaged youth and their access to higher education.
- o Strengthening science, mathematics and engineering teaching in American universities.
- o Strengthening university entrance requirements and reducing the need for remedial courses.
- o Recruiting and retaining more minority students and faculty in higher education institutions.
- o Enhancing the quality of training and vocational education.

EXAMPLES OF PARTNERSHIPS

Collaboratives

In 1977, the Minnesota Business Partnership, Inc., a group of about eighty chief executive officers of Minnesota's larger businesses, became partners in a collaborative effort to improve the state school system. In conjunction with the state's governor and legislature, education community and non-profit organizations, the business leaders helped realize education reform goals, including enactment of a statewide open enrollment program which allows parents and students to choose among all the public schools in the state. Of all the parents who exercised their option to choose schools other than those in their neighborhood in 1988-89, 100 percent indicated they intended to use their right of choice next year.

In 1978, Dade Partners in Miami, Florida was founded in order to "tap the expertise, skills and resources of the many businesses, organizations, institutions and agencies within Dade County and to channel these resources into the school system." Today, more than 1,000 local businesses and organizations contribute to the county's school system by offering tutoring services, financially sponsored programs and managment of extra-curricular activities. Through Dade Partners, students will be prepared for the challenges the job market has to offer.

Adopt-a-School

Multiple educational partnership programs in the Westchester County, New York school system have mushroomed from an Adopt-a-School program launched by Texaco Inc. in 1985. The company and its employees began by offering adopted schools tours of their facilities and research laboratories, guest speakers with expertise in subjects ranging from energy to career development and educational materials for classroom instruction. Texaco's efforts have served as a catalyst for greater private sector involvement in the county's schools, spurring involvement by other locally based businesses. Today, the Private Industry Council is coordinating business efforts to pair each of New York City's 43 school districts with business partners.

Trusts

In February 1989, local business leaders established the Greater Milwaukee Education Trust, which raises funds from the private sector for a variety of school related projects. The fund has awarded $700,000 to date, pairs corporate managers with school principals interested in reforming their schools, matches businesses with individual schools in adopt-a-school programs, and serves as a clearinghouse for local businesses and individuals interested in investing in partnerships.

Alternative Certification

Richard Ku has a Master's Degree in mathematics. After a 15-year career in government and the private sector, he was ready for a change. He responded to a bulletin announcing teaching opportunities through alternative certification and today teaches math to high school students in Ridgewood, New Jersey. Four years after New Jersey launched its alternative certification program, a large number of those like Richard Ku are able to bring their mastery of subject areas and enthusiasm to the state's classrooms.

Teacher/Employee Exchange

In Boston, Project Bridge sponsors year-long exchanges of Polaroid employees and teachers working in local schools. The company provides its participating employees with full base pay during their certification process, while they prepare for entry into the classroom. Participating teachers are granted sabbaticals from their schools and employed at Polaroid, enhancing and updating their exposure to practical applications of the subjects they teach in the workplace.

Pmarest

OPENING STATEMENT BY THE PRESIDENT

I WANT TO WELCOME ALL OF YOU TO THE WHITE HOUSE. I UNDERSTAND YOU HAVE HAD SOME INTERESTING BRIEFINGS THIS MORNING, AND I AM DELIGHTED TO TAKE YOUR QUESTIONS THIS AFTERNOON. I WOULD LIKE TO MENTION TWO ITEMS OF IMMEDIATE INTEREST TO THE ADMINISTRATION. AS YOU KNOW, DRUGS AND EDUCATION HAVE THE HIGHEST PRIORITY AS ISSUES OF CONCERN TO THE AMERICAN PEOPLE. WE HAVE LAID OUT A NATIONAL DRUG STRATEGY DESIGNED TO DEAL WITH THE SCOURGE OF DRUGS OVER THE LONG TERM.

IT IS A COMPLEX STRATEGY IN WHICH ALL THE PIECES FIT TOGETHER IN A REINFORCING WAY. WE ARE ATTACKING THE USE OF DRUGS, THE SUPPLY OF DRUGS, THE LAW ENFORCEMENT PROBLEMS, AND THE INTERNATIONAL ASPECTS OF THIS ISSUE. IN ADDITION, WE HAVE SUGGESTED A FUNDING PROGRAM THAT WILL PAY FOR THIS $8 BILLION EFFORT WITHOUT JEOPARDIZING THE NATIONAL SECURITY AND WITHOUT RAISING TAXES.

UNDER SENATOR DOLE'S LEADERSHIP, WE ARE ABOUT TO ENGAGE IN DETAILED DISCUSSIONS WITH THE DEMOCRATIC LEADERSHIP IN THE CONGRESS ~~OVER THE APPROPRIATE FUNDING FOR THESE PROGRAMS~~. AS I SAID EARLIER, WE ARE FLEXIBLE IN TERMS OF THE FUNDING METHOD. BUT I STRONGLY BELIEVE THAT WE MUST RETAIN THE INTEGRATED ELEMENTS OF THIS DRUG STRATEGY, WHICH TOOK MORE THAN SIX MONTHS TO DEVELOP. WE CANNOT AFFORD TO SACRIFICE OUR MILITARY PREPAREDNESS.

FIRST, WE DON'T NEED TO; AND SECONDLY, OUR MILITARY IS AN INTEGRAL PART OF THE DRUG EFFORT.

THE OTHER ISSUE ON THE IMMEDIATE HORIZON IS OUR EDUCATION SUMMIT ON SEPTEMBER 27-28 IN CHARLOTTESVILLE, VIRGINIA. I HAVE INVITED THE NATION'S GOVERNORS TO COME TOGETHER OVER A TWO-DAY PERIOD TO FOCUS ON OUR EDUCATIONAL SYSTEM. IT IS NOT MAKING THE GRADE.

IN A RECENT COMPARISON OF 13-YEAR-OLD STUDENTS IN THE UNITED STATES AND 11 OTHER NATIONS, THE UNITED STATES PLACED LAST IN MATHEMATICS AND NEAR THE BOTTOM IN SCIENCE. WE ARE SPENDING MORE MONEY ON EDUCATION THAN MOST OTHER COUNTRIES OF THE WORLD AND GETTING LESS RETURN ON OUR INVESTMENT.

IN SUMMARY, THE RESULTS ARE NOT THERE. OUR EDUCATIONAL SYSTEM IS WELL-FED, BUT UNDERNOURISHED. WE MUST FIND INNOVATIVE, ACCOUNTABLE WAYS TO IMPROVE PERFORMANCE.

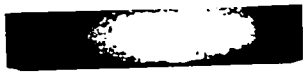
THE GOVERNORS REPRESENT OUR MOST KNOWLEDGEABLE POLITICAL LEADERSHIP IN TERMS OF EDUCATIONAL EXPERIENCE. I AM LOOKING TO ~~THEM TO PROVIDE~~ SHARE NEW IDEAS IN A NUMBER OF AREAS INCLUDING TEACHER RECRUITMENT AND RETENTION; HOW TO INSTILL A DRUG-FREE AND CRIME-FREE ENVIRONMENT IN OUR SCHOOLS; ~~THE HEALTH AND NUTRITION NEEDS OF STUDENTS~~; INCREASING THE CHOICES FOR PARENTS AND STUDENTS; AND THE ROLE OF FEDERAL, STATE AND LOCAL GOVERNMENTS IN MEETING EDUCATION NEEDS.



WE WILL HAVE SOME ROLL-UP-YOUR-SLEEVES MEETINGS. HOPEFULLY, THE OUTCOME WILL BE NEW IDEAS THAT CAN BE DEVELOPED INTO NATIONAL EDUCATION GOALS AND OBJECTIVES.

I'LL BE GLAD TO TAKE YOUR QUESTIONS.

# # #



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6TH STORY of Level 1 printed in FULL format.

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February 5, 1989, Sunday, City Edition

SECTION: NATIONAL/FOREIGN; Pg. 1

LENGTH: 1882 words

HEADLINE: Poor math, science skills hurt US

SERIES: AMERICA'S FAILING GRADES First in an occasional series on US science and math education

BYLINE: By Muriel Cohen and Diego Ribadeneira, Globe Staff

KEYWORD: US; ECONOMY; MASSACHUSETTS; EDUCATION; STATISTIC; SERIES; SCIENCE; REPORT

BODY:

So many American students cannot handle complex science and mathematics problems that the nation's future economic growth is in jeopardy, business leaders and educators warn.

Although US students may master simple tasks such as addition, subtraction, division and multiplication, these specialists say, too few schoolchildren are attaining the skills necessary to compete in an increasingly technical work force. Of those students who study science, few learn enough to analyze findings and draw conclusions, according to recent studies.

These findings were confirmed last week by a study showing that 13 - year - olds from Korea, Ireland, the United Kingdom and several Canadian provinces are outperforming their American counterparts in math and science.

The study was the fourth assessment in the past year to reveal deficits in math and science education in American schools.

Commenting on those reports, Paul Gray, president of the Massachusetts Institute of Technology, said, "Our national performance in math and science is sadly diminished compared with nations we think of as competitors in national markets.

"In the latest affirmation, once again we end up at the bottom whenever someone does a comparison, " he said.

Results of two studies were released in January: "A World of Differences" by the Educational Testing Service, funded by the National Assessment of Educational Progress, and "Everybody Counts," the first part of a long-range study of the future of math education by the National Research Council. "Wake up, America! Your children are at risk," the council study said, adding that three out of every four Americans stop studying mathematics before completing career or job prerequisites.

In addition, a report sponsored by the National Assessment of Educational Progress last June found serious deficiencies in the math abilities of

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9- year - olds, 13 - year - olds and 17- year - olds. Last September, the agency issued its Science Report Card, which was consistent with overwhelming evidence that American students do not perform as well on science as children in Japan and Western Europe.

Demographic forecasts indicate that the number of Americans between 18 and 24 - the age bracket that supplies most new workers - will decline by 4.1 million by the year 2000. Thus, businesses will have to choose from a shrinking labor pool that enters the work force poorly prepared.

"While industry is generally getting more scientific in its orientation and more numerical in its requirements, the nation is turning out workers who are not trained or trainable to respond to a more demanding employment environment," said John Gould, president of the Associated Industries of Massachusetts.

Faced with inadequately prepared applicants, American businesses spend about $ 40 billion to provide remedial training to new employees, according to the US Chamber of Commerce.

"That is a staggering sum of money," said Kenneth Rossano, chairman of the education committee of the US Chamber of Commerce. "And that is simply to get them up to minimal competency levels. Companies have to underwrite what amounts to a remedial education. "

American businesses cannot expect to compete on a global scale if they must act as a substitute educational system, business leaders and educators warn.

"We're at a crossroads right now. Either the education system is going to go back to turning out people who bring skills to the employment place, or we risk becoming a second-class nation, " Gould said.

Coupled with the educational problems in the schools is a critical drop in the number of science and math professionals.

By the year 2000, according to the National Science Foundation, the United States will have a shortfall of 400,000 scientists and engineers.

While interest in engineering increased in the late 1970s and into the early 1980s, there has since been a decline.

The number of engineers graduating from colleges and universities in the United States doubled between 1975 and 1985, said William B. Grogan, undergraduate dean at the Worcester Polytechnical Institute.

But in 1987 only 8 percent of college freshman reported an interest in an engineering career, compared with 12 percent in 1982, according to Grogan.

A College Board survey of high school juniors who took the PSAT exams last October shows only 7.7 percent were interested in engineering, compared with 10 percent in 1987. The study, released this week, also found that 3.3 percent were interested in computer science in 1987 but that slipped to 1.8 percent in 1988.

The picture is even grimmer for minorities, who are woefully underrepresented in science and engineering. In 1986, the last year for which data were available, blacks represented 2.5 percent of all engineers and Hispanics

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represented 2.1 percent, according to the National Action Council for Minorities in Engineering.

"What is happening today runs counter to historical trends," Grogan said. "In the past ups and downs in engineering interest were tied to the economic state of the nation. Today, job prospects for engineers are good and have been for several years. Interest in engineering should be rising."

"Part of the problem may lie in elementary and secondary schools which do not adequately motivate or prepare students to take college-level study in science and engineering," Grogan said. "Teachers and parents may not be encouraging students to consider careers in these areas. Subtly or not so subtly, they may be discouraging potential engineers and scientists before their interest can be kindled and rewards of disciplined study made evident."

Joseph Duffey, president of the University of Massachusetts at Amherst, admits that "we have not done enough to attract people and stimulate them to go into math and science careers."

But, he says, UMass is trying to help build the pool of qualified teachers. "One thing we have done is to encourage students majoring in math and the sciences to consider going into teaching," he said.

George Campbell Jr., president of the National Action Council for Minorities in Engineering, says, "A place where we can really make an impact is by cultivating an interest in these fields within the minority population."

"It's clear that in the long run if we don't stay strong in science and technology, we will slip, particularly since the United States has made a choice and bet on technological advances as a method of staying ahead of everybody else in the world," said James Rutherford, senior education officer for the American Association for the Advancement of Science.

"Having made that choice, we have to stay good at it, and certainly it's not going to be the case with the kind of education system we have now," Rutherford added.

At the heart of the problem, many agree, is an educational system that has failed to keep pace with a changing national economy and that has, for the most part, been teaching math and science in much the same way they have been taught for decades. While schools have focused on improving reading levels, there has not been enough attention paid to math and science.

Interest in mathematics and science drops off alarmingly as students advance through the grades, studies show. In part that trend grows out of the attitude of disaffected teachers - particularly in the elementary grades - who themselves had limited exposure to math and science.

In Massachusetts, 36 percent of fourth graders queried in the last statewide assessment of basic skills said math was their favorite subject; but 45 percent of high school seniors said they expected math would not be very useful in their lives and careers.

Observed Connors: "There is something deficient in our education system, how we are teaching at the secondary level and at the elementary level. It is

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telling us that math is not as attractive as it should be or as it can be. We have abdicated our responsibility in training teachers."

Rand Corp. researcher Arthur Wise assails "the low value" that is placed on teaching and the poor training many teachers get. "At the elementary level," he said, "too many people are teaching math and science without sufficient background."

Most school systems still emphasize theory and fact over practical applications, critics say, and seem more interested in testing memorization than in giving students the basis for understanding math and science for everyday use.

" Mathematics is the key to tracking the numbers in the AIDS epidemic and how fast it is spreading, in making predictions on the greenhouse effect, even on traffic congestion in Boston, to study the traffic flow," said Edward Connors, a math professor at UMass Amherst who is active in professional organizations.

"Some people's view is that all we have to do is make kids work harder," said Kenneth Hoffman, a senior official at the Joint Policy Board of Mathematics, a national organization of professional mathematicians. "That's simply the first tier of the problem, a question of paper and pencil skills.

"At the root of the issue is the curriculum. Math has changed dramatically in the last 50 to 60 years. The notion that math changes as rapidly as biology or physics is something that people don't think about."

As a result, math is seen as a dull, useless subject that can only be grasped by students with special talents.

"Only in math do we tend to excuse poor performances," said Hoffman, a math professor at the Massachusetts Institute of Technology. "Only in math do people stand around at cocktail parties saying, 'Oh, I was never very good at math. ' Do you ever hear people saying, 'Oh, I was never very good at reading.' That attitude points to a serious problem in which we have very low expectations for our children in math. "

Many school systems fail to challenge students by making advanced courses in math and science electives rather than requirements, critics say.

"Children should be exposed to math and science at an early age," said Philip Sadler, director of Project STAR - Science Teaching Through its Astronomical Roots - at the Harvard-Smithsonian Center for Astrophysics. "I once taught a seventh-grade class in calculus. . . . They were able to do as well as kids in junior high and high school so it's clear kids are not even being challenged."

In Massachusetts, graduation standards are being toughened, but 92 percent of the high schools require only two years of math and 83 percent require only two years of science.

A student at Lincoln-Sudbury High School - where more than 80 percent of the graduates go to college - can graduate with only two years of science and two years of math.

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A recent accreditation review of Wellesley High School recommended that double laboratory periods be offered and that the biology curriculum be broadened to include developments in the biotechnical sciences.

At the James P. Timilty School in Roxbury, however, some students are pressing forward aggressively in their math and science classes.

"Things are becoming more complex and I think it's going to be pretty important to know math and science," said Robert Perry, 13, an eighth grader.

Yolanda Perez, 13, a seventh grader at the school, agrees: "If we are the future, then we're going to have to know these subjects pretty well."

GRAPHIC: CHART

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7TH STORY of Level 1 printed in FULL format.

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February 1, 1989, Wednesday, NASSAU AND SUFFOLK EDITION

SECTION: NEWS; Pg. 4
Other Edition: City Pg. 7

LENGTH: 1282 words

HEADLINE: No U.S. Gold Medals in Math

BYLINE: By John Hildebrand. Newsday Education Writer

KEYWORD: UNITED STATES; EDUCATION; STUDENT; ACHIEVEMENT; STATISTICS; TEST; STANDARD; REPORT; SCHOOL

BODY:

American teenagers scored near the bottom in tests of science and mathematics conducted in six countries, according to a report that calls the results "a serious challenge to our position in the world community."

Americans ranked last in average scores on mathematics, behind other 13 - year - old students tested in South Korea, Spain, Britain, Ireland and Canada. And in the sciences, they placed near the bottom, scoring only slightly higher than Irish students and French-speaking students in two Canadian provinces.

Competition was especially keen from South Korean students, who outperformed their U.S. counterparts on questions ranging from basic knowledge of science and math to advanced interpretation of data. Nearly 33 percent of the Koreans, for example, were able to apply scientific facts in designing experiments, compared with less than 12 percent of the Americans.

The report, released yesterday by Educational Testing Service of Princeton, N.J., declares that low scores should prove "sobering" to Americans who long have viewed themselves as innovators in science.

While more than 95 percent of American youths tested were found to be familiar with basic facts of science and math, their knowledge in more advanced areas was described as "unacceptable." Only 40 percent, for example, were able to solve intermediate two-step math problems, compared with 55 percent of British students, 57 percent of Spaniards and 78 percent of the South Koreans.

The report, involving 24,000 students, mirrors other surveys issued last year and in 1984, which have ranked the United States near the bottom among more than a dozen industrial nations. But the latest study goes a step further than past efforts, comparing student attitudes as well as performance. It finds, for example, that about two-thirds of American teenagers professed to be "good at mathematics. " That same claim was made by only 23 percent of Koreans despite their superior skills.

Some U.S. educators suggested yesterday that their students suffered from overconfidence. "Before we feel 'good' about our performance, we had better

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test it against the competition, " said Gordon Ambach, a former New York State education commissioner, now executive director of the Council of Chief State School Officers in Washington.

New York, like many other states, has placed more emphasis on science and math in recent years and now requires two years' study in both subjects at the high school level. But standards still are minimal. Many New York students qualify for diplomas, for example, by passing math "competency" tests written at a basic ninth-grade level.

So many reports have been issued during the past five years detailing weaknesses in U.S. schools in comparison with those in western Europe and Japan that some experts have called the criticisms unbalanced. Defenders of American education note, for example, that college studies remain more demanding here than in Japan and that the United States still produces a disproportionate number of Nobel science prizewinners.

In the lower grades, too, student performance is improving in this country, experts add, even though other countries might be improving more rapidly. "We are making improvements on our own terms - involving every child in America," said Archie Lapointe, executive director of the testing service that conducted the latest study.

Funding for the study was provided by two federal agencies, the National Science Foundation and the Department of Education. Tests were administered in February, 1988, to representative samples of 13 - year - olds in the six countries. Included were French and English-speaking students in the Canadian provinces of British Columbia, New Brunswick, Ontario and Quebec.

Among the report's other findings:

Small classes and individual attention from teachers did not guarantee superior results. South Korean classes generally comprised 40 to 55 students, compared with classes of 20 to 30 that are typical in metropolitan New York.

Performance seemed to be governed more by the time students spent in school than by the amount of homework assigned. Twenty-seven percent of the American teenagers said they spent two or more hours on homework daily; that was only a percentage point less than that reported for the Koreans. On the other hand, the Koreans spent 220 days in school, compared with 180 for Americans.

Which Way Would It Grow?

Sample science question from test given to 24,000 13 - year - olds in six countries last year

Question: A teacher left a plant in a dark classroom during the school's ten day spring break. She placed a light near the plant, and she watered the plant well. When students returned to school after spring break, what do you think the plant looked like? (Designed to show understanding of simple principles.)

A B C D

D - I don't know

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D - None of the above

Correct answer is B.

(The drawing which shows the plant bending toward the light.) Percentage of students in each country who answered correctly:

South Korea -----81.0%

Spain --------73.3

Canada --------63.6

United Kingdom --59.2

Ireland -----56.6

United States ---54.4

SOURCE: Educational Testing Service

A Test Sampler

From the Educational Testing Service's assessment of math and science skills of 24,000 students in six countries, including about 1,000 from 200 U.S. schools

Science

Question: If you throw each of the following away after a picnic, which will decay the fastest and not harm the environment? (Designed to show knowledge of everyday facts.)

A. An apple core B. A metal soft-drink can

C. A plastic bottle D. A glass bottle

Answer: A.

Question: Which of the following is NOT a reflex action?

(Designed to show understanding of simple principles.)

A. Quickly closing your eyelid when something is about to hit our eye B. Falling over or tripping on a stone

C. Pulling away your hand when you accidentally touch a hot iron

D. Jerking your leg when the doctor taps your knee

Answer: B.

Question: A child sits at the end of a seesaw 6 meters long. The balance point is in the middle of the seesaw. The mass of the child is 25 kilograms. If your mass is 50 kilograms and you wish to balance the seesaw, at approximately what

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distance from the balance point would you need to sit on the opposite side? (Designed to show ability to interpret experimental data that involves several variables.)

A. 0.5 meters B. 1.5 meters

C. 2.0 meters D. 3.0 meters

Answer: B.

Math

Question: The length of a side of this square is 6. What is the radius of the circle? (Designed to show understanding of measurement and geometry concepts.)
A. 2 B. 3 C. 4 D. 6 E. 8 F. 9 G. Don't know.

Answer: B. 3.

Question: According to the table, what is the total amount of protein contained in two boiled eggs and one-half cup of whole milk? (Designed to show understanding of advanced concepts.)

	Measure	Calories	Protein (grams)	Carbohydrates (grams)
Banana, raw	1	100	1	26
Beef hamburger	3 oz.	245	21	0
Whole milk	1 cup	160	9	12
Doughnut	1	125	1	16
Eggs, boiled	2 eggs	160	13	1

Answer: 17.5 grams

GRAPHIC: 1) Newsday Chart by Tom Redmond - Which Way Would It Grow? Sample science question from test given to 24,000 13 - year - olds in six countries last year. 2) Newsday Chart A Test Sampler. From the Educational Testing Service's assessment of math and science skills of 24,000 students in six countries, including about 1,000 from 200 U.S. schools

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5TH STORY of Level 1 printed in FULL format.

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Facts on File World News Digest

February 17, 1989

SECTION: UNITED STATES; Education

PAGE: Pg. 110 F2

LENGTH: 257 words

HEADLINE: U.S. Scores Low in Math, Science

BODY:

U.S. students placed last in an international comparison of mathematics and science skills, according to a report released in Washington, D.C. January 31 by the Educational Testing Service. [See 1988, pp. 421D2, 187C3]

The study, funded by the U.S. Department of Education and the National Science Foundation, had compared the abilities of a representative sampling of 13 - year - old students from the U.S., South Korea, Great Britain, Ireland, Spain and the Canadian provinces of British Columbia, New Brunswick, Ontario and Quebec. The latter three provinces were divided in the study into English- and French-speaking subgroups.

The students had answered an identical series of 63 math questions and 60 science questions.

In math, South Korean students out-performed those in all other countries surveyed. Some 40% of Korean students had understood measurement and geography concepts, while 78% could use intermediate skills to solve two-step problems. The comparative figures for U.S. students were about 10% and 40%.

In science, students in South Korea and British Columbia were ranked at the top. More than 70% of them were able to use scientific procedures and analyze scientific data.

By comparison, only 35% to 40% of students in the bottom-ranked countries and provinces -- the U.S., Ireland, and the French-speaking groups in New Brunswick and Ontario -- could handle similar problems.

Ironically, 68% of U.S. students described themselves as "good at mathematics, " while only 23% of South Korean students said the same.

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(Smith/Blessey)
Draft Five
September 16, 1989
MONTANA

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

Governor Stephens, Senator Burns, Congressman Marlenee, Representative Peck, Speaker Vincent, Senate President Galt, Ladies and Gentlemen. Good afternoon, and thank you for that introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is one Texan who's followed suit. And who because of your hospitality, is feeling anything but "lonesome."

In return, I'd like to share a few words of appreciation. They're from Henry David Thoreau, who said, "Eastward I go only by force. Westward I go free." Those words hit home on a day like this. For it's freedom that moves the mind and spirit as you travel West from Washington.

You see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, a sampling of some of God's best handiwork. And you're free to enjoy the Big Sky -- and dream dreams as big as all America.

But as we dream, we must also act. Act as wise stewards of this generation -- for all the generations to come.

A few moments ago I spoke to the Montana Centennial Celebration. Where I talked of one kind of stewardship -- the safeguarding of our national resources. The great outdoors is precious, but fragile. To preserve it, we must protect it.

Now, in saying this, I'll confess: I feel like a student advising his teacher. For I needn't tell you about hunting, hiking, and rafting. And like me, you never met a fish you didn't like [PAUSE] . . . Of course, after my recent vacation in Maine, there are some who say I never met a fish, period. [PAUSE]

Stewardship can mean preserving the purity of our living environment. For America can only be as beautiful as her people are vigilant. But stewardship can also mean preserving our teaching and learning environment. For America can only be as great as her children are educated.

It's this kind of stewardship I'd like to briefly talk about and it's the reason each of you is here today in Helena -- many of you from Centennial States. Sharing ideas and responsibility to help shape the next hundred years of American education.

We hear a lot today about education's problems. And we should. For the problems are real. A too-high drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

These problems must have solutions. This Conference hopes to find them. Because when it comes to education, Washington Doesn't Know Best. The people do. Nowhere is that truer than here in the American West where local values and school autonomy are as revered as love of freedom and of country. And perhaps nowhere is it more embodied than in the painting just behind me.

It has been called Charles M. Russell's greatest work, entitled "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." And it says a lot: About the West and, strangely enough, about Western education. To the right stand Lewis and Clark. Asking questions about a strange world. Willing and needing to learn. And in the center are the Indians. Ready to share knowledge, and lead Lewis and Clark along unknown terrain.

For decades after, this spirit of freedom and discovery spurred the West. Yes, life was hard. There were homes to be built. And schools to be constructed, so that kids could learn. How did these pioneers do it? The way the West has always done it. They were selfless. Independent. They were resolute. Unafraid.

Let me take a few moments to remember how it was. Not as a trip down memory lane. But as a profile in the stewardship of education. A profile of courage and self-discipline -- lessons as timely to 1989 as to the pioneers of 1889.

Remember, first, the schools themselves. Names like Dry Run, Sitting Up, Crocus Hill. And their condition. Small, often with only one room. Dirt floors. And log walls.

And remember the communities that built them. What a task it was. Often, supplies were limited -- but there were always enough hands. For communities pitched in -- lumberjack, carpenter, mason. Whatever it took, those kids would have their school.

Remember, too, the students -- just getting to school could be mission impossible. In Chinook, Montana, almost a hundred years ago, 10-year-old Lillian Miller needed sturdy shoes; her little log school was seven miles from home. And once at school, here's what she and others found. Makeshift furniture: Students sat on boxes, or benches. Books? They were more elusive than prospectors' gold. Four or five kids studying from a single volume.

Just think of it. Think of how those students must have loved to learn -- for look what they endured. And when it came to love, or endurance, no one eclipsed their teachers. They were the first stewards of American education.

To begin with, think of their problems. Leaking roofs. Rooms full of kids of all ages. And skunks beneath the schoolhouse -- imagine what that did for student discipline. Think, then, of their pay -- that was really a problem: Less than $30 a month. And privacy? What privacy? Teachers were often boarded in small homes with large families. And they often doubled as community leader.

Then, there were the parents. They had to run a farm, raise a family, and fight off everything from claim-jumpers to bears.

What's more, they housed kids from distant families -- caring for them like their own -- so that every child might have the chance to learn. For they realized the future lay in their children, through education.

These pioneers knew, as we do, that education can carve a better life. And they knew that true learning -- basics like reading, writing, and arithmetic -- don't stem from trendy curricula. Rather, true learning stems from values that are always in style. Values like "Do unto others." Values that tell kids why drugs are Public Enemy Number 1 -- and detail a program, as our Administration has, to defeat that enemy.

In that context, let me say: This ~~Federal drug program~~ national strategy needs your help. We need the States to toughen their laws: Mandatory time for weapons offenders. No plea-bargaining on guns. The death penalty for heinous drug crimes. And more police, prosecutors, and prisons so that vicious thugs will be pursued, prosecuted, and put away for good. These steps will help make true learning possible -- and allow teachers to teach values like self-respect, good citizenship and patriotism. Values as central to the American West as the bravery that tamed its frontier.

Don'd Rinkel
Dept. of Justice
633-2104
Sent Address to D.S. to Attorneys 6/16/89

No government planner told these pioneers how to structure courses. Or how long the school year should be. They decided, right here. They didn't need Washington to know that those closest to the community best understand its priorities. Nor do you today. I'm talking about local school boards, teachers, and

parents working with each other in a partnership with all levels of government.

As a partner, I pledge to you: Our Administration will listen. I meant it when I said earlier, "Washington doesn't know best -- the people do." For I reject -- implicitly -- the notion of Federal mandates -- Federal bullying -- in education. Instead, what we need -- what I'm asking for -- are local ideas, local creativity, and more local autonomy.

The plain truth is that our educational system is not making the grade. In a recent comparison of 13-year-old students in the United States and 11 other Nations, America placed last in Mathematics and near last in Science. Spending more money on education than most other countries, we're getting less return on the investment. It is time for change -- perhaps radical change -- to find new ways to improve educational performance.

That is why over the past several months, I have met with groups from the American Federation of Teachers to the National Association of School Boards, and from mayors to elected officials to -- literally -- hundreds of State legislators. And it's why we're meeting today.

For I know how important State legislators are. You appropriate the money. You make programs possible. And you are often experts on education. Yet you can't do it alone. Any more than Washington. Only through partnerships -- government serving as a catalyst -- can we keep American education Number One.

Letter to Congress 4/5/89 Edu. Pack. Fact Sheet

Accordingly, in April I sent to the Congress the "Educational Excellence Act of 1989." Our program has four objectives. First, to reward excellence. Second, to see that Federal dollars help those most in need. Third, our program demands educational accountability. And fourth, it supports greater flexibility and choice.

We want to create a $500 million program to reward schools that improve the most. And a new Magnet Schools of Excellence program -- helping parents choose which public schools their children will attend. Then, there's "Alternative Certfication" allowing talented Americans to teach in the classroom. And special Presidential awards for the best teachers. And through a new initiative of National Science Scholars, we want to increase incentive to excel in science, mathematics, and engineering.

The 1989 Education Act seeks to invest in the kids, and their kids, who will truly shape "the next one hundred years."

Statement by Press Sec't, 8/11/89

This Conference can advance that goal. As can the ideas of citizens from Maine to California. And so can an unprecedented event which occurs next week -- the Nation's first Educational Summit Presidential Conference. ~~In fact, I believe this summit will be the first time a President has asked all 50 Governors and each Cabinet official to meet on a single issue.~~ To talk. Think. Exchange ideas.

The Summit Conf on Education 2-1-89

Ideas about how to boost teacher recruitment and retention. And increase the choices for parents and students. Ideas on how best to coordinate the role of Federal, State, and local

governments. And instill a drug-free and crime-free environment in our schools. In short, ideas on how to spur educational reform. And return power to the people.

Our Summit will be as wide-ranging as the West. So let your Governors know precisely what you think. If you do, Summit participants will reaffirm the central lesson of the Centennial pioneers -- that only together can we truly educate America's children. For education is our most enduring legacy, vital to everything we are and can become.

What a legacy they have given us -- these pioneers of a century ago. And what a responsibility we have. Let us meet it. So that a hundred years from now, future generations will say of us: They taught their children well.

Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

# # # #

(Smith/Blessey)
Draft Four
September 14, 1989
MONTANA

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Governor Stevens, Representative Peck, Speaker Vincent, Senate President Galt, Ladies and Gentlemen. Good afternoon, and thank you for that kind introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is <u>one</u> Texan who's followed suit. And who because of your hospitality, is feeling <u>anything</u> but "lonesome."

In return, I'd like to share a few words of appreciation. They're from Henry David Thoreau, who said, "<u>Eastward</u> I go only by <u>force</u>; <u>Westward</u> I go <u>free</u>." Those words hit home on a day like this. For it's freedom that moves the mind and spirit as you travel West from Washington.

You see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, a sampling of God's handiwork. And you're free to enjoy the Big Sky -- and dream dreams as big as all America.

But as we dream, we must also act. Act as wise stewards of this generation -- for <u>all</u> the generations to come.

A few moments ago I spoke to the Montana Centennial Celebration. Where I talked of one kind of stewardship -- the safeguarding of our national resources. The great outdoors is precious, but fragile. To preserve it, we must protect it.

Now, in saying this, I'll confess: I feel like a student advising his teacher. For I don't have to tell you about hunting, hiking, and rafting. And like me, you never met a fish you didn't like [PAUSE] . . . Of course, after my recent vacation up in Maine, there are some who say I never met a fish, period. [PAUSE]

Stewardship can mean preserving the purity of our <u>living</u> environment. For America can only be as beautiful as her people are vigilant. But stewardship can also mean preserving our <u>teaching</u> and <u>learning</u> environment. For America can only be as great as her children are educated.

It's <u>this</u> kind of stewardship I'd like to briefly talk about and it's the reason each of you is here today in Helena -- many of you from Centennial States. Sharing ideas and responsibility to help shape the next one hundred years of American education.

We hear a lot today about education's problems. And we <u>should</u>. For the problems are real. A too high drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

These problems must have solutions. This Conference hopes to find them. Because when it comes to education, Washington Doesn't Know Best. The people do. Nowhere is that truer than here in the American West where local values and school autonomy are as revered as love of freedom and of country. The America of Brigham Young, Mike Mansfield, and Charles M. Russell. And perhaps nowhere is it more embodied than in the painting just behind me.

It has been called Russell's greatest work, entitled "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." Russell painted it in 1911. But it preserves a moment from 1805. And it says a lot: About the West and, strangely enough, about Western education. To the right stand Lewis and Clark. Asking questions about a strange world. Willing and needing to learn. And in the center are the Indians. Ready to share knowledge, and lead Lewis and Clark along unknown terrain.

For decades, this spirit has spurred the West -- the spirit of freedom and discovery. And made possible today's Centennial observations. For as life was arduous in 1805, so it was in the 1880s and '90s. There were homes to be built, and villages to be created. And schools to be constructed, so that kids could learn. How did they do it -- these Centennial pioneers? The way the West has always done it. They were selfless. Independent. They were resolute. Unafraid.

Let me take a few moments to remember how it was. Not as a trip down memory lane. But as a profile in the stewardship of

education. A profile of courage, self-discipline, and above all, sacrifice -- lessons as timely to 1989 as to the pioneers of 1889.

Remember, first, the schools themselves. Names like Dry Run, Sitting Up, Crocus Hill. And their condition. Small, often with only one room. Dirt floors. And log walls.

Remember, next, the communities that built the schools. And what a task it was. Often, ~~lumber~~ supplies were limited -- and had to be carried for miles. Often, funds were scarce -- but there were always enough hands. For communities pitched in -- lumberjack, village smithy, carpenter, mason -- giving of their time, and of their talents. In one place, a school opened in an abandoned stable; the kids sat on the manger. In another, the school opened above a saloon. No endeavor was too great -- no sacrifice too large. Whatever it took -- however it took -- those kids would have their school.

Remember, then, the students -- just getting to school could be mission impossible. In __, __-year-old __ had to walk three miles each way; her only companions were the blizzards and the wolves. And in South Dakota, two boys had an even longer round-trip -- 24 miles. And once at school, here's what they found. Makeshift furniture: Students sat on boxes, or benches. Often, no paper. Or blackboards. At best -- Shell Creek, Wyoming -- a blackboard made of two rubber boots, split open and tacked on the wall. Books? They were more elusive than prospectors' gold. Four or five kids studying from a single volume. And fun? It

was even more remote. Kids were told to keep their feet still. That way, they wouldn't raise the dust [PAUSE] . . . when you get home, try telling that to your kids.

Just think of it. Think of how those students must have loved to learn -- for look what they endured. And when it came to love, or endurance, no one eclipsed their teachers. They were the first stewards of American education.

I'm sure you've heard the old expression, "Problems are really opportunities in disguise." Well, teachers a century ago must have seen more opportunities running around than they really deserved. Leaking roofs. Rooms full of kids of all ages and abilities. And skunks beneath the schoolhouse -- imagine what that did for student discipline. Teachers were poorly paid -- less than $30 a month. And often lacked a desk: One teacher took an organ, removed the keys, and built drawers under the top. Privacy? What privacy? Teachers were often boarded in small homes with large families. And they doubled as community leader -- since the school might serve as town church, social hall, dance parlor, and balloting place.

Then, there were the parents. And talk about double jeopardy. They had to run a farm, raise a family, and fight off everything from claim-jumpers to bears. And if that wasn't enough, they housed kids from distant families -- caring for them and their own -- without pay. So that every child might have the chance to learn. Tough to do -- but they did it. For they were

also stewards. And they realized where the future lay: In their children, through education.

These Centennial pioneers knew, as we do, that education can carve a better life -- for the son, hoping to be a cattle man, or that daughter, who wanted to teach the next generation. What's more, they knew that true learning -- basics like reading, writing, and arithmetic -- doesn't stem from trendy curricula. Rather, true learning stems from values that are always in style. Values like voluntary prayer and "Do unto others. Values that tell kids why drugs are Public Enemy Number 1 -- and detail a program, as we have, to defeat that enemy. Values like courtesy, self-respect, and discipline, good citizenship and patriotism. Values as central to the American West as the bravery that tamed its wild frontier.

No government planner told these pioneers how to structure courses. They did it on their own. Or how long the school year should be. Or whether in Nebraska -- for instance -- the Territorial librarian could serve as superintendent of education. They decided, right here. They didn't need Washington to know that those closest to the community best understand its priorities. Nor do you today. I'm talking about local school boards, teachers, and parents working with each other and all levels of government.

In a real sense, that's why you're here. For you know -- like the Centennial pioneers -- how education can inspire. As legislators and members of the Commission, you want to increase

academic standards and accountability. And spur local flexbility and choice. For you know that excellence breeds achievement, and achievement should be rewarded. And so from adult learning to K through 12 funding to rural development, you're taking that grass-roots message to the community. As your forefathers did a century ago. And as America must do today.

This Conference says, "We in the West will do our part." Well, our Administration will do its part. We, too, must be stewards. We, too, know education can be a ladder. That is why in April, I sent to the Congress the "Educational Excellence Act of 1989." It seeks to reward improving schools, increase parental choice, and enhance academic standards. And to invest in the kids, and their kids, who will truly shape "the next one hundred years."

The 1989 Education Act can advance that goal. As can this Conference. And so can an event which occurs next week -- the first Educational Summit Conference in our history.

I have asked all 50 Governors and each Cabinet official to meet with me. To talk. Think. Exchange ideas. Ideas about how to spur educational reform. And return power to the people.

A prediction: Our Summit will be as wide-ranging as the West. And a belief: Summit participants will reaffirm the central lesson of the Centennial pioneers -- only together can we truly educate America's children. For education is our most enduring legacy . . . vital to everything we are and can become.

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Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

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