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Davis/Martin
Sept. 26, 1989
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PRESIDENTIAL ADDRESS: CONVOCATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.

Thank you Secretary Cavazos, President O'Neil, Governors Baliles and Branstad.

It's a delight to be back in Charlottesville. ((Imagine this -- you have a President, the Cabinet and America's governors visiting your school. And the big man on campus today is still Sean Moore.)) ////

And then my son Marvin and daughter-in-law Margaret advise me to be humble while I'm at U. Hall. ((You see, they told me you only do the wave for Ralph Sampson.)) ////

Well, it's easy to be humble at a school so rich in history and educational endeavor. And I have also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives from the states bring to education reform.

It is you -- the governors -- along with state legislators and school boards, leaders of business, parents and teachers -- those throughout this nation's vast decentralized education system, who face tough decisions. I've heard eloquent advice from many of you, and so many others, in the last few weeks. I've listened. And I am deeply appreciative of all that I have learned.

But I've also learned that we should listen to our children. They have much to say to us, too. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds, the majesty of space. Think what these images would have meant to the ever-curious founder of this university, who could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is commonplace, and peace and prosperity are often taken for granted. Our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we are close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs, here at Mister Jefferson's school.//

Every step we take at this University is **truly** a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, and a horizon limited only by the blue mountains beyond. But Jefferson surveyed a horizon no one else could see. He saw the graceful dome of the Rotunda, and the elegance of the Lawn and its pavilions. He saw meeting rooms, libraries and lecture halls teeming with professors and students yet unborn.

Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his University

-- and his dream -- that inspires us today to follow in his footsteps.

Thomas Jefferson was a relentless advocate for universal public education. You might say he was our first education president. "He had a fundamental conviction that on the 'good sense of' an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed this assessment from a friend of mine -- another Renaissance man, a man of our time -- the late A. Bartlett Giamatti. //

Like Jefferson, Bart's life was a metaphor for civility and public service. And it is this commitment to public service that we must carry on, not just as an education President and as education governors, but as an education society.

We have come close to the Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and diversity; in its commitment to meeting special needs and individual differences. We are inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the poor, compensating for all distinctions of class, race and background. ((A century ago, the poorest parents in the bleakest slum knew their children could go

anywhere, could be anything, if they could get an American education.))

Yet after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. While millions go to college, millions will never graduate from high school.

The National Assessment of Educational Progress estimates that fewer than one in four of our high school juniors can write an adequate, persuasive letter. Only half can manage decimals, fractions and percentages. Barely one in three can locate the Civil War in the correct half-century. No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee of **mediocrity, social decay and national decline.**//

Education is our most enduring legacy, vital to everything we are and can become. And come the next century -- just ten years away -- what will we be? Will we be the children of the Enlightenment, or its orphans?

Six years ago, the Commission on Excellence in Education issued its powerful report; and yet today, our nation is **still** at risk. The educational reform movement has done well in articulating its criticisms. Now it is time to define goals.

Too much is at stake not to act now. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy. This is a time for **action.**//

I sent my proposals for **federal** action in education to Congress last spring. The Educational Excellence Act of 1989 includes ways to reshape and expand federal efforts, to recognize excellence, lift the needy, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these principles, and I value your advice and ideas as we continue to refine the federal role.

Some offer a completely different answer -- to spend more money. And at the federal level, we **have** asked Congress to provide nearly a half a billion dollars in new funding for ten **worthy** programs. Your states may also choose to spend more. But to those who say that money alone is **the** answer, I say that there is no **one** answer. If anything, hard experience teaches that we are simply **not** getting our money's worth in education.// Our focus must no longer be on resources. It must be on **results**.//

This is only the third time in our 200 years as a nation that a President has called a summit with the governors. I have called you together because you bear the Constitutional responsibility for education. And I did not ask you to such an historic occasion merely to bemoan what is wrong. We are here to **work**; to work **together**; to put the future before the moment, and progress before partisanship, once again to make **an American education** the **best** in the world. //

You already are consulting with the state legislatures to better our schools. Our teachers are already giving their heart and soul to their jobs. But we have never before worked **together**

-- President and principal, governor and teacher -- to achieve **results** in education.

A social compact begins today in Charlottesville, a compact between parents, teachers, principals, superintendents, state legislators, governors and the Administration. Our compact is founded not on promises, but on challenges -- each one a radical departure from tradition.

I challenge **you** to join me, for the first time, to define national goals in education. From this day forward, let us be an America of tougher standards,/ an America of higher goals// and a land of bigger dreams.

And our goals must be "national," not "federal." That is why I welcome the initiatives of the National Governors Association, from the Time for Results report in 1986, to the goal-setting project recently begun under the leadership of Iowa's Terry Branstad, South Carolina's Carroll Campbell and Bill Clinton of Arkansas. My Administration will work with you to build on the National Assessment program's first state-by-state achievement results. We will work with you to formulate national goals. And then **we** will challenge superintendents and principals to meet these higher goals.

((In return, I accept **your** challenge, and will work with you to loosen the grip of federal restrictions.//// How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a federal directive? Unnecessary restriction

is the enemy of the bold. And **bold action** is what we need **most** of all. //

I ask Congress to allow Washington to be more flexible, by passing reform legislation. And I ask you, in turn, to ease state restrictions on local bodies.))

Then we will judge our efforts not by our intentions, but by our **results**.

So to get results, we need national goals, and more flexibility from federal and state government.

To get results, we will need a new spirit of competition between students, between teachers and between schools -- a report card for all.

And **to get results**, we will need discipline, structure and goals.

Yet I do not counsel a naive nostalgia, a tame adherence to the past. Business as usual is not getting us where we need to go. So when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every P.T.A. board member already knows: The American people are ready for radical reforms. **We must// not// disappoint// them.//**

I envision tradition-shattering reform in five areas.

First, I see the day when every student is literate. But literacy should mean more than the "three R's." We must be a reading nation. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know **why** Americans died at Bunker Hill, at

Gettysburg, at Monte Cassino and Inchon. They must do more than identify names on a multiple choice question. They must **understand** the generosity of Andrew Carnegie, the genius of Alexander Graham Bell and the heroism of Rosa Parks. //

Some youngsters will naturally take longer than others. Some will need more study, and extra instruction. But we should **never** send a student from school just because he or she has passed an arbitrary birthday.//

Second, I see a day when our educational system will be unafraid of diversity. Of course, all schools in a state will share a core curriculum and minimum standards of achievement. But the means by which that curriculum is taught, and those goals met, should be as diverse and varied as our children, our teachers and their communities. Let them blend, in myriad ways, the traditional and the modern, the human and the technological. Let us give our schools and our teachers the freedom to do **what they do best**.

Children also differ -- in their interests, learning styles and capabilities. So third, I see the day when choice among schools will be the norm rather than the exception; when parents will be full partners in the education of their children.

Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated. Education is a way of life, and educational reform is an urgent responsibility

for every parent, every student, every community. Those who do not advance the cause of education, **hinder it.**

This means enlisting the parents, grandparents and other adults who play large roles in children's lives in their formal, as well as their informal education. This means that parents, students and professional educators will be accountable to one another, as a community.

But to be accountable, we need to know just how much progress we're making. So fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are; this means accepting the bad news along with the good. We have always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

Accountability also means we must act on what we discover. Weak performance in the classroom, or the principal's office, will no longer be tolerated. But neither will indifference toward good educators. Society has no greater benefactors than outstanding teachers and principals. Let them get what they deserve -- generous praise and **solid rewards.**

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know: when standards and expectations are high, everyone does better. This includes both the unusually gifted, and those with special needs and

disabilities. But it must also include the student we too-often forget, the average student. For I believe, that with a little care and a little work, we can unleash within each of these so-called ordinary children an extraordinary potential.

This same potential can be found within every disadvantaged child, those from troubled neighborhoods: children for whom our schools must be a beacon of excellence; a sanctuary from violence; a model of good character, sound values and exemplary ethics. **Let no child in America be forgotten and forsaken.**

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom they need.

Such freedom will not lead to a quick and easy solution. It is the work of years. And we have taken such a long-term view in our meetings.

We have discussed the need for educational reform in terms of our national competitiveness, even our national future. But I am sure you agree that there is more to learning than just our trade balance or the greying of our work force; it is broader than the important, but narrow, compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. He observed that just as the touch of a button on a stereo will fill a room with music, so

by taking down one of these volumes, and opening it, one can call into range the voice of a man far distant in time and space, and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind.

That is why we have gathered here, at Mister Jefferson's school. He was just **one** man, but look at what one man can do. Imagine what **we** can do, if we -- more than fifty strong -- are united by this great cause. So let us dream. Let us talk. If need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson.

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Thank you for your hard work and dedication. God bless you all, and God bless America.

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David S. Broder

Education: Help Might Be On the Way

The cynics may be wrong. There's a chance President Bush's "education summit" with the nation's governors may mark a significant step in the struggle to overhaul and improve America's schools.

Bush's invitation, tossed out at the end of a speech he gave to the governors less than two months ago, looked initially as gimmicky as his declaration during the 1988 campaign that he wanted to be "the education president."

Slogans or symbolic meetings are no substitute for substance, and little time had been allowed to plan the meeting. The first reports about what the White House wanted were disquieting: a few hours of closed-door conversation between the president and the governors, to be followed by a presidential speech and news conference. Understandably, some of the governors thought they were being used as props for what they saw as a glorified presidential "photo opportunity."

But, after last week's final round of preparatory meetings for the Sept. 27-28 session in Charlottesville, it seems possible that something more useful may happen—something closer to what Ernest L. Boyer, the former U.S. commissioner of education, had in mind when he suggested the summit a year ago. Boyer is now the president of the Carnegie Foundation for the Advancement of Teaching. His thinking is giving shape and substance to the meeting on the grounds of the University of Virginia.

It is reasonable now to expect two things from the summit:

First, a statement committing the nation, and each of the 50 states, to reach by the end of the century a challenging set of measurable performance standards for schools and students. The standards will be high enough to make the United States competitive in the world economy and to sustain a common culture and informed citizenry in this increasingly diverse republic. They will almost certainly include sharp reductions in the dropout and illiteracy rates; improvement in language, mathematics and thinking skills; the assurance that all youngsters start school healthy enough to learn and that all adults have access to the advanced education and retraining they will need in a changing economy.

The specifics will be framed after accelerated consultations with education professionals, business and civic leaders.

Second, an agreement to seek, through legislative and regulatory changes, much greater flexibility for individual schools and school districts to use the federal aid to education funds they receive. Instead of the segregation of targeted beneficiaries required by present laws and regulations, the schools would be freed to use the resources in ways they consider most efficient—but with a reciprocal requirement that the targeted students meet the agreed-upon achievement standards.

At first glance, it may appear contradictory to talk in the same breath about achieving high national performance standards and deregulating the schools. But increasingly there is consensus that "empowering the teachers" is the best way, and perhaps the only way, to improve education performance. That is a key idea Boyer has been promoting.

In the next decade, America will need millions of new teachers, and the only way to get good ones is to improve their pay, their professional opportunities—and their accountability. The cynics will say that none of this is more than talk unless the summit also makes clear who will pay for the improvements. Ultimately, that's true, but most of the governors will go to Charlottesville prepared to tell the president that their experience proves that people will pay for better schools—once they're convinced they will get them.

Indeed, such governors as Delaware's Mike Castle and South Carolina's Carroll Campbell, both Republicans, will tell Bush that their own "state summits" have shown incredible grass-roots interest in building on the state-led school-reform efforts of the past half-dozen years.

Already, there is an emerging consensus that the federal contribution to the process should focus on improving health and nutrition programs for preschoolers. Youngsters who are hungry or ill simply don't learn. Making the federal Head Start program—which now reaches only one of every four eligible children—available to all of them will probably be one of the goals for the '90s.

Funding those federal programs will have to be addressed by Congress and the president as part of the budget debate. But both the administration and the financing of schools will remain largely in state and local hands. There is no disposition to change that.

Charlottesville can only be a start. But a national commitment, enunciated by the president and affirmed by the governors, would be very important. As Boyer told The Business Roundtable last June, "We don't need a federal ministry of education to force all schools into a bureaucratic lockstep. We don't need one more critical report. What we do need is a national agenda for school reform. We need a strategy that sustains state and local leadership, while giving

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And that, quite possibly, is what the education summit can achieve.

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TINA

PRESIDENTIAL ADDRESS: CONVOCATION, UNIV. OF VIRGINIA
THURSDAY, SEPT. 28, 11:30 A.M.

THANK YOU SECRETARY CAVAZOS, PRESIDENT O'NEIL,
GOVERNORS BALILES AND BRANSTAD.

IT'S A DELIGHT TO BE BACK IN CHARLOTTESVILLE.
((IMAGINE THIS -- YOU HAVE A PRESIDENT, THE CABINET AND
AMERICA'S GOVERNORS VISITING YOUR SCHOOL. AND THE BIG
MAN ON CAMPUS TODAY IS STILL SEAN MOORE.)) ////

AND THEN MY SON MARVIN AND DAUGHTER-IN-LAW
MARGARET ADVISE ME TO BE HUMBLE WHILE I'M AT U. HALL.
((YOU SEE, THEY TOLD ME YOU ONLY DO THE WAVE FOR RALPH
SAMPSON.)) ////

WELL, IT'S EASY TO BE HUMBLE AT A SCHOOL SO RICH
IN HISTORY AND EDUCATIONAL ENDEAVOR. AND I'VE ALSO
BEEN DEEPLY IMPRESSED BY THE COMMITMENT, THE CREATIVITY
AND THE KNOWLEDGE THAT MY FELLOW CHIEF EXECUTIVES FROM
THE STATES BRING TO EDUCATION REFORM. IN OUR MEETINGS
YESTERDAY, I LEARNED EXACTLY HOW MUCH YOU CARE ABOUT
THE CHILDREN OF YOUR STATES, AND THEIR FUTURE. IN
SHORT, I CAME TO CHARLOTTESVILLE WITH HIGH
EXPECTATIONS, AND YOU EXCEEDED THEM.

SO THE SPIRIT OF OUR SUMMIT IS NOT: "WHO WILL GET THE CREDIT?" THE SPIRIT OF THIS SUMMIT IS: "HOW CAN WE GET RESULTS." WE ARE HERE TO PUT PROGRESS BEFORE PARTISANSHIP, // THE FUTURE BEFORE THE MOMENT // AND OUR CHILDREN BEFORE OURSELVES. //

I'VE HEARD ELOQUENT ADVICE FROM MANY OF YOU, AND FROM SO MANY OTHERS, IN THE LAST FEW WEEKS. I'VE LISTENED. AND I AM DEEPLY APPRECIATIVE OF ALL THAT I HAVE LEARNED.

BUT I'VE ALSO LEARNED THAT WE SHOULD LISTEN TO OUR CHILDREN. THEY HAVE MUCH TO TELL US. IN MANY WAYS, THEY ARE THE LUCKIEST GENERATION IN HISTORY. JUST LAST MONTH, OUR CHILDREN OBSERVED, IN THE CLARITY OF VOYAGER'S SIGHT, THE HORIZONS OF NEW WORLDS, THE MAJESTY OF SPACE. THINK WHAT THESE IMAGES WOULD HAVE MEANT TO THE EVER-CURIOUS FOUNDER OF THIS UNIVERSITY, WHO COULD ONLY LOOK THROUGH A PRIMITIVE TELESCOPE AT FAINT PATCHES OF LIGHT AND WONDER.

BUT OUR CHILDREN ARE GROWING UP IN AN AGE WHERE WONDER IS COMMONPLACE, AND PEACE AND PROSPERITY ARE OFTEN TAKEN FOR GRANTED. OUR CHILDREN ARE ALSO THE BENEFICIARIES OF A NATION THAT LAVISHES UNSURPASSED RESOURCES ON THEIR SCHOOLING. SO IN MANY WAYS, WE ARE CLOSE TO FULFILLING THE ENLIGHTENMENT DREAM OF UNIVERSAL EDUCATION, A DREAM THAT BECAME A REALITY IN THE SHADOWS OF THE SHENANDOAHS, HERE AT MISTER JEFFERSON'S SCHOOL.//

EVERY STEP WE TAKE AT THIS UNIVERSITY IS TRULY A WALK IN THOMAS JEFFERSON'S FOOTSTEPS. WHEN HE FIRST CHARTED THE GROUND ON WHICH WE GATHER TODAY, THERE WAS JUST A FIELD OF GRASS, AND A HORIZON LIMITED ONLY BY THE BLUE MOUNTAINS BEYOND. BUT JEFFERSON SURVEYED A HORIZON NO ONE ELSE COULD SEE. HE SAW THE GRACEFUL DOME OF THE ROTUNDA, AND THE ELEGANCE OF THE LAWN AND ITS PAVILIONS. HE SAW MEETING ROOMS, LIBRARIES AND LECTURE HALLS TEEMING WITH PROFESSORS AND STUDENTS YET UNBORN.

JEFFERSON SET OUT TO FASHION HIS RARIFIED VISION INTO SOLID REALITY, BRICK BY BRICK, BOOK BY BOOK. AND IT IS HIS UNIVERSITY -- AND HIS DREAM -- THAT INSPIRES US TODAY TO FOLLOW IN HIS FOOTSTEPS.

THOMAS JEFFERSON, OUR FIRST EDUCATION PRESIDENT, WAS A RELENTLESS ADVOCATE FOR UNIVERSAL PUBLIC EDUCATION. "HE HAD A FUNDAMENTAL CONVICTION THAT ON THE 'GOOD SENSE OF' AN EDUCATED CITIZENRY, WE COULD BUILD AND DEFEND A COUNTRY OF LIBERTY AND JUSTICE."

I BORROWED THIS ASSESSMENT FROM A FRIEND OF MINE -- ANOTHER RENAISSANCE MAN, A MAN OF OUR TIME -- THE LATE A. BARTLETT GIAMATTI. //

LIKE JEFFERSON, BART'S LIFE WAS A METAPHOR FOR CIVILITY AND PUBLIC SERVICE. AND IT IS THIS COMMITMENT TO PUBLIC SERVICE THAT WE MUST CARRY ON. LET US MAKE THIS AN EDUCATION SOCIETY.

WE HAVE ALREADY COME CLOSE TO THIS JEFFERSONIAN IDEAL. OUR EDUCATIONAL SYSTEM IS, IN MANY WAYS, UNRIVALED IN ITS SCALE AND DIVERSITY; IN ITS COMMITMENT TO MEETING SPECIAL NEEDS AND INDIVIDUAL DIFFERENCES. WE ARE INSPIRED BY OUR BEST TEACHERS, WHO GIVE MORE THAN WE CAN RIGHTLY EXPECT; AND FROM OUR BEST STUDENTS, WHO SURPASS OUR HIGHEST EXPECTATIONS.

YET AFTER TWO CENTURIES OF PROGRESS, WE ARE STAGNANT. WHILE MILLIONS OF AMERICANS READ FOR PLEASURE, MILLIONS OF OTHERS DON'T READ AT ALL. WHILE MILLIONS GO TO COLLEGE, MILLIONS WILL NEVER GRADUATE FROM HIGH SCHOOL.

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS ESTIMATES THAT FEWER THAN ONE IN FOUR OF OUR HIGH SCHOOL JUNIORS CAN WRITE AN ADEQUATE, PERSUASIVE LETTER. ONLY HALF CAN MANAGE DECIMALS, FRACTIONS AND PERCENTAGES. BARELY ONE IN THREE CAN LOCATE THE CIVIL WAR IN THE CORRECT HALF-CENTURY. NO MODERN NATION CAN LONG AFFORD TO ALLOW SO MANY OF ITS SONS AND DAUGHTERS TO EMERGE INTO ADULTHOOD IGNORANT AND UNSKILLED. THE STATUS QUO IS A GUARANTEE OF MEDIOCRITY, SOCIAL DECAY AND NATIONAL DECLINE.//

EDUCATION IS OUR MOST ENDURING LEGACY, VITAL TO EVERYTHING WE ARE AND CAN BECOME. AND COME THE NEXT CENTURY -- JUST TEN YEARS AWAY -- WHAT WILL WE BE? WILL WE BE THE CHILDREN OF THE ENLIGHTENMENT, OR ITS ORPHANS?

SIX YEARS AGO, THE COMMISSION ON EXCELLENCE IN EDUCATION ISSUED ITS POWERFUL REPORT; AND YET TODAY, OUR NATION IS STILL AT RISK. THE EDUCATIONAL REFORM MOVEMENT HAS DONE WELL IN ARTICULATING ITS CRITICISMS. NOW IT IS TIME TO DEFINE GOALS. THIS IS A TIME FOR ACTION.//

I SENT MY PROPOSALS FOR FEDERAL ACTION IN EDUCATION TO CONGRESS LAST SPRING. THE EDUCATIONAL EXCELLENCE ACT OF 1989 INCLUDES WAYS TO RESHAPE AND EXPAND FEDERAL EFFORTS, TO RECOGNIZE EXCELLENCE, LIFT THE NEEDY, FOSTER FLEXIBILITY AND CHOICE, AND MEASURE AND REWARD PROGRESS. I REMAIN SOLIDLY COMMITTED TO THESE PRINCIPLES, AND I VALUE YOUR ADVICE AND IDEAS AS WE CONTINUE TO REFINE THE FEDERAL ROLE.

SOME OFFER A COMPLETELY DIFFERENT ANSWER -- TO SPEND MORE MONEY. AND AT THE FEDERAL LEVEL, WE HAVE ASKED CONGRESS TO PROVIDE NEARLY A HALF A BILLION DOLLARS IN NEW FUNDING FOR TEN WORTHY PROGRAMS. YOUR STATES MAY ALSO CHOOSE TO SPEND MORE. BUT TO THOSE WHO SAY THAT MONEY ALONE IS THE ANSWER, I SAY THAT THERE IS NO ONE ANSWER. IF ANYTHING, HARD EXPERIENCE TEACHES THAT WE ARE SIMPLY NOT GETTING OUR MONEY'S WORTH IN EDUCATION.// OUR FOCUS MUST NO LONGER BE ON RESOURCES. IT MUST BE ON RESULTS.//

THIS IS ONLY THE THIRD TIME IN OUR 200 YEARS AS A NATION THAT A PRESIDENT HAS CALLED A SUMMIT WITH THE GOVERNORS. I HAVE CALLED YOU TOGETHER BECAUSE YOU BEAR THE CONSTITUTIONAL RESPONSIBILITY FOR EDUCATION. AND I DID NOT ASK YOU TO SUCH AN HISTORIC OCCASION MERELY TO BEMOAN WHAT IS WRONG. WE ARE HERE TO WORK; TO WORK TOGETHER; TO ONCE AGAIN MAKE AN AMERICAN EDUCATION THE BEST IN THE WORLD. //

YOU ALREADY ARE CONSULTING WITH THE STATE LEGISLATURES TO BETTER OUR SCHOOLS. OUR TEACHERS ALREADY ARE GIVING THEIR HEART AND SOUL TO THEIR JOBS. BUT WE HAVE NEVER BEFORE WORKED TOGETHER -- PRESIDENT AND PRINCIPAL, GOVERNOR AND TEACHER -- TO ACHIEVE RESULTS IN EDUCATION.

A SOCIAL COMPACT BEGINS TODAY IN CHARLOTTESVILLE, A COMPACT BETWEEN PARENTS, TEACHERS, PRINCIPALS, SUPERINTENDENTS, STATE LEGISLATORS, GOVERNORS AND THE ADMINISTRATION. OUR COMPACT IS FOUNDED NOT ON PROMISES, BUT ON CHALLENGES -- EACH ONE A RADICAL DEPARTURE FROM TRADITION.

I CHALLENGE YOU TO JOIN ME, FOR THE FIRST TIME, TO DEFINE NATIONAL GOALS IN EDUCATION. FROM THIS DAY FORWARD, LET US BE AN AMERICA OF TOUGHER STANDARDS, // AN AMERICA OF HIGHER GOALS// AND A LAND OF BIGGER DREAMS.

AND OUR GOALS MUST BE "NATIONAL," NOT "FEDERAL." THAT IS WHY I WELCOME THE INITIATIVES OF THE NATIONAL GOVERNORS ASSOCIATION, FROM THE TIME FOR RESULTS REPORT IN 1986, TO THE GOAL-SETTING PROJECT RECENTLY BEGUN UNDER THE LEADERSHIP OF IOWA'S TERRY BRANSTAD, SOUTH CAROLINA'S CARROLL CAMPBELL AND BILL CLINTON OF ARKANSAS. MY ADMINISTRATION WILL WORK WITH YOU TO BUILD ON THE NATIONAL ASSESSMENT PROGRAM'S FIRST STATE-BY-STATE ACHIEVEMENT RESULTS. WE WILL WORK WITH YOU TO FORMULATE NATIONAL GOALS. AND THEN WE WILL CHALLENGE SUPERINTENDENTS AND PRINCIPALS TO MEET THESE HIGHER GOALS.

IN RETURN, I ACCEPT YOUR CHALLENGE, AND WILL WORK WITH YOU TO LOOSEN THE GRIP OF FEDERAL RESTRICTIONS.//// HOW MANY GREAT IDEAS, HOW MANY GRAND AND NOBLE EXPERIMENTS, HAVE BEEN IMPALED ON THE NARROW SPIKE OF A FEDERAL DIRECTIVE? UNNECESSARY RESTRICTION IS THE ENEMY OF THE BOLD. AND BOLD ACTION IS WHAT WE NEED MOST OF ALL. //

I ASK CONGRESS TO ALLOW WASHINGTON TO BE MORE FLEXIBLE, BY PASSING REFORM LEGISLATION. AND I ASK YOU, IN TURN, TO EASE STATE RESTRICTIONS ON LOCAL BODIES.

THEN WE WILL JUDGE OUR EFFORTS NOT BY OUR INTENTIONS, BUT BY OUR RESULTS.

SO TO GET RESULTS, WE NEED NATIONAL GOALS, AND MORE FLEXIBILITY FROM FEDERAL AND STATE GOVERNMENT. TO GET RESULTS, WE WILL NEED A NEW SPIRIT OF COMPETITION BETWEEN STUDENTS, BETWEEN TEACHERS AND BETWEEN SCHOOLS -- A REPORT CARD FOR ALL. AND TO GET RESULTS, WE WILL NEED DISCIPLINE, STRUCTURE AND GOALS.

YET I DO NOT COUNSEL A NAIVE NOSTALGIA, A TAME ADHERENCE TO THE PAST. BUSINESS AS USUAL IS NOT GETTING US WHERE WE NEED TO GO. SO WHEN HALLOWED TRADITION PROVES TO BE HOLLOW CONVENTION, THEN WE MUST SHATTER TRADITION. THE POLLS SHOW WHAT EVERY P.T.A. BOARD MEMBER ALREADY KNOWS: THE AMERICAN PEOPLE ARE READY FOR RADICAL REFORMS. WE MUST// NOT// DISAPPOINT// THEM.//

I ENVISION TRADITION-SHATTERING REFORM IN FIVE AREAS.

FIRST, I SEE THE DAY WHEN EVERY STUDENT IS LITERATE. BUT LITERACY SHOULD MEAN MORE THAN THE "THREE R'S." WE MUST BE A READING NATION. WE MUST GRAPPLE WITH THE HARD SCIENCES. AND BECAUSE EDUCATION IS AS SPIRITUAL AS IT IS PRACTICAL, OUR CHILDREN MUST KNOW WHY AMERICANS DIED AT BUNKER HILL, AT GETTYSBURG AND AT MONTE CASSINO. THEY MUST DO MORE THAN IDENTIFY NAMES ON A MULTIPLE CHOICE QUESTION. THEY MUST UNDERSTAND THE GENEROSITY OF ANDREW CARNEGIE, THE GENIUS OF ALEXANDER GRAHAM BELL AND THE HEROISM OF ROSA PARKS. //

SOME YOUNGSTERS WILL NATURALLY TAKE LONGER THAN OTHERS. SOME WILL NEED MORE STUDY, AND EXTRA INSTRUCTION. BUT WE SHOULD NEVER SEND A STUDENT FROM SCHOOL JUST BECAUSE HE OR SHE HAS PASSED AN ARBITRARY BIRTHDAY. //

SECOND, I SEE A DAY WHEN OUR EDUCATIONAL SYSTEM WILL BE UNAFRAID OF DIVERSITY. OF COURSE, ALL SCHOOLS IN A STATE WILL SHARE A CORE CURRICULUM AND MINIMUM STANDARDS OF ACHIEVEMENT. BUT THE MEANS BY WHICH THAT CURRICULUM IS TAUGHT, AND THOSE GOALS MET, SHOULD BE AS DIVERSE AND VARIED AS AMERICA. LET THEM BLEND, IN MYRIAD WAYS, THE TRADITIONAL AND THE MODERN, THE HUMAN AND THE TECHNOLOGICAL. LET US GIVE OUR SCHOOLS AND OUR TEACHERS THE FREEDOM TO DO WHAT THEY DO BEST.

CHILDREN ALSO DIFFER -- IN THEIR INTERESTS, LEARNING STYLES AND CAPABILITIES. SO THIRD, I SEE THE DAY WHEN CHOICE AMONG SCHOOLS WILL BE THE NORM RATHER THAN THE EXCEPTION; WHEN PARENTS WILL BE FULL PARTNERS IN THE EDUCATION OF THEIR CHILDREN.

TOO MANY PARENTS HAVE COME TO SEE EDUCATION AS A SERVICE WE CAN HAND OVER TO THE SCHOOL BOARDS, IN MUCH THE SAME WAY WE EXPECT OUR CITIES TO PROVIDE ELECTRICITY OR WATER. BUT EDUCATION IS NOT A UTILITY, NOT SOMETHING TO BE DELEGATED. EDUCATION IS A WAY OF LIFE, AND EDUCATIONAL REFORM IS AN URGENT RESPONSIBILITY FOR EVERY PARENT, EVERY STUDENT, EVERY COMMUNITY. THOSE WHO DO NOT ADVANCE THE CAUSE OF EDUCATION, HINDER IT. PARENTS, STUDENTS AND PROFESSIONAL EDUCATORS MUST BE ACCOUNTABLE TO ONE ANOTHER, AS A COMMUNITY.

BUT TO BE ACCOUNTABLE, WE NEED TO KNOW JUST HOW MUCH PROGRESS WE'RE MAKING. SO FOURTH, I SEE THE DAY WHEN WE USE ACCURATE ASSESSMENTS, CAREFULLY LINKED TO OUR EDUCATIONAL GOALS. WE NEED TO FIRST KNOW WHERE WE ARE; THIS MEANS ACCEPTING THE BAD NEWS ALONG WITH THE GOOD. WE HAVE ALWAYS MEASURED OUR PROGRESS AGAINST OUR PAST PERFORMANCE. WE MUST NOW EVALUATE OURSELVES ON A TOUGHER GRADING CURVE -- ONE THAT INCLUDES THE OTHER MAJOR INDUSTRIAL NATIONS.

ACCOUNTABILITY ALSO MEANS WE MUST ACT ON WHAT WE DISCOVER. WEAK PERFORMANCE IN THE CLASSROOM, OR THE PRINCIPAL'S OFFICE, WILL NO LONGER BE TOLERATED. BUT NEITHER WILL INDIFFERENCE TOWARD GOOD EDUCATORS. SOCIETY HAS NO GREATER BENEFACTORS THAN OUTSTANDING TEACHERS AND PRINCIPALS. LET THEM GET WHAT THEY DESERVE -- GENEROUS PRAISE AND SOLID REWARDS.

FIFTH, I SEE AN EDUCATIONAL SYSTEM THAT NEVER SETTLES FOR THE MINIMUM, IN ACADEMICS OR IN BEHAVIOR. DECADES OF RESEARCH BEAR OUT WHAT THE BEST TEACHERS ALREADY KNOW: WHEN STANDARDS AND EXPECTATIONS ARE HIGH, EVERYONE DOES BETTER. THIS INCLUDES BOTH THE UNUSUALLY GIFTED, AND THOSE WITH SPECIAL NEEDS AND DISABILITIES. BUT IT MUST ALSO INCLUDE THE STUDENT WE TOO OFTEN FORGET, THE AVERAGE STUDENT. FOR I BELIEVE, THAT WITH A LITTLE CARE AND A LITTLE WORK, WE CAN UNLEASH WITHIN EACH OF THESE SO-CALLED ORDINARY CHILDREN AN EXTRAORDINARY POTENTIAL.

THIS SAME POTENTIAL CAN BE FOUND WITHIN EVERY DISADVANTAGED CHILD, THOSE FROM TROUBLED NEIGHBORHOODS: CHILDREN FOR WHOM OUR SCHOOLS MUST BE A BEACON OF EXCELLENCE; A SANCTUARY FROM VIOLENCE; A MODEL OF GOOD CHARACTER, SOUND VALUES AND EXEMPLARY ETHICS. LET NO CHILD IN AMERICA BE FORGOTTEN OR FORSAKEN.//

SOME OF OUR REFORMS AND EXPERIMENTS ARE SURE TO COME UP SHORT. BUT FOR TOO MANY OF OUR SCHOOLS, EXPERIMENTATION IS PREFERABLE TO THE STATUS QUO, BECAUSE THE STATUS QUO COULD SCARCELY BE WORSE. THE WORTHY AND THE USEFUL WILL WIN OUT ONLY IF WE GIVE OUR SCHOOLS THE FREEDOM THEY NEED.

SUCH FREEDOM WILL NOT LEAD TO A QUICK AND EASY SOLUTION. IT IS THE WORK OF YEARS. AND WE HAVE TAKEN SUCH A LONG-TERM VIEW IN OUR MEETINGS.

WE HAVE DISCUSSED THE NEED FOR EDUCATIONAL REFORM IN TERMS OF OUR NATIONAL COMPETITIVENESS, EVEN OUR NATIONAL FUTURE. BUT I AM SURE YOU AGREE THAT THERE IS MORE TO LEARNING THAN JUST OUR TRADE BALANCE OR THE GRAYING OF OUR WORK FORCE; IT IS BROADER THAN THE IMPORTANT, BUT NARROW, COMPASS OF ECONOMICS AND GOVERNMENT.

A SCHOLAR ONCE WROTE THAT GREAT BOOKS ARE NOT LIFELESS PAPER, BUT MINDS ALIVE ON THE SHELVES. HE OBSERVED THAT JUST AS THE TOUCH OF A BUTTON ON A STEREO WILL FILL A ROOM WITH MUSIC, SO BY TAKING DOWN ONE OF THESE VOLUMES, AND OPENING IT, ONE CAN CALL INTO RANGE THE VOICE OF A MAN FAR DISTANT IN TIME AND SPACE, AND HEAR HIM SPEAK, MIND TO MIND, HEART TO HEART.

AS A NATION, WE CAN AGAIN HEAR THESE VOICES, FEEL THIS ENCHANTMENT -- EVERY TIME A PARENT READS A BEDTIME STORY TO A SLEEPY CHILD; EVERY TIME A YOUNG SCHOLAR TURNS TO THE GREAT BOOKS. THE DAY MUST COME WHEN EVERY YOUNG AMERICAN CAN KNOW THE LIFE OF THE MIND.

THAT IS WHY WE HAVE GATHERED HERE, AT MISTER
JEFFERSON'S SCHOOL. HE WAS JUST ONE MAN, BUT LOOK AT
WHAT ONE MAN CAN DO. IMAGINE WHAT WE CAN DO, IF WE --
MORE THAN FIFTY STRONG -- ARE UNITED BY THIS GREAT
CAUSE. SO LET US DREAM. LET US TALK. IF NEED BE, LET
US ARGUE. BUT IN THE END, LET US WALK TOGETHER ON A
JOURNEY TO ENLIGHTENMENT, IN THE FOOTSTEPS OF THOMAS
JEFFERSON. ////

THANK YOU FOR YOUR HARD WORK AND DEDICATION. GOD
BLESS YOU ALL, AND GOD BLESS AMERICA.

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Governor's Summit

8-28

Mel Lukins - Asst. to on site manager

Cabinet/Intergovernmental

Program - stays as is!

46-51 approx. Gov.

Boar's Head Inn - Gov, Sec + Cabinet

* First Lady

No one allowed into Rotunda

1st Plen. Ses. 9:30R - 1 prof.

Convocation - Gov, Sp, Prof, 2 staff, BB

2nd Plen Ses. 1:00R - Gov, Cab., 1 prof.

T 9/5 10:00 Am

R 9/7 Movement
9/13

THE WHITE HOUSE
WASHINGTON

Revised 9/8/89 3:00 pm

September 8, 1989

MEMORANDUM FOR PRE-ADVANCE PARTICIPANTS

THROUGH: STEPHEN M. STUDDERT
FROM: JOHN G. KELLER, JR. JGK
SUBJECT: PRE-ADVANCE TO CHARLOTTESVILLE, VA

Attached for your information is a list of participants and an outline schedule for the pre-advance trip to Charlottesville, Virginia on Monday, September 11, 1989.

WHITE HOUSE PARTICIPANTS

Office of Special Activities and Initiatives
Stephen M. Studdert, Assistant to the President
Ruth Waller, Staff Assistant

Office of Presidential Advance
John G. Keller, Jr., Deputy Assistant to the President and
Director, Office of Presidential Advance
Gary Fendler, Deputy Director of Presidential Advance for Press
John Herrick, Press Advance Representative

Office of the Press Secretary
Steve Hart, Deputy Press Secretary

Office of the First Lady
Susan Porter Rose, Chief of Staff to the First Lady
Ann Brock, Director of Scheduling
Laurie Firestone, Social Secretary
Kim Brady, Director of Advance
Sondra Haley, Deputy Press Secretary
Julie Cooke, Director of Special Projects

U.S. Secret Service
Doug Cunningham, ATSAIC

White House Military Office

Major Sean Byrne, Army Aide to the President
Captain Bo Newman, HMX-1 Advance
Captain Rob Creamer, HMX-1 Advance
Tom Groppel, MDW Ceremonies
Captain Pat McMann, MDW Ceremonies

White House Communications Agency

Captain Jim Bintzler, Operations Coordinator
CWO Harris Millerd, Trip Officer

Office of Intergovernmental Affairs

Steve Gibson, Assistant for Special Projects
Deb Anderson, Deputy Assistant to the President and
Director, Office of Intergovernmental Affairs
Bill Canary, Special Assistant to the President

Office of Policy Development

Bill Roper, Deputy Assistant to the President

Office of Cabinet Affairs

Doug Adair, Associate Director
Justine D'Andrea, Associate Director

Office of Communications

Paul Luthringer, Staff Assistant, Media Relations
Christina Martin, Research Assistant

EDUCATION SUMMIT PARTICIPANTS

Kevin Moley, Education Summit Director

NATIONAL GOVERNORS' ASSOCIATION

Rae Bond, Press Representative
Susan Dotchin, Director, Conference and Office Services

DEPARTMENT OF EDUCATION

James Manning, Special Assistant to the Deputy Undersecretary for
the Office of Intergovernmental and Interagency Affairs

9:45 am Conclude site surveys on campus, board vans and depart for Monticello.

(Drive Time: 10 Minutes)

9:55 am Arrive Monticello and begin site survey.

10:15 am Conclude site survey of Monticello.

GUEST AND STAFF INSTRUCTIONS:

Survey team members wishing to return to Washington may do so at this time. Please board vans for transport to Airport.

Those wishing to remain in Charlottesville for additional pre-advance work will be provided with transportation to sites at this time.

Those remaining in Charlottesville for the day should meet back at Madison Hall at 12:45 pm for transport to Charlottesville Airport.

Schedule #1

(for those returning at 10:15 am to Washington)

10:15 am Board vans and depart Monticello en route Charlottesville Airport.

(Drive Time: 30 Minutes)

10:45 am Arrive Charlottesville Airport and proceed to board helicopter.

10:50 am

Depart Charlottesville, Virginia en route
Pentagon.

HELICOPTER MANIFEST: (20)

S. Studdert
J. Keller
S. Hart
S. Porter Rose
A. Brock
L. Firestone
K. Brady
S. Haley
J. Cooke
D. Cunningham
B. Newman
R. Creamer
T. Groppe
P. McMann
J. Bintzler
S. Gibson
D. Anderson
B. Canary
D. Adair
J. D'Andrea

(Flight Time: 45 Minutes)

11:35 am

Arrive Pentagon and proceed to board vans.

11:40 am

Depart Pentagon en route White House.

(Drive Time: 10 Minutes)

11:50 am

Arrive White House.

Schedule #2

(for those returning to Washington at 1:00 pm)

12:45 pm Arrive Madison Hall for transport to Airport.

1:00 pm Board vans at Madison Hall and depart University of Virginia en route Charlottesville Airport.

(Drive Time: 30 Minutes)

1:30 pm Arrive Charlottesville Airport and proceed to board helicopter.

1:35 pm Depart Charlottesville, Virginia en route Pentagon.

HELICOPTER MANIFEST: (12)

G. Fendler
J. Herrick
S. Byrne
H. Millerd
B. Roper
P. Luthringer
C. Martin
K. Moley
R. Bond
S. Dotchin
J. Manning
R. Waller

(Flight Time: 45 Minutes)

2:20 pm Arrive Pentagon and proceed to board vans.

2:25 pm Depart Pentagon en route White House.

(Drive Time: 10 Minutes)

2:35 pm Arrive White House.

Remember Washington
Statue in Rotunda
2nd Level

Carillon

Memorial Hall
Non-WH Press

Newcomb-
filing
Center
WH Press

PROPOSED EVENT SITES

FOR THE

PRESIDENT'S SUMMIT ON EDUCATION

CHARLOTTESVILLE, VIRGINIA

SEPTEMBER 27 - 28, 1989

Row #2 - Cabinet
#8 - other

Wednesday, September 27, 1989

3:00 pm Arrival in Charlottesville, VA

TBD Campus LZ
Beautiful Hall
Old Cabell Hall w/
mural

(B) 3:30 pm Presidential Welcome to the Governors
5-7 minutes invitation only

4:00 pm Opening Session Cab, Gov. only (3 grps)
Adv. - Elsewhere
Wives -

5:30 pm Break

7:30 pm Cocktail Hour

Monticello
(Lawn)

(B) 8:00 pm Dinner *10-200 guests*
RDN: Pre's House

Monticello
(Lawn)

Thursday, September 28, 1989

7:00 - informal
7:30 am Breakfast

POTUS/Gov/CAB ONLY

TBD

8:00 am Second Session

Rotunda
(3 rooms on
2nd floor)

9:15 am Break

9:30 am Third Session (Plenary) *1st*

~~Rotunda~~
Newcomb Hall

11:00 am Break

(B) 11:30 am Convocation

*15-
approx. 20 min. speech
8,000 people
2 gov's also talking
All participants*

*ADV w/ Gov
CAB
POTUS*

University
Hall (Arena)

12:30 pm Break (and return to Newcomb Hall)

1:00 pm Fourth Session/Working Luncheon

*square table
Gov/CAB ONLY
Adv, Gov, Cab,
POTUS*

U-shaped stg
Blue Room
Newcomb Hall
Ballroom informal

2:30 pm Conclude (and proceed to Rotunda steps)

(B) 2:45 pm Concluding Statement by PRESUS

Rotunda
(steps)

3:00 pm Conclusion
immediate departure

lots o' flags

1:30 NCA mtgs.
2:30

(B) 4:00-4:30
TEA
Working
Session

(B) 9:00-11:00
Working
Session

Newcomb
Aft. Dinner
Under Sec. Educ.

(B) 12:30-2:30
Luncheon
for spouses

Other sites:

First Lady Luncheon (9/28)

First Lady Session on Literacy
(or NGA Room?)

White House Press Filing Center

:
Governors' Break Room

Cabinet Members Break Room

TBD

Governors'/Cabinet Members Staff Room

White House Staff/Press Office

Carr's Hill (President O'Neil's home)
- 1 primary bedroom on second floor
- 2 guest bedrooms on second floor
- 1 guest bedroom on third floor

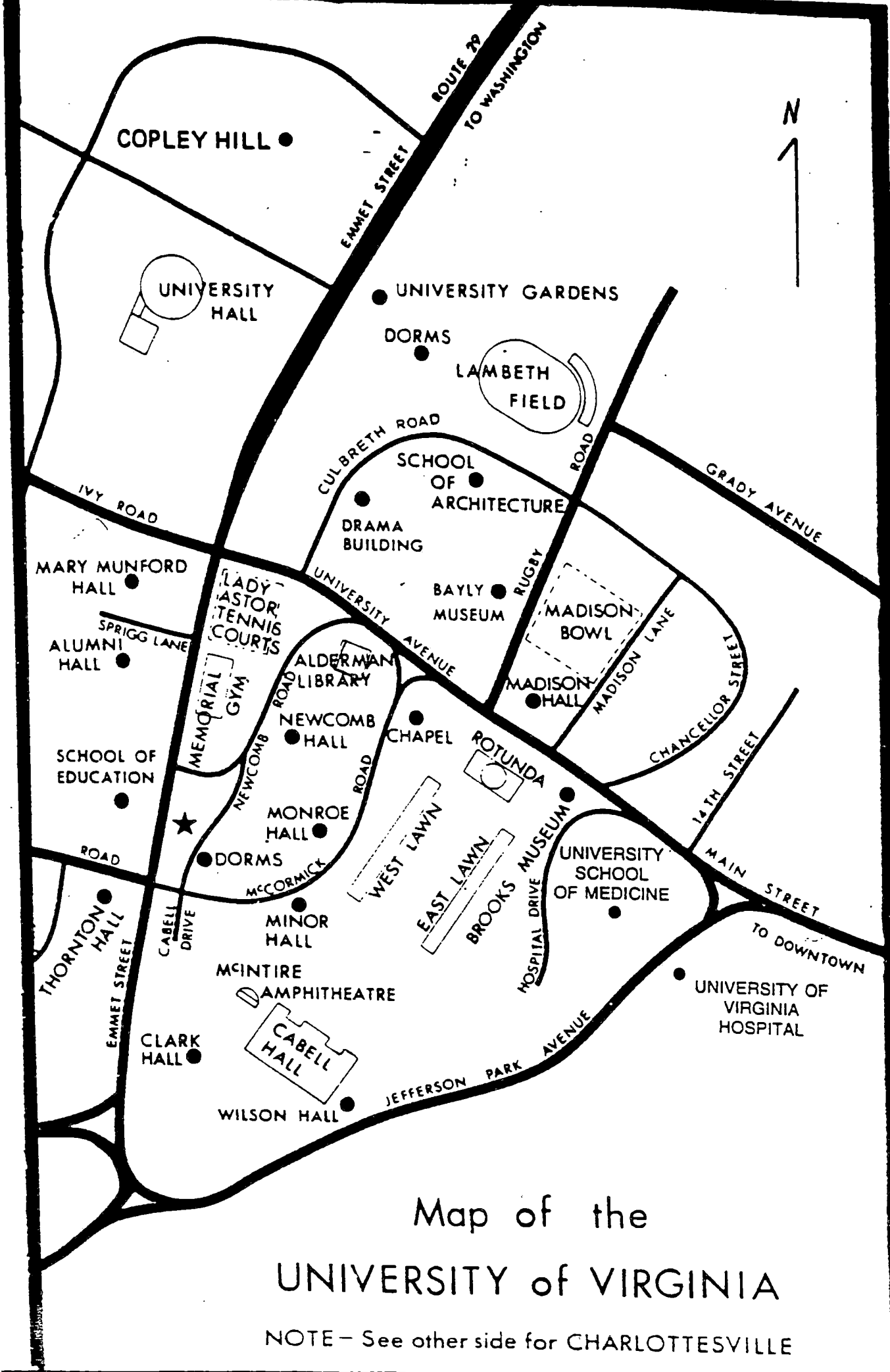
Alumni Hall
Jefferson Room

Old Cabell Hall
Board Room

Newcomb Hall
Cavalier Room
or Gymnasium

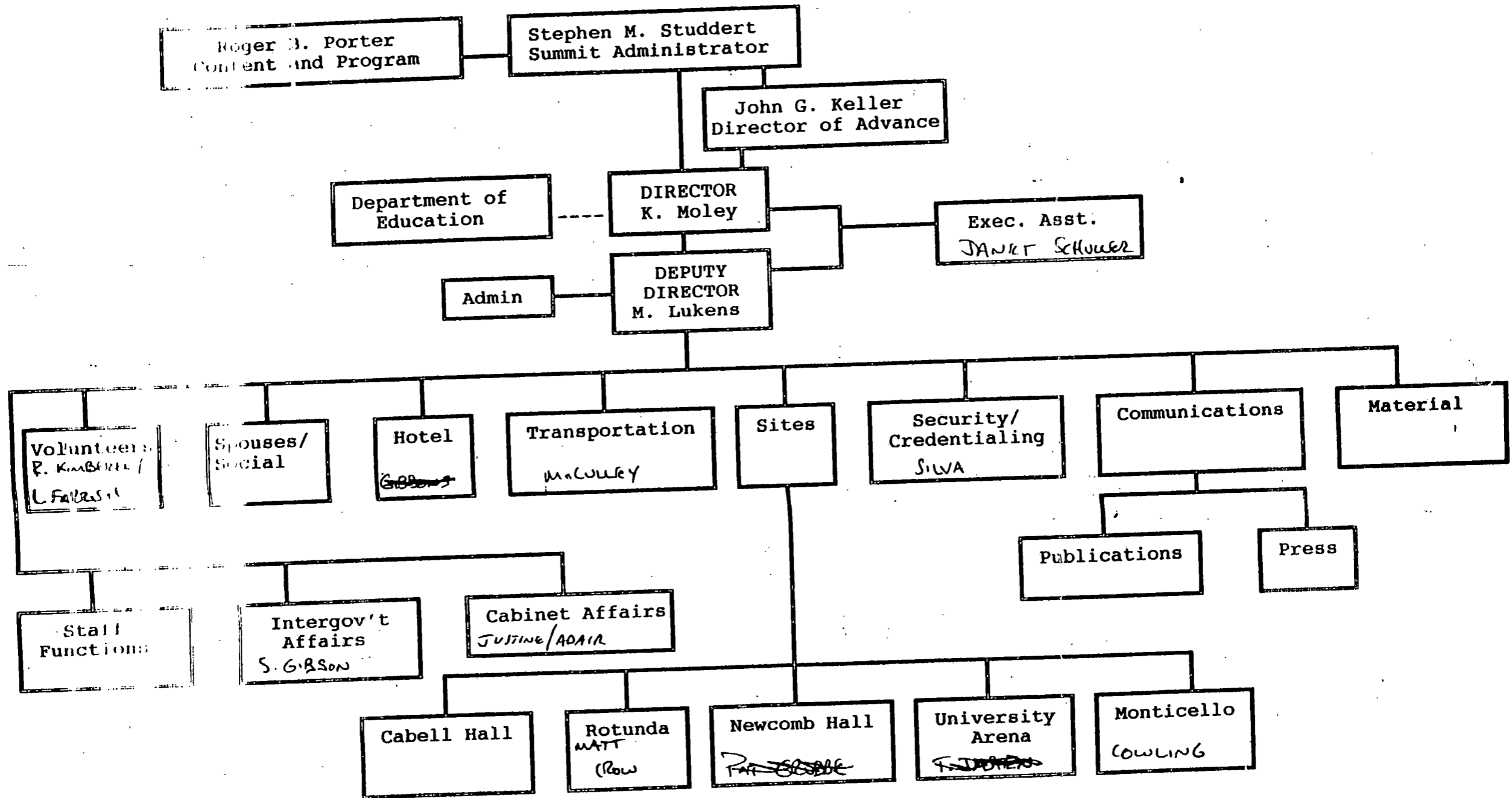
Alumni Hall

Pavilion #7



Map of the
UNIVERSITY of VIRGINIA

NOTE - See other side for CHARLOTTESVILLE



AS OF 9/05/89 0845

PROVIDING ADMIN ? Collect Y KENIN

School of Arts
Raphael 1510

Vatican, Rome

Copied by Geo. W. Breck 1900
Gift of Alumni

"E'en in our 'old' files
them wanted files"

10-27-1895

Rotunda + Public

Hall

1896-1898

re-built

Old Cabell
Pipe organ
2 tier

TINA
REMARKS: OPENING ADDRESS
EDUCATION SUMMIT
OLD CABELL HALL
WEDNESDAY, SEPTEMBER 27, 1989
3:30 P.M.

[MEMBERS OF THE CABINET, GOVERNOR BRANSTAD,
GOVERNORS CLINTON AND CAMPBELL, DISTINGUISHED
GOVERNORS, PRESIDENT O'NEILL, MEMBERS OF THE FACULTY,
AND FRIENDS ... THANK YOU AND WELCOME.]

- 2 -

WELCOME TO "MR. JEFFERSON'S UNIVERSITY," THE ALMA
MATER OF PRESIDENT WOODROW WILSON; VIRGINIA'S GRACIOUS
GOVERNOR, GERRY BALILES; AND BOTH OF ITS U.S. SENATORS
JOHN WARNER AND CHUCK ROBB AND THE CONGRESSMAN FOR THIS
BEAUTIFUL AREA -- FRENCH SLAUGHTER.

I CALL IT "MR. JEFFERSON'S UNIVERSITY," AS NEARLY
EVERYONE DOES IN CHARLOTTESVILLE.

IN FACT, PRESIDENT WILLIAM HOWARD TAFT SAID ONCE THAT THEY STILL SPOKE OF MR. JEFFERSON HERE AS THOUGH HE WERE IN THE NEXT ROOM -- HIS SPIRIT MORE REAL THAN THE PAINTING OF PLATO AND ARISTOTLE BEHIND ME, OR THE STATUE OF HOMER OUTSIDE ON THE LAWN.

ALTHOUGH HIS IDEAS ON INDIVIDUAL FREEDOM, HUMANISM, AND THE INALIENABLE RIGHTS OF MAN STAND ALONE IN THE HISTORY OF THIS REPUBLIC, MR. JEFFERSON HAD ONE OVERRIDING VISION THAT HE DID NOT SEE REALIZED IN HIS LIFETIME. BUT ONE WHICH HAS, OVER THE PAST 200 YEARS, BEEN FULFILLED: A VISION OF A STRONG PUBLIC EDUCATION SYSTEM IN THIS COUNTRY.

- 5 -

IT IS A SYSTEM THAT HAS BROUGHT AMERICANS FROM ALL WALKS OF LIFE TOGETHER, AND ENABLED ALL CITIZENS TO BUILD BETTER LIVES FOR THEMSELVES ... A SYSTEM THAT HAS GIVEN US NEIL ARMSTRONG, MARTIN LUTHER KING, JONAS SALK AND SANDRA DAY O'CONNOR ... A SYSTEM UNPARALLELED IN THE WORLD.

BUT TODAY, MILLIONS OF AMERICANS CANNOT READ. SOME NEVER EVEN MAKE IT TO GRADUATION, DROPPING OUT OF SCHOOL AND SOCIETY.

- 6 -

DRUGS HAVE INVADED OUR CLASSROOMS, AND VIOLENCE HAS ENTERED OUR SCHOOLYARDS. CLEARLY, THE ENLIGHTENED AMERICA DREAMED OF BY THOMAS JEFFERSON STILL ELUDES US.

AND SO YOU HAVE ACCEPTED MY INVITATION TO COME TOGETHER FOR OPEN AND CANDID DISCUSSIONS ABOUT THE FUTURE OF AMERICAN EDUCATION. I AM GRATEFUL TO EACH OF YOU, AND I APPRECIATE THE DEPTH OF COMMITMENT SHOWN BY EVERYONE ASSEMBLED HERE TODAY. EDUCATION ISN'T A REPUBLICAN OR A DEMOCRATIC ISSUE.

- 7 -

IT'S AN AMERICAN ISSUE, AND EVERYONE IN THIS ROOM IS COMMITTED TO EDUCATIONAL EXCELLENCE. WE ALL KNOW TOO MUCH IS AT STAKE TO LET PARTISANSHIP GET IN THE WAY OF PROGRESS.

THE CALL WAS SOUNDED IN 1983, WHEN THE REAGAN ADMINISTRATION WARNED IN ITS HISTORIC EDUCATION REPORT THAT WE WERE "A NATION AT RISK." THAT REPORT AWAKENED AMERICANS TO THE SITUATION IN OUR SCHOOLS, AND THE ALARM BELLS RANG.

- 8 -

EVERYONE NOW KNOWS WHAT THE PROBLEMS ARE -- AND NO ONE IS HERE TO POINT FINGERS. BUT FOR THE GOOD OF OUR CHILDREN'S EDUCATION, FOR THE GOOD OF THE COUNTRY, WE MUST DECIDE ON A COURSE OF ACTION. THE TIME FOR STUDY IS OVER.

THERE ARE REAL PROBLEMS RIGHT NOW IN OUR EDUCATIONAL SYSTEM, BUT THERE IS NO ONE FEDERAL SOLUTION.

YES, THE FEDERAL GOVERNMENT HAS AN IMPORTANT ROLE TO PLAY -- WHICH IS WHY I AM HERE, AND WHY MY CABINET IS HERE. WE WILL WORK WITH YOU, TO HELP FIND ANSWERS. BUT I FIRMLY BELIEVE THAT THE KEY WILL BE FOUND AT THE STATE AND LOCAL LEVELS.

YOU ARE THE ONES, AS GOVERNORS, WHO ARE ON THE FIRING LINE. YOU SEE WHAT GOES ON IN THE CLASSROOMS, IN THE LOCAL SCHOOL BOARDS, AND IN YOUR STATE-LEVEL POLICY-MAKING SESSIONS.

TRULY, THE STATES ARE THE LABORATORIES OF REFORM IN THIS COUNTRY, AND YOU ARE THE EXPERTS.

BUT WE MUST WORK TOGETHER, THE STATES -- GOVERNORS, MAYORS, STATE LEGISLATORS -- AND THE FEDERAL GOVERNMENT. WE MUST WORK TOGETHER OVER THE NEXT TWO DAYS ... BUT MORE IMPORTANTLY, OVER THE NEXT FEW YEARS. WE WILL TALK ABOUT MANY ISSUES -- MOST IMPORTANTLY, CHOICE, COMPETITIVENESS, TEACHING QUALITY, AND IMPROVING THE LEARNING ENVIRONMENT.

- 13 -

THINK OF THE SCHOOLS THE FOUNDERS SOUGHT TO ESTABLISH
TO DEVELOP THE CHARACTER OF STUDENTS, WITH VALUES LIKE
HONESTY, DISCIPLINE AND PUBLIC SERVICE. LET US WORK
TOGETHER THESE NEXT TWO DAYS IN FRANKNESS AND
HONESTY -- AND LET US NOT BE AFRAID, AS MR. JEFFERSON
SAID, TO FOLLOW TRUTH WHEREVER IT MAY LEAD.
GOD BLESS YOU AND THANK YOU.

#

Tag: POOL REPORT UVA SUMMIT
Source: Murray
Story: twt.nation.murray.M0012720
Depth: 49.9

Mark →
Christina
MKG
FBI
Francis

{q1}
{q1}
{q1}
OFF THE RECORD{q1}
NOT FOR PUBLICATION OR BROADCAST{q1}
{q1}

POOL REPORT{q1}
"Education Summit" Pre-Advance{q1}

{q1}
University of Virginia, Charlottesville, Sept. 15, 1989{q1}

{q1}
Rare as it may be to pre-advance a nearby domestic trip, the White House set up this one primarily for visual media because of special logistics circumstances surrounding the meeting called by President Bush with the nation's governors and the entire Cabinet. Like everything else in Charlottesville, and the historic university that was founded in 1819, the situation is best understood in the context of Thomas Jefferson. As one pre-advance official said, "Mr. Jefferson had a great vision -- for the 1850s." {q1}

{q1}
That translates to small rooms, lighting problems, no air conditioning, an undersupply of electricity, and a series of meetings that will be reported virtually entirely by pools of all sizes and descriptions. (This is contrary to what some may have heard at White House briefing announcing the meeting.) As of now, the only truly "open coverage" events are the president's welcoming remarks on Wednesday, a one-hour convocation on Thursday, and the president's departure comments on Thursday. {q1}

{q1}
In addition to 150 White House press, estimates of the National Governors' Association and education press corps range from 450-650. As always, there is a separate White House filing center [located in Cavalier Room of Newcomb Hall] as well as "Summit Press Center" in the Old Gym. This room was described as "not ideal but it will work." It is a low-ceilinged room that appears suitable to accommodate tables, telephones, etc., but perhaps not a press conference or major briefing. Hotel space also is at a premium. White House press are to be centered at Holiday Inn Monticello where 106 rooms had been committed at this writing. Other hotels reportedly are filled up. [Complicating things is the fact that university life will continue apace, reportedly at the instruction of Mr. Bush who is quoted as saying, "It makes no sense to go to a university to talk about education and disrupt classes for two days." This effectively eliminated more commodious space and facilities. {q1}

{q1}
Arrangements at UVA campus, which is called The Grounds (with caps), are in the hands of the host Summit committee headed by Kevin Moley with Dave Frederickson coordinating press. Their main number is (804) 960-8656. They will handle credentialing for non-White House press. {q1}

{q1}
Except for the dinner on Wednesday night at Monticello, all events are on The Grounds of UVA. Campus p.r. is headed by William Fishbach and Tom Doran (924-7116) heads the news bureau. The Governors' Association also is expected to have a press office (details not available), but Summit office is the place to contact on logistics, etc. Substantive inquiries about the meeting are directed to Deputy White House Press Secretary Steve Hart. {q1}

①

Following is the tentative presidential schedule followed by brief notes on venues marked with a *:[q1]

[q1]

Wednesday, Sept. 27[q1]

[q1]

3 p.m. President arrives by copter from Washington at landing zone to be determined and motorcades to Old Cabell Hall. Expanded pool will accompany by chopper with remainder of White House press to be bused down (about two hours). "Sizeable" expanded pool.[q1]

[q1]

3:30 p.m. Welcoming remarks, Old Cabell Hall (president to speak about 5-7 minutes). Open coverage.[q1]

[q1]

3:45 (approximate) President, governors, Cabinet members and spouses walk about 400 yards northeast on the grassy, ash- and maple-lined Lawn* (cap L) to the Rotunda*, the most famous structure at UVA. Press restricted to fixed positions, probably at two platforms, along the way. No pool walking alongside. As is done at commencement, wooden stairs will be in place at five steep terraces along the rectangular Lawn. (FYI, Queen Elizabeth II also made this walk on her 1976 visit.)[q1]

[q1]

4-5:30 p.m. Working session in Oval Rooms of Rotunda (two on main floor and one in basement). Governors and Cabinet will divide evenly among three meetings. President to visit each for about 20 minutes each. NOTE: Governors' spouses to attend these sessions, seated along wall rather than at oval tables with conferees.[q1]

[q1]

5:30-7:15 p.m. Break[q1]

[q1]

7:15 p.m.: President and Mrs. Bush arrive at Monticello*, probably by helicopter weather-permitting, to host dinner (not black tie). Travel pool accompanies. Expanded pool in place outside front door.[q1]

[q1]

7:30-8 p.m.: Guests arrive, walk along brick path (past press pool on one side and fife and drum corps on other) to main house at Monticello where they will be greeted by the Bushes and swept away for a house tour, drinks and then onto a wooden deck on the north side of the building. No coverage inside house.[q1]

[q1]

8 p.m.-10 p.m.: Dinner in 60 x 60 tent on magnificent rear lawn of Monticello. As of now, toast is set for later in the dinner but press advance, etc., trying to move it to earlier in the dinner. Poolers to be inside only until toast is given. About 150 guests are expected. A military combo will serenade during dinner. No decision yet on after-dinner entertainment.[q1]

[q1]

[q1]

Thursday, Sept. 28[q1]

[q1]

7-8 a.m.: Informal coffee in Rotunda, president and all Summit participants.[q1]

[q1]

8-9:30 a.m.: Second working session in Oval Rooms of Rotunda.[q1]

[q1]

9:30-11 a.m.: Plenary session on top floor of Rotunda. NOTE: Spouses to hold separate plenary session at Alumni Hall, hosted by Mrs. Bush.[q1]

[q1]

11-11:30 a.m.: Break to shift scenes to University Hall, the school's basketball arena.[q1]

[q1]

11:30 a.m.-12:30 p.m.: Convocation with president's "major remarks" at

(2)

University Hall. This will include all governors, Cabinet, full press corps with remainder of seats to be filled by several thousand UVA students. Governors will be announced individually, leading to an estimated 20 minute ceremony just to get them seated. President enters from side at what would be half-court, then turns right and walks to about where the basket would be. He will give 20-minute speech.[q1]

[q1]

12:30-1 p.m.: Break to move to Newcomb Hall*. [q1]

[q1]

1-2:30 p.m.: Working lunch in Blue Ballroom, Newcomb Hall. [q1]

[q1]

2:30 p.m.: Move to Lawn outside Rotunda for closing statement of Summit and, possibly, some kind of presidential Q&A session, either a press conference or informal ropeline questions. [q1]

[q1]

Conference Adjourns. [q1]

[q1]

It is not clear whether the conferees will issue a formal final communique, but we are told some kind of a statement should be expected. [q1]

[q1]

VENUE NOTES [q1]

[q1]

OLD CABELL HALL: A steeply pitched theater built in 1899 that seats about 1,500 persons before removing some seats for this event. A huge painting covers the entire wall behind the stage. It is a copy of Raphael's "The School of Athens," painted by George Breck in Rome and given to the university in 1902. [q1]

[q1]

ROTUNDA: Keystone of Jefferson's original Academical [cq] Village. This is the last building designed by Mr. J and is a one-half scale, somewhat modified copy of the Pantheon in Rome. The drumlike cylinder has three floors capped by a dome with a glass skylight at its crest. It is 77 feet in diameter and 77 feet in height. The first two floors each house three oval shaped rooms where working sessions of the meeting will be held (one on ground floor and two on main floor). See first floor plan attached. [q1]

Plenary session Thursday morning to be on the third floor, a bright domed room (dome is 120 degrees of a sphere) that housed the original library. Stocked bookshelves are in place. Because Jefferson wanted the room also to be used for social activities, the stacks are arranged perpendicularly to outside wall all the way around in such a way that the books are not visible to a person anywhere near the center of the room. As of now, it is intended that participants (about 65 people) sit around a circular table that is open at the center like a giant donut. Two balconies extend completely around the room's circumference but are said to be unable to support more than a few people so are not available for coverage, except possibly a small pool. [q1]

The Rotunda, finished in September 1826 at a cost of \$60,000 (cq) was burned in 1895 and the interior rebuilt in a different manner, but Jefferson's design was restored in a three-year, \$2.3 million project dedicated on April 13, 1976, the 233rd anniversary of his birth. [q1]

[q1]

LAWN: Central vista of Jefferson's original Academical [cq] Village. University says it is 600 feet from Old Cabell Hall to the Rotunda and 200 feet wide. Television people who measured it say length is over 1,000 feet. The Lawn is flanked by Ranges, long rows of rooms assigned to individual honor students and campus leaders. The only item the procession will encounter other than grass and a little doggy-do is a statue of Homer and His Young Guide by Sir Moses Ezekiel. The statue shows a seated Homer with the Young Guide on the ground at his feet. It was a World War I memorial to the first university student killed in that conflict (James R. McConnell). [q1]

[q1]

NEWCOMB HALL: Student center, houses shops, Post Office, theater, and cafeteria (which is open to public).{q1}

MONTICELLO: It would be gratuitous to explain Jefferson's home, except to mention a few points for those who haven't visited. The house is virtually invisible until you're right there, sheltered by trees although it commands a hill southish of Charlottesville. The house is largely brick with a dome like just about everything else Jefferson was associated with. Currently restoration is under way on the gardens, blacksmith shop and artisan shops. The Bushes will receive guests in a two-story foyer which has a railed balcony around three of its four sides. Several of Jefferson's inventions were visible in the foyer including a clock that also keeps track of the day of the week (accurately when we were there) and French doors that move in tandem when one is adjusted. His natural air conditioning still keeps the place cool on a sweaty hot day. (The university is not air conditioned.){q1}

{q1}
SEVERAL COMMENTS{q1}

{q1}
Parking on campus is virtually non-existent although Tom Doran said the question of providing press parking is being explored. White House buses will be available from the press hotel to campus and open events, with White House transportation for pools as is customary.{q1}

{q1}
Press coverage and pools to be based on "parity" among White House press corps, governors and education press, and "local press."{q1}

{q1}
Questions raised by your pool about access to deliberations (through such means as audio-video to plenary and/or working sessions in rooms too small for coverage) and material other than president's speeches received no direct response, but reporters were advised to seek information on these aspects from Steve Hart. Gary Fendler said the White House press would have "access to the president."{q1}

{q1}
Frank Murray, The Washington Times{q1}
Friday, September 15, 1989{q1}

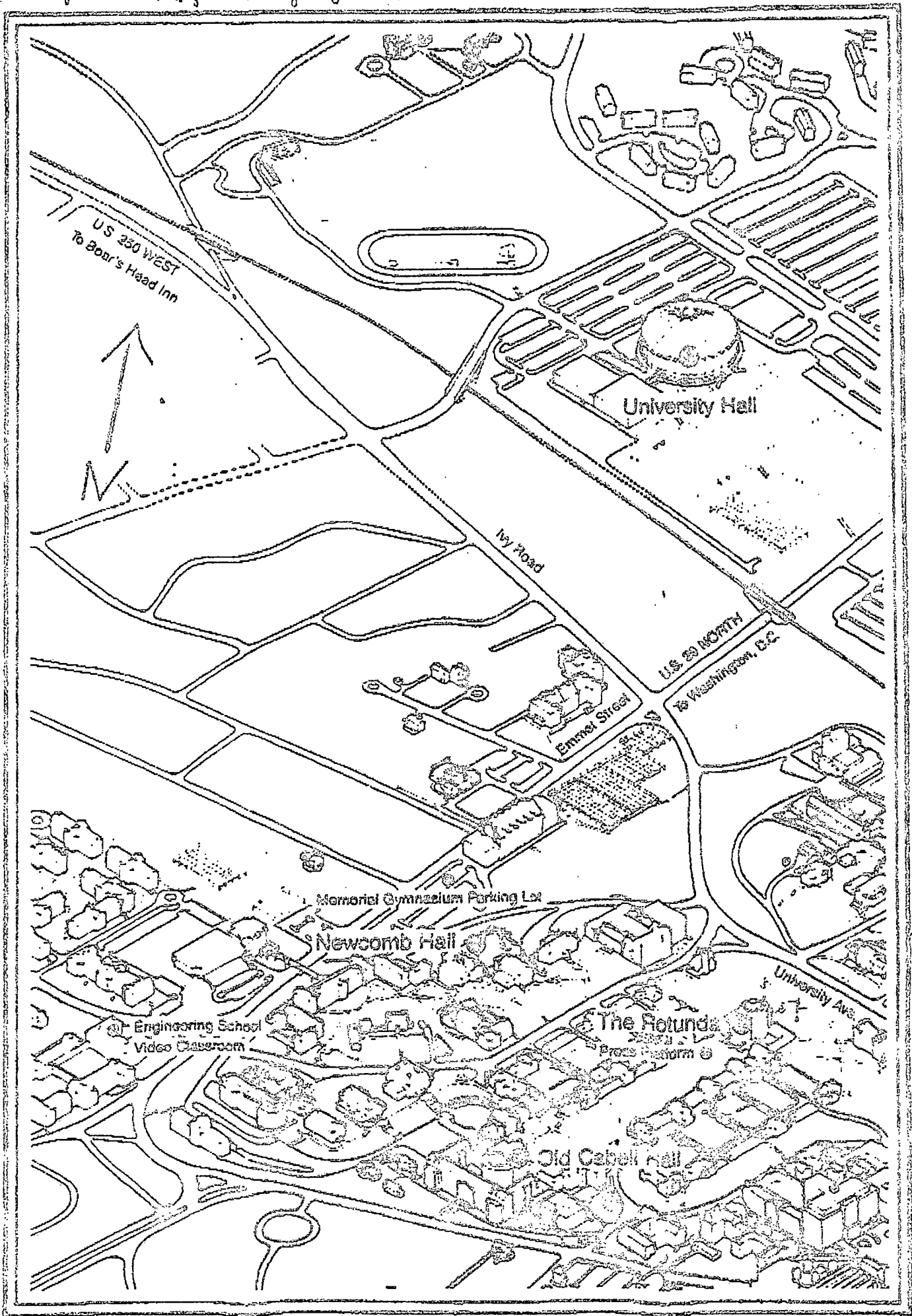
{q1}
OFF THE RECORD{q1}
NOT FOR PUBLICATION OR BROADCAST{q1}

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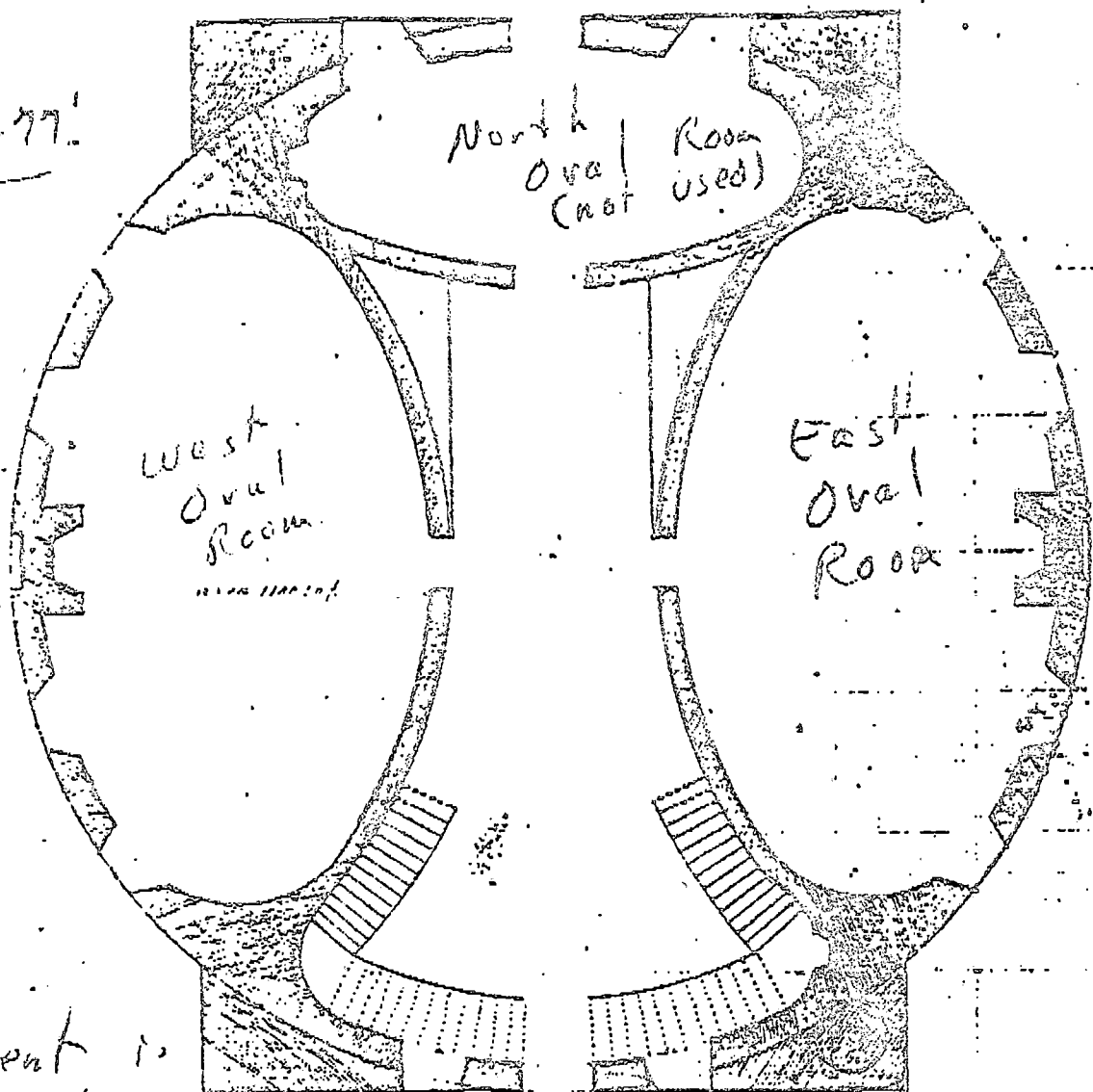
Attached is map of campus
and floor plan of Rotunda oval
rooms where working sessions to be held



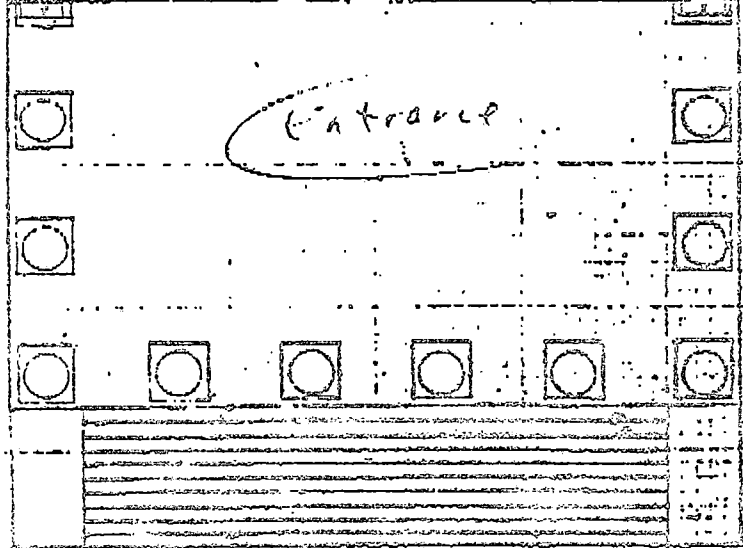


Pool report page 6

Diameter = 77'



Basement is identical one meeting to be there.



Presidents who were state governors:

Jefferson
Monroe
Van Buren
Tyler
Polk
Hayes
Johnson, Andrew
Cleveland

Presidents in this century:

McKinley
Roosevelt, T.
Wilson
Coolidge
Roosevelt, F.
Carter
Reagan

Facts about the Presidents"
by Joseph Nathan Kane

William Wilson
"A Tale of the
Ragged Mountains"
Edgar Poe
Ailes

THE WHITE HOUSE
WASHINGTON

Sept. 26, 1989

MEMORANDUM FOR THE PRESIDENT

Through: CHRISS WINSTON *CW*
From: MARK DAVIS *MD*
Subject: Convocation Address/Education Summit

I. SUMMARY:

You will address the governors, your Cabinet, University of Virginia faculty, students and members of the Charlottesville community at University Hall, a sports arena. It is approximately 22 minutes in length, and will be teleprompted.

II. DISCUSSION:

This speech is both a philosophical overview of your approach to education, and a direct presentation of the results of the intensive two-day meeting: national goals, more flexibility from Washington and the states, and more accountability for all. It also presents five key areas Dr. Porter suggests for turning around our educational system.

Davis/Martin
Sept. 26, 1989
Draft: Seven
Title: eduprez

PRESIDENTIAL ADDRESS: CONVOCATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.

It's a delight to be back in Charlottesville. ((Imagine this -- you have a President, the Cabinet and America's governors visiting your school. And the big man on campus today is still Sean Moore.)) ////

And then my son Marvin and daughter-in-law Margaret advise me to be humble while I'm at U. Hall. ((You see, they told me you only do the wave for Ralph Sampson.)) ////

Well, it's easy to be humble at a school so rich in history and educational endeavor. And I have also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives from the states bring to education reform.

It is you -- the governors -- along with state legislators and school boards, leaders of business, parents and teachers -- those throughout this nation's vast decentralized education system, who face tough decisions. I've heard eloquent advice from many of you, and so many others, in the last few weeks. I've listened. And I am deeply appreciative of all that I have learned.

But I've also learned that we should listen to our children. They have much to say to us, too. In many ways, they are the luckiest generation in history. Just last month, our children

worlds, the majesty of space. Think what these images would have meant to the ever-curious founder of this university, who could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is commonplace, and peace and prosperity are often taken for granted. Our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we are close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs, here at Mister Jefferson's school.//

Every step we take at this University is **truly** a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, and a horizon limited only by the blue mountains beyond. But Jefferson surveyed a horizon no one else could see. He saw the graceful dome of the Rotunda, and the elegance of the Lawn and its pavilions. He saw meeting rooms, libraries and lecture halls teeming with professors and students yet unborn.

Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his University -- and his dream -- that inspires us today to follow in his footsteps.

Thomas Jefferson was a relentless advocate for universal public education. You might say he was our first education president. "He had a fundamental conviction that on the 'good

sense of' an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed this assessment from a friend of mine -- another Renaissance man, a man of **our** time -- the late A. Bartlett Giamatti. //

Like Jefferson, Bart's life was a metaphor for civility and public service. And it is this commitment to public service that we must carry on, not just as an education President and as education governors, but as an education society.

We have come close to the Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and diversity; in its commitment to meeting special needs and individual differences. We are inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the poor, compensating for all distinctions of class, race and background. ((A century ago, the poorest parents in the bleakest slum knew their children could go **anywhere**, could be **anything**, if they could get **an American education**.)

Yet after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. While millions go to college, millions will never graduate from high school.

The National Assessment of Educational Progress estimates that fewer than one in four of our high school juniors can write an adequate, persuasive letter. Only half can manage decimals, fractions and percentages. Barely one in three can locate the Civil War in the correct half-century. No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee of **mediocrity, social decay and national decline.**//

Education is our most enduring legacy, vital to everything we are and can become. And come the next century -- just ten years away -- what will we be? Will we be the children of the Enlightenment, or its orphans?

Six years ago, the Commission on Excellence in Education issued its powerful report; and yet today, our nation is **still** at risk. The educational reform movement has done well in articulating its criticisms. Now it is time to define goals.

Too much is at stake not to act now. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy. This is a time for **action.**//

I sent my proposals for **federal** action in education to Congress last spring. The Educational Excellence Act of 1989 includes ways to reshape and expand federal efforts, to recognize excellence, lift the needy, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these

principles, and I value your advice and ideas as we continue to refine the federal role.

Some offer a completely different answer -- to spend more money. And at the federal level, we **have** asked Congress to provide nearly a half a billion dollars in new funding for ten **worthy** programs. Your states may also choose to spend more. But to those who say that money alone is **the** answer, I say that there is no **one** answer. If anything, hard experience teaches that we are simply **not** getting our money's worth in education.// Our focus must no longer be on resources. It must be on **results**.//

This is only the third time in our 200 years as a nation that a President has called a summit with the governors. I have called you together because you bear the Constitutional responsibility for education. And I did not ask you to such an historic occasion merely to bemoan what is wrong. We are here to **work**; to work **together**; to put the future before the moment, and progress before partisanship, once again to make **an American education the best** in the world. //

You already are consulting with the state legislatures to better our schools. Our teachers are already giving their heart and soul to their jobs. But we have never before worked **together** -- President and principal, governor and teacher -- to achieve **results** in education.

A social compact begins today in Charlottesville, a compact between parents, teachers, principals, superintendents, state legislators, governors and the Administration. Our compact is

founded not on promises, but on challenges -- each one a radical departure from tradition.

I challenge **you** to join me, for the first time, to define national goals in education. From this day forward, let us be an America of tougher standards, / an America of higher goals// and a land of bigger dreams.

And our goals must be "national," not "federal." That is why I welcome the initiatives of the National Governors Association, from the Time for Results report in 1986, to the goal-setting project recently begun under the leadership of Iowa's Terry Branstad, South Carolina's Carroll Campbell and Bill Clinton of Arkansas. My Administration will work with you to build on the National Assessment program's first state-by-state achievement results. We will work with you to formulate national goals. And then **we** will challenge superintendents and principals to meet these higher goals.

((In return, I accept **your** challenge, and will work with you to loosen the grip of federal restrictions.//// How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a federal directive? Unnecessary restriction is the enemy of the bold. And **bold action** is what we need **most** of all. //

I ask Congress to allow Washington to be more flexible, by passing reform legislation. And I ask you, in turn, to ease state restrictions on local bodies.))

Then we will judge our efforts not by our intentions, but by our results.

So to get results, we need national goals, and more flexibility from federal and state government.

To get results, we will need a new spirit of competition between students, between teachers and between schools -- a report card for all.

And **to get results**, we will need discipline, structure and goals.

Yet I do not counsel a naive nostalgia, a tame adherence to the past. Business as usual is not getting us where we need to go. So when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every P.T.A. board member already knows: The American people are ready for radical reforms. **We must// not// disappoint// them.//**

I envision tradition-shattering reform in five areas.

First, I see the day when every student is literate. But literacy should mean more than the "three R's." We must be a reading nation. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know **why** Americans died at Concord, at Gettysburg, at Monte Cassino and Inchon. They must do more than identify names on a multiple choice question. They must **understand** the generosity of Andrew Carnegie, the genius of Alexander Graham Bell and the heroism of Rosa Parks. //

Some youngsters will naturally take longer than others. Some will need to more study, and extra instruction. But we should **never** send a student from school just because he or she has passed an arbitrary birthday.//

Second, I see a day when our educational system will be unafraid of diversity. Of course, all schools will share a core curriculum and minimum standards of achievement. But the means by which that curriculum is taught, and those goals met, should be as diverse and varied as our children, our teachers and their communities. Let them blend, in myriad ways, the traditional and the modern, the human and the technological. Let us give our schools and our teachers the freedom to do **what they do best**.

Children also differ -- in their interests, learning styles and capabilities. So third, I see the day when choice among schools will be the norm rather than the exception; when parents will be full partners in the education of their children.

Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated. Education is a way of life, and educational reform is an urgent responsibility for every parent, every student, every community. Those who do not advance the cause of education, **hinder it**.

This means enlisting the parents, grandparents and other adults who play large roles in children's lives in their formal, as well as their informal education. This means that parents,

students and professional educators will be accountable to one another, as a community.

But to be accountable, we need to know just how much progress we're making. So fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are; this means accepting the bad news along with the good. We have always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

Accountability also means we must act on what we discover. Weak performance in the classroom, or the principal's office, will no longer be tolerated. But neither will indifference toward good educators. Society has no greater benefactors than outstanding teachers and principals. Let them get what they deserve -- generous praise and **solid rewards**.

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know: when standards and expectations are high, everyone does better. This includes both the unusually gifted, and those with special needs and disabilities. But it must also include the student we too-often forget, the average student. For I believe, that with a little care and a little work, we can unleash within each of these so-called ordinary children an extraordinary potential.

This same potential can be found within every disadvantaged child, those from troubled neighborhoods: children for whom our schools must be a beacon of excellence; a sanctuary from violence; a model of good character, sound values and exemplary ethics. Let no child in America be forgotten and forsaken.

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom they need.

Such freedom will not lead to a quick and easy solution. It is the work of years. And we have taken such a long-term view in our meetings.

We have discussed the need for educational reform in terms of our national competitiveness, even our national future. But I am sure you agree that there is more to learning than just our trade balance or the greying of our work force; it is broader than the important, but narrow, compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. He observed that just as the touch of a button on a stereo will fill a room with music, so by taking down one of these volumes, and opening it, one can call into range the voice of a man far distant in time and space, and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind.

That is why we have gathered here, at Mister Jefferson's school. He was just **one** man, but look at what one man can do. Imagine what **we** can do, if we -- more than fifty strong -- are united by this great cause. So let us dream. Let us talk. If need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson.

////

Thank you for your hard work and dedication. God bless you all, and God bless America.

#

Davis/Martin
Sept. 26, 1989
Draft: Seven
Title: eduprez

**PRESIDENTIAL ADDRESS: CONVOCATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.**

Thank you Secretary Cavazos, President O'Neil, Governors Baliles and Branstad.

It's a delight to be back in Charlottesville. ((Imagine this -- you have a President, the Cabinet and America's governors visiting your school. And the big man on campus today is still Sean Moore.)) ////

And then my son Marvin and daughter-in-law Margaret advise me to be humble while I'm at U. Hall. ((You see, they told me you only do the wave for Ralph Sampson.)) ////

Well, it's easy to be humble at a school so rich in history and educational endeavor. And I have also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives from the states bring to education reform.

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But I've also learned that we should listen to our children. They have much to say to us, too. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds, the majesty of space. Think what these images would have meant to the ever-curious founder of this university, who could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is commonplace, and peace and prosperity are often taken for granted. Our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we are close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs, here at Mister Jefferson's school.//

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-- and his dream -- that inspires us today to follow in his footsteps.

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I borrowed this assessment from a friend of mine -- another Renaissance man, a man of **our** time -- the late A. Bartlett Giamatti. //

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Yet after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. While millions go to college, millions will never graduate from high school.

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Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated. Education is a way of life, and educational reform is an urgent responsibility

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This means enlisting the parents, grandparents and other adults who play large roles in children's lives in their formal, as well as their informal education. This means that parents, students and professional educators will be accountable to one another, as a community.

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Accountability also means we must act on what we discover. Weak performance in the classroom, or the principal's office, will no longer be tolerated. But neither will indifference toward good educators. Society has no greater benefactors than outstanding teachers and principals. Let them get what they deserve -- generous praise and **solid rewards**.

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know: when standards and expectations are high, everyone does better. This includes both the unusually gifted, and those with special needs and

disabilities. But it must also include the student we too-often forget, the average student. For I believe, that with a little care and a little work, we can unleash within each of these so-called ordinary children an extraordinary potential.

This same potential can be found within every disadvantaged child, those from troubled neighborhoods: children for whom our schools must be a beacon of excellence; a sanctuary from violence; a model of good character, sound values and exemplary ethics. **Let no child in America be forgotten and forsaken.**

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom they need.

Such freedom will not lead to a quick and easy solution. It is the work of years. And we have taken such a long-term view in our meetings.

We have discussed the need for educational reform in terms of our national competitiveness, even our national future. But I am sure you agree that there is more to learning than just our trade balance or the greying of our work force; it is broader than the important, but narrow, compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. He observed that just as the touch of a button on a stereo will fill a room with music, so

by taking down one of these volumes, and opening it, one can call into range the voice of a man far distant in time and space, and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind.

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Davis/Martin
Sept. 26, 1989
Draft: Six

89 SEP 26 11:28
Title: Jefferson

PRESIDENTIAL ADDRESS: CONVOCATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.

It's a delight to be back in Charlottesville. ((Imagine this -- you have a President, the Cabinet and America's governors visiting your school. And the big man on campus today is still Sean Moore.)) ////

And then my son Marvin and daughter-in-law Margaret advise me to be humble while I'm at U. Hall. ((You see, they told me you only do the wave for Ralph Sampson.)) ////

Well, it's easy to be humble at a school so rich in history and educational endeavor. And I have also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives from the states bring to education reform.

It is you -- the governors -- along with the legislators and school boards, leaders of business, parents and teachers -- those throughout this nation's vast decentralized education system, who face tough decisions. I've heard eloquent advice from all of you in the last few weeks. I have listened. And I am deeply appreciative of all that I have learned.

But I've also learned that we should listen to the children. They have much to say to us. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds,

the majesty of space. Think what these images would have meant to the ever-curious founder of this university, who could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is common place, and peace and prosperity are often taken for granted. Our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we are close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the Shenandoah Valley, here at Mister Jefferson's school.//

Every step we take at this University is **truly** a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, and a horizon limited only by the blue mountains beyond. But Jefferson surveyed a horizon no one else could see. He saw the graceful dome of the Rotunda, and the elegance of the Lawn and its pavilions. He saw meeting rooms, libraries and lecture halls -- teeming with professors and students yet unborn.

Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his University -- and his dream -- that inspires us today to follow in his footsteps.

Thomas Jefferson was a relentless advocate for universal public education. You might say he was our first education president. He had a fundamental conviction that on the "good

sense of" an educated citizenry, we could build and defend a country of liberty and justice.

I borrowed this assessment from a friend of mine -- another Renaissance man, a man of **our** time -- the late A. Bartlett Giamatti. //

Like Jefferson, Bart's life was a metaphor for civility and public service. And it is this commitment to public service that we must carry on, not just as an education President, but as education governors, as an education society.

We have come close to the Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and diversity; in its commitment to meeting special needs and individual differences. We are inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the poor, compensating for all distinctions of class, race and background. A century ago, the poorest parents in the bleakest slum knew their children could go **anywhere**, could be **anything**, if they could get **an American education**.

Yet after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. While millions go to college, millions never graduate from high school.

The National Assessment of Educational Progress estimates that fewer than one in four of our high school seniors can write a decent letter. Only half can manage decimals, fractions and percentages. Barely one in three can locate the Civil War in the correct half-century. No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee for mediocrity, social decay and national decline.//

Education is our most enduring legacy, vital to everything we are and can become. And come the next century -- just ten years away -- what will we be? Will we be the children of the Enlightenment, or its orphans?

Six and one-half years ago, the Commission on Excellence in Education issued its powerful report; and yet today, our nation is **still** at risk. The educational reform movement has done well in articulating its criticisms. Now it is time to define goals.

Too much is at stake not to act now. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy. This is a time for **action**.//

I sent my proposals for **federal** action in education to Congress last spring. The Educational Excellence Act of 1989 includes ways to reshape and expand federal efforts, to recognize excellence, address needs, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these

principles, and I value your advice and ideas as we continue to refine the federal role.

Some offer a completely different answer -- to spend more money. And at the federal level we have asked Congress to provide nearly a half a billion dollars for ten **worthy** programs. Your states may also choose to spend more. But to those who say that money alone is **the** answer, I say that there is no **one** answer. If anything, hard experience teaches that we are simply **not** getting our money's worth in education.// Our focus must no longer be on resources. It must be on **results**.//

This is only the third time in our 200 years as a nation that a President has called a summit with the governors. I have called you together because you bear the Constitutional responsibility for education. And I did not ask you to such an historic occasion merely to bemoan what is wrong. We are here to **work**; to work **together**; to put the future before the moment, and progress before partisanship, to again make **an American education** the **best** in the world. //

You already are consulting with the state legislatures to better our schools. Our teachers are already giving their heart and soul to their jobs. But we have never before worked **together** -- President and principal, governor and teacher -- to achieve **results** in education.

A social compact begins today in Charlottesville, a compact between parents, teachers, principals, superintendents, state legislators, governors and the Administration. Our compact is

founded not on promises, but on challenges -- each one a radical departure from tradition.

I challenge **you** to join me, for the first time, to define national goals and standards in education. From this day forward, America will turn to tighter standards// higher goals// and greater aspirations.

And our standards must be "national," not "federal." That is why I welcome the initiatives of the National Governors Association, from the Time for Results report in 1986, to the goal-setting project recently begun under the leadership of Terry Branstad, Carroll Campbell and Bill Clinton. My Administration will work with you to build on the National Assessment program's first state-by-state achievement results. We will work with you to formulate national goals. And then **we** will challenge superintendents and principals to meet our higher standards.

I accept **your** challenge to loosen the grip of federal restrictions.//// How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a federal directive? Regulation is the enemy of the bold. And **bold action** is what we need **most** of all. //

As we provide more flexibility from Washington -- and we will -- I ask that you, in turn, ease state restrictions on local bodies.

Then we will judge our efforts not by our intentions, but by our **results**.

So to get results, we need national standards, and more flexibility from federal and state government.

To get results, we will need a new spirit of competition between students, between teachers and between schools -- a report card for all.

And to get results, we will need discipline, structure and goals. In a phrase, back to the basics.

Yet I do not counsel a naive nostalgia, a tame adherence to the past. Business as usual is not getting us where we need to go. So when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every P.T.A. board knows: The American people are ready for radical reforms.

We must// not// disappoint// them.//

I envision tradition-shattering reform in five areas.

First, I see the day when every student is literate. But literacy today means more than the "three R's." We must be a reading nation, ready to fight again for universal literacy. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know **why** Americans died at Concord, at Gettysburg, at Monte Cassino and Inchon. They must do more than identify names on a multiple choice question. They must **understand** the generosity of Andrew Carnegie, the genius of Alexander Graham Bell and the heroism of Rosa Parks. //

Some youngsters will naturally take longer than others. Some will need to more study, and extra instruction. But we

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Yet after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. While millions go to college, millions never graduate from high school.

Joe
18 + over w/ <12 years of school
42.2 million
March 87
Vance Grant
357-6659
732-3366
3060

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Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated to public policy. Education is a way of life, and educational reform is an urgent responsibility for every parent, every student, every community. Those who do not advance the cause of education, **hinder it**.

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But to be accountable, we need to know just how much progress we're making. So fourth, I see the day when we use accurate assessments, carefully linked to our educational goals and standards. We need to first know where we are; this means accepting the bad news along with the good. We have always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

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Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know: when standards and expectations are high, everyone does better. This includes both the unusually gifted, and those with special needs and disabilities. And it includes the forgotten student, the average student. For I believe, that with a little care and a little work, we can unleash within each of these so-called ordinary children an extraordinary potential.

This potential is within every disadvantaged child, those from troubled neighborhoods: children for whom our schools must be a beacon of excellence; a sanctuary from violence; a model of good character, sound values and exemplary ethics.

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We have taken such a long-term view in our meetings. We have discussed the need for educational reform in terms of our national competitiveness, even our national future. But I am sure you agree that learning has more to do than with just our trade balance or the greying of our work force; it is broader than the narrow compass of economics and government.

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#

Don't graduate
1 out of 4

THE WHITE HOUSE
WASHINGTON

Radio spot for Tommy Anderson

IF YOU ASK ME IF I KNOW THE FIFTH CONGRESSIONAL DISTRICT OF MISSISSIPPI, I CAN HONESTLY ANSWER: "YOU BET, I DO." IT WAS YOUR CONGRESSMAN, NOW SENATOR TRENT LOTT, WHO MADE SURE EVERYBODY IN WASHINGTON DID. AND I CAN TELL YOU ALSO THAT IT WAS TOM ANDERSON, TRENT LOTT'S CHIEF OF STAFF, WHO WAS THE KEY LINK BETWEEN MISSISSIPPI AND WASHINGTON. TOM ANDERSON'S SERVICE AS AN AMBASSADOR FOR OUR COUNTRY WAS FULFILLED WITH GREAT HONOR, AND IT MADE HIM EXTREMELY KNOWLEDGEABLE IN THE WAR AGAINST DRUGS. I'M GOING TO NEED HIS ADVICE, HIS COUNSEL AND HIS SUPPORT. I HOPE YOU'LL VOTE FOR TOM ANDERSON FOR CONGRESS YOU NEED HIM AND SO DO I.

Taped to Andy + Demarest

Once recorded, the tape should be given to Catherine Holt in the Filing Center.

233 in

Danni

URGENT

SR
STUFF

281
220

(Z)

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480-4637)

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For -
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Sp + 12:5/11

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Christina
Update

PRESIDENT'S ADDRESS AT EDUCATION SUMMIT

Convocation

Themes

1. Appraise the current state of U.S. education as a baseline for the future in terms that are accurate, hence critical, but not morose.

2. Outline the President's vision of where American education ought to be five or so years hence, and volunteer to cooperate with the governors in getting there, including a joint venture to develop specific educational goals and standards.

3. Distinguish between the national need and the federal role, committing Washington to do its part, but stipulating that it is a small part. In discussing the federal role we should emphasize themes that the President has previously emphasized.

4. Make clear that the President regards the governors (and other state and local education leaders) as the linchpin of the education reform effort.

5. Indicate that reviving American education isn't just a task for "public policy." Parents, children (students), and communities also have a major responsibility and must make a concerted effort.

6. Suggest that the public is ready for more sweeping and far-reaching changes with respect to education than we have thus far been willing to make.

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7. Defuse the "we need more money" argument by saying that we aren't getting our money's worth today and that while the states are naturally free to spend more money if they want or need to (and some may), from the standpoint of the country as a whole we need to be more concerned with what comes out of the education system than with what goes in.

8. Indicate that the President is interested in seeing greater flexibility and accountability in the funds that are provided by the Federal government and that he is prepared to work with the governors by seeking greater flexibility in return for greater accountability.

9. Make clear that as a nation we must view education broadly -- it should infuse every aspect of our lives and society, and it should be a lifelong enterprise. Our homes and our workplaces must be places of learning in which we are constantly upgrading our skills and our competence as a people. This is essential if we are to compete successfully internationally. It will greatly influence the quality of life in our land.

10. Suggest recurrent stocktaking sessions with governors about education, although not necessarily more full-fledged "summits."