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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13688  
**Folder ID Number:** 13688-005

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**Folder Title:**  
Education Summit 9/27-28/89 [OA 6269] [2]

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<b>G</b>	<b>26</b>	<b>19</b>	<b>4</b>	<b>1</b>

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Christina

President's Address at Education Summit  
Convocation

Jefferson

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.

GOV. 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.

Fed. catalyst

choice  
Flex  
Account  
Needy  
Excellence

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." It will take concerted effort by parents, children (students), and communities.

Everyone involved

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.

7. Defuse the "we need more money" argument by saying that we aren't getting our money's worth today and that while

not getting money's worth

ROI

results-orientated

F/A

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.

*Jefferson* 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."

"Educ. is our most exciting  
legacy." "Vital to everything  
we are and can become,"

THE WHITE HOUSE  
WASHINGTON

Reck (804)  
980-8856

Mark  
Spuch

D. Runkel  
633-2107

SCHEDULE OF THE PRESIDENT AND MRS. BUSH

FOR

CHARLOTTESVILLE, VIRGINIA

SEPTEMBER 27 - 28, 1989

Wednesday, September 27, 1989

GUEST AND STAFF INSTRUCTIONS:

- 7:30 am Baggage Call. Please place all unlocked baggage in West Basement at this time.
- 1:20 pm Guests and Staff not manifested on Marine One depart West Basement en route Pentagon.
- Please board Helicopters immediately upon arrival.
- 1:35 pm Guests with own transportation should arrive Pentagon and proceed to board Helicopters.
- 1:55 pm Nighthawk III and IV depart Pentagon en route Charlottesville, Virginia.
- 2:00 pm Staff manifested on Marine One proceed to South Lawn for Boarding.
- 2:05 pm Nighthawk II departs from Pentagon.

2:05 pm

THE PRESIDENT and Mrs. Bush depart White House en route Charlottesville, Virginia.

HELICOPTER ASSIGNMENTS:

Marine One

THE PRESIDENT  
Mrs. Bush  
Gov. Sununu  
R. Gates  
R. Porter  
T. McBride  
Mil. Aide  
Doctor  
2 USSS

Nighthawk II

B. Newman  
D. Valdez  
P. Swift  
M. Fitzwater  
E. Rogers  
COL Nickel  
7 USSS  
P. Bateman

Nighthawk III

J. Keller  
J. Cicconi  
S. Rogich  
C. Winston  
S. Siv  
B. Roper  
D. Anderson  
L. Casey  
M. Davis  
S. Rodemeyer  
D. Burch

Nighthawk IV

G. Fendler  
C. Powers  
B. Zanca  
2 WHVD

1 WHCA A/V  
1 USSS  
24 Press

(Flying Time: 55 Minutes)  
(Interchange: No)  
(Time Change: None)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival at Massie Road LZ, Guests and Staff may either board Motorcade for transportation to Old Cabell Hall for Welcome Address and Opening Session; or board Vans for transportation directly to respective hotels.

Upon arrival at Boar's Head, Guests and Staff will be escorted to their rooms.

Upon arrival at Omni, Guests and Staff should proceed to Room 722 to obtain Key.

3:00 pm

THE PRESIDENT and Mrs. Bush arrive Massie Road Practice Field Landing Zone, University of Virginia, Charlottesville, Virginia.

Met by:

The Honorable D. French Slaughter  
United States Congressman

The Honorable Elizabeth B. (Bitsy) Waters  
Mayor of Charlottesville

Mr. Peter Way  
Chairman of the Albemarle County Board of Supervisors

3:05 pm

THE PRESIDENT and Mrs. Bush board Motorcade and depart Massie Road Practice Field Landing Zone en route Old Cabell Hall.

MOTORCADE ASSIGNMENTS:

Lead	G. James
Spare	T. McBride Doctor
LIMO	THE PRESIDENT Mrs. Bush
Follow Up	
Control	Gov. Sununu S. Studdert Mil. Aide
Support	M. Fitzwater J. Keller Official Photographer P. Swift Medic
WHCA Car	
Staff I	R. Gates D. Demarest E. Rogers
Staff II	R. Porter J. Cicconi B. Newman
Camera I	
Camera II	G. Fendler
Wire I	
Wire II	
Staff Van	All Remaining Staff
Guest Van	All Remaining Guests
Press Van I	B. Zanca

Press Van II

Press Van III

(Drive Time: 10 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival at Old Cabell Hall, Guests and Staff will be escorted to either Staff Viewing Area or Holding Room.

3:15 pm

THE PRESIDENT and Mrs. Bush arrive Old Cabell Hall and proceed to Holding Room.

Met by:

The Honorable Terry Branstad  
Governor of Iowa

The Honorable Booth Gardner  
Governor of the State of Washington

The Honorable Bill Clinton  
Governor of Arkansas

The Honorable Carroll Campbell  
Governor of South Carolina

The Honorable Lauro Cavazos  
Secretary of Education

Dr. and Mrs. Robert O'Neil (Karen)  
President of the University of Virginia

David and Benjamin O'Neil  
Children of Dr. and Mrs. O'Neil

3:20 pm

THE PRESIDENT and Mrs. Bush arrive Holding Room and hold briefly.

3:25 pm THE PRESIDENT and Mrs. Bush depart Holding Room and proceed to Off-Stage Announcement Area.

3:27 pm THE PRESIDENT and Mrs. Bush arrive Off-Stage Announcement Area and hold briefly.

NOTE: Mrs. Bush will be escorted to separate seating with First Ladies.

EVENT: WELCOME ADDRESS TO GOVERNORS

OPEN PRESS

OFF-STAGE ANNOUNCEMENT

BRIEF REMARKS

3:30 pm THE PRESIDENT, accompanied by Governors Branstad, Campbell, Clinton, Gardner, and Secretary Cavazos, is announced onto Stage and proceeds to Seat.

3:32 pm THE PRESIDENT is introduced for Brief Remarks by Secretary Cavazos.

3:34 pm THE PRESIDENT gives Brief Remarks.

3:40 pm THE PRESIDENT concludes Brief Remarks and returns to Seat.

3:41 pm Governor Branstad gives brief remarks.

3:44 pm Governor Campbell gives brief remarks.

3:47 pm Governor Clinton gives brief remarks.

3:50 pm THE PRESIDENT departs Stage and, with Mrs. Bush, proceeds to Holding Room.

3:52 pm THE PRESIDENT and Mrs. Bush arrive Holding Room and hold briefly.

3:55 pm THE PRESIDENT and Mrs. Bush depart Holding Room and, accompanied by all Governors and Cabinet Members, proceed to Rotunda via Foot.

GUEST AND STAFF INSTRUCTIONS:

Following Welcome Address, Guests and Staff will be escorted to Staff Holding Room.

4:00 pm THE PRESIDENT and Mrs. Bush arrive Rotunda and begin participation in Group Photo with Governors, Cabinet Members and Spouses on Rotunda Steps.

4:05 pm THE PRESIDENT and Mrs. Bush conclude participation in Group Photo and proceed to Holding Room.

Met by:

Ms. Eve Turnbull  
Rotunda Administrator

Miss Sara Lee Barnes  
Assistant Rotunda Administrator

4:06 pm THE PRESIDENT and Mrs. Bush arrive Holding Room and hold briefly.

4:10 pm THE PRESIDENT and Mrs. Bush depart Holding Room and proceed to Session I Room.

EVENT: OPENING WORKING SESSION

POOL PHOTO OPPORTUNITY

4:11 pm THE PRESIDENT and Mrs. Bush arrive Session I Room and begin participation in Session I.

4:30 pm THE PRESIDENT and Mrs. Bush conclude participation in Session I, depart Room, and proceed to Session II Room.

4:35 pm THE PRESIDENT and Mrs. Bush arrive Session II Room and begin participation in Session II.

5:00 pm THE PRESIDENT and Mrs. Bush conclude participation in Session II, depart Room, and proceed to Session III Room.

5:05 pm THE PRESIDENT and Mrs. Bush arrive Session III Room and begin participation in Session III.

5:35 pm THE PRESIDENT and Mrs. Bush conclude participation in Session III, depart Room, and proceed to Motorcade.

5:40 pm THE PRESIDENT and Mrs. Bush board Motorcade and depart Rotunda en route Carr's Hill.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 5 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival at Carr's Hill, Guests and Staff will be transported to their respective hotels.

Upon arrival at Boar's Head, Guests and Staff will be escorted to their rooms.

Upon arrival at Omni, Guests and Staff should proceed to Room 722 to obtain Key.

Please re-board Vans at respective hotels by 6:20 pm for transport to Carr's Hill.

Upon arrival at Carr's Hill, please board Motorcade immediately for transport to Monticello.

Or, Guests and Staff may re-board Vans at respective hotels at 6:50 pm for transport directly to Monticello.

- 5:45 pm THE PRESIDENT and Mrs. Bush arrive Carr's Hill and proceed to Suite.
- 5:50 pm THE PRESIDENT and Mrs. Bush arrive Suite for Private Time.
- (PRIVATE TIME: 55 MINUTES)
- 6:45 pm THE PRESIDENT and Mrs. Bush depart Suite and proceed to Motorcade.
- 6:50 pm THE PRESIDENT and Mrs. Bush board Motorcade and depart Carr's Hill en route Monticello.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 20 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival, Guests and Staff will be escorted to Staff Area for Dinner.

Following Dinner at Monticello, please board Motorcade no later than 9:25 pm for transport to Carr's Hill.

Upon arrival at Carr's Hill, please board Vans immediately for transport to respective hotels for RON.

Staff wishing to return directly to respective hotels, please board Vans no later than 9:25 pm.

7:10 pm

THE PRESIDENT and Mrs. Bush arrive Monticello and proceed on Tour of Monticello Mansion.

Met by:

Mr. and Mrs. Daniel Jordan (Lou)  
Executive Director  
Thomas Jefferson Memorial Foundation

Mr. and Mrs. Robert Carter (Bessie)  
Chairman of the Board of Trustees  
Thomas Jefferson Memorial Foundation

Mr. William L. Beiswanger  
Director of Restoration  
Thomas Jefferson Memorial Foundation

Ms. Robin H. Gabriel  
Director of Education  
Thomas Jefferson Memorial Foundation

Mr. Peter J. Hatch  
Director of Grounds and Gardens  
Thomas Jefferson Memorial Foundation

Ms. Lucia Stanton  
Director of Research  
Thomas Jefferson Memorial Foundation

Ms. Ann H. Taylor  
Business Manager  
Thomas Jefferson Memorial Foundation

Ms. Susan R. Stein  
Curator  
Thomas Jefferson Memorial Foundation

EVENT: OFFICIAL DINNER FOR GOVERNORS

POOL COVERAGE

TOUR

RECEIVING LINE

TOAST

- 7:24 pm THE PRESIDENT and Mrs. Bush conclude Tour and proceed to Foyer.
- 7:25 pm THE PRESIDENT and Mrs. Bush arrive Foyer and begin participation in Receiving Line.
- 7:48 pm THE PRESIDENT and Mrs. Bush conclude participation in Receiving Line, depart Foyer and begin participation in Cocktail Reception.

8:20 pm THE PRESIDENT and Mrs. Bush conclude participation in Cocktails and proceed to Dinner Tent.

8:25 pm THE PRESIDENT and Mrs. Bush arrive Dinner Tent and proceed to Toast Lectern.

8:26 pm THE PRESIDENT delivers Toast.

8:30 pm THE PRESIDENT concludes Toast and remains standing.

8:31 pm Governor Branstad delivers response Toast.

8:33 pm THE PRESIDENT, with Mrs. Bush, proceeds to Seat.

8:35 pm Dinner is served.

9:30 pm THE PRESIDENT and Mrs. Bush conclude participation in Dinner, depart Dinner Tent and proceed to Motorcade.

9:35 pm THE PRESIDENT and Mrs. Bush board Motorcade and depart Monticello en route Carr's Hill.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 20 Minutes)

9:55 pm THE PRESIDENT and Mrs. Bush arrive Carr's Hill and proceed to Suite.

10:00 pm

THE PRESIDENT and Mrs. Bush arrive Suite for RON.

Thursday, September 28, 1989

GUEST AND STAFF INSTRUCTIONS:

Baggage call is at 7:00 a.m. Please place baggage outside your room at this time.

Please board vans at respective hotels for transportation to Carr's Hill no later than 7:05 a.m.

Upon arrival at Carr's Hill, please board Motorcade immediately for transport to Rotunda.

7:25 am

THE PRESIDENT and Mrs. Bush depart Suite and proceed to Motorcade.

7:30 am

THE PRESIDENT and Mrs. Bush board Motorcade and depart Carr's Hill en route Rotunda.

MOTORCADE ASSIGNMENTS:

Lead	G. James
Spare	T. McBride Doctor
LIMO	THE PRESIDENT Mrs. Bush
Follow Up	

Control	Gov. Sununu S. Studdert Mil. Aide
Support	M. Fitzwater J. Keller Official Photographer P. Swift Medic
WHCA Car	
Staff I	R. Gates D. Demarest E. Rogers
Staff II	R. Porter J. Cicconi B. Newman
Camera I	
Camera II	G. Fendler
Wire I	
Wire II	
Staff Van	All Remaining Staff
Guest Van	All Remaining Guests
Press Van I	B. Zanca
Press Van II	
Press Van III	

(Drive Time: 5 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival at Rotunda, Guests and Staff will be escorted to Staff Holding Room.

Please board Motorcade no later than  
11:00 am for transport to University  
Hall.

7:35 am THE PRESIDENT and Mrs. Bush arrive Rotunda and  
proceed to Holding Room.

7:37 am THE PRESIDENT and Mrs. Bush arrive Holding Room  
and hold briefly.

7:40 am THE PRESIDENT and Mrs. Bush depart Holding  
Room and proceed to Portico.

EVENT: GOVERNORS' CONTINENTAL BREAKFAST

CLOSED PRESS

MIX AND MINGLE

7:41 am THE PRESIDENT and Mrs. Bush arrive Portico and  
begin participation in Continental Breakfast.

7:55 am THE PRESIDENT and Mrs. Bush conclude participation  
in Continental Breakfast, depart Portico, and  
proceed inside to Holding Room.

7:56 am THE PRESIDENT and Mrs. Bush arrive Holding Room  
and hold briefly.

7:59 am THE PRESIDENT and Mrs. Bush depart Holding Room and proceed to Session I Room.

EVENT: SECOND WORKING SESSION

POOL PHOTO OPPORTUNITY

8:00 am THE PRESIDENT and Mrs. Bush arrive Session I Room and begin participation in Session I.

8:22 am THE PRESIDENT and Mrs. Bush conclude participation in Session I, depart Room, and proceed to Session II Room.

8:23 am THE PRESIDENT and Mrs. Bush arrive Session II Room and begin participation in Session II.

8:45 am THE PRESIDENT and Mrs. Bush conclude participation in Session II, depart Room, and proceed to Session III Room.

8:46 am THE PRESIDENT and Mrs. Bush arrive Session III Room and begin participation in Session III.

9:08 am THE PRESIDENT and Mrs. Bush conclude participation in Session III, depart Room, and proceed to Holding Room.

NOTE: Mrs. Bush will assume separate schedule at this time.

9:11 am THE PRESIDENT arrives Holding Room.

9:35 am THE PRESIDENT departs Holding Room and proceeds to Dome Room.

EVENT: PLENARY SESSION

POOL PHOTO OPPORTUNITY

9:40 am THE PRESIDENT arrives Dome Room and begins participation in Plenary Session.

11:00 am THE PRESIDENT concludes participation in Plenary Session, departs Dome Room, and proceeds to Holding Room.

11:01 am THE PRESIDENT arrives Holding Room and holds briefly.

11:08 am THE PRESIDENT departs Holding Room and proceeds to Motorcade.

11:10 am THE PRESIDENT boards Motorcade and departs Rotunda en route University Hall.

MOTORCADE ASSIGNMENTS:

Lead	G. James
Spare	T. McBride Doctor

LIMO	THE PRESIDENT Gov. Sununu Gov. Branstad Gov. Baliles Sec. Cavazos
Follow Up	
Control	S. Studdert Mil. Aide
Support	M. Fitzwater J. Keller Official Photographer Medic
WHCA Car	
Staff I	R. Gates D. Demarest E. Rogers
Staff II	R. Porter J. Cicconi B. Newman
Camera I	
Camera II	G. Fendler
Wire I	
Wire II	
Guest I	
Guest Van	All Remaining Guests
Press Van I	B. Zanca
Press Van II	
Press Van III	

Governor Bus I  
Governor Bus II  
Governor Bus III  
Governor Bus IV  
Governor Bus V

(Drive Time: 10 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival at University Hall, Guests and Staff will be escorted either to Staff Viewing Area or Staff Holding Room.

Please board Motorcade at University Hall no later than 12:10 pm for transport to Newcomb Hall for Working Luncheon.

11:20 am

THE PRESIDENT arrives University Hall and proceeds to Holding Room.

NOTE: Mrs. Bush will rejoin THE PRESIDENT at this time.

Met by:

Mr. Ronald Hohausser  
President of the University of Virginia  
Student Council

Mr. Todd Botorff  
Chairman of the University of Virginia  
Student Body Judiciary Committee

Mr. Rick Giovanelli  
President of the University of Virginia  
Senior Class

11:35 am THE PRESIDENT and Mrs. Bush depart Holding Room  
and proceed to Off-Stage Announcement Area.

11:40 am THE PRESIDENT and Mrs. Bush arrive Off-Stage  
Announcement Area and hold briefly.

EVENT: CONVOCATION FOR UNIVERSITY OF VIRGINIA COMMUNITY

OPEN PRESS

RUFFLES AND FLOURISHES

OFF-STAGE ANNOUNCEMENT

HAIL TO THE CHIEF

REMARKS

11:45 am THE PRESIDENT and Mrs. Bush are announced onto  
Stage and proceed to Seats.

11:47 am President O'Neil gives brief remarks.

11:48 am Governor Baliles gives brief remarks.

11:49 am Governor Branstad gives brief remarks.

11:50 am THE PRESIDENT is introduced for Remarks by  
Secretary Cavazos.

11:55 am THE PRESIDENT Remarks.

12:15 pm THE PRESIDENT concludes Remarks and, accompanied by Mrs. Bush, departs Stage and proceeds to Holding Room.

12:18 pm THE PRESIDENT and Mrs. Bush arrive Holding Room.

NOTE: Mrs. Bush will assume separate schedule at this time.

12:30 pm THE PRESIDENT departs Holding Room and proceeds to Motorcade.

12:32 pm THE PRESIDENT boards Motorcade and departs University Hall en route Newcomb Hall.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 10 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Guests and Staff should board Motorcade at Newcomb Hall no later than 2:45 pm for transport to Rotunda for Concluding Statement.

Upon arrival at Rotunda, Guests and Staff will be escorted to Staff Viewing Area.

Guests and Staff should board Motorcade no later than 3:20 pm for transport to Landing Zone.

12:42 pm THE PRESIDENT arrives Newcomb Hall and proceeds to Holding Room.

12:44 pm THE PRESIDENT arrives Holding Room.

12:55 pm THE PRESIDENT departs Holding Room and proceeds to Ballroom.

EVENT: GOVERNORS' WORKING LUNCHEON

POOL PHOTO OPPORTUNITY

1:00 pm THE PRESIDENT arrives Ballroom and begins participation in Working Luncheon.

2:30 pm THE PRESIDENT concludes participation in Working Luncheon, departs Ballroom and proceeds to Holding Room.

2:35 pm THE PRESIDENT arrives Holding Room.

2:50 pm THE PRESIDENT departs Holding Room and proceeds to Motorcade.

2:55 pm THE PRESIDENT boards Motorcade and departs Newcomb Hall en route Rotunda.

MOTORCADE ASSIGNMENTS:

Same as on Arrival, except:

Delete: Governors' Buses

LIMO: THE PRESIDENT  
Sec. Cavazos

(Drive Time: 5 Minutes)

3:00 pm THE PRESIDENT arrives Rotunda and proceeds to Holding Room.

NOTE: Mrs. Bush will already be seated in audience.

3:01 pm THE PRESIDENT arrives Holding Room for a brief hold.

3:05 pm THE PRESIDENT, accompanied by Secretary Cavazos, and Governors Clinton, Branstad, Gardner, and Campbell, departs Holding Room and proceeds to Steps of Rotunda.

3:08 pm THE PRESIDENT arrives Steps of Rotunda and proceeds onto Stage.

EVENT: CONCLUDING STATEMENT

OPEN PRESS

STATEMENT

3:10 pm THE PRESIDENT arrives on Stage and remains Standing.

3:11 pm THE PRESIDENT is introduced for Statement by Secretary Cavazos.

3:12 pm THE PRESIDENT gives Statement.

3:16 pm THE PRESIDENT concludes Statement and remains Standing.

3:17 pm Governor Branstad gives brief remarks.

3:22 pm Governor Gardner gives brief remarks.

3:25 pm THE PRESIDENT departs Stage and, with Mrs. Bush, proceeds to Holding Room.

3:28 pm THE PRESIDENT arrives Holding Room.

NOTE: Mrs. Bush rejoins THE PRESIDENT at this time.

3:30 pm THE PRESIDENT and Mrs. Bush depart Holding Room and proceed to Motorcade.

3:35 pm THE PRESIDENT and Mrs. Bush board Motorcade and depart Rotunda en route Massie Road Landing Zone.



Nighthawk III

R. Porter  
S. Studdert  
S. Rogich  
D. Demarest  
J. Cicconi  
J. Keller  
C. Winston  
S. Siv  
B. Roper  
D. Anderson  
L. Casey  
S. P. Rose

Nighthawk IV

G. Fendler  
C. Powers  
B. Zanca  
2 WHVD  
1 WHCA A/V  
1 USSS  
24 Press

(Flying Time: 55 Minutes)  
(Interchange: No)  
(Time Change: None)

4:45 pm

THE PRESIDENT and Mrs. Bush arrive White House.

(Reminder)

F.Y.I. —

Please remind Chris  
that — (as noted by  
memo 2 weeks ago) —  
I plan to be in  
Chicago Sat. & Sun.  
for my brother's  
wedding (Back here Sun. morn)

(By the way — Bob & I  
are all caught up —  
nothing due or overdue)

Thanks.

— E.

Jeffersonian quotes:

"The object is to bring into action that mass of talents which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind."

804/977-3763 curator at Montecello

*Sean Krebs*

804/924-0311 main info U.Va.

804/924-3297 Fishback

*- director of Information / UVA*

*Gustaf Appalachia*

804/924-3239 U. Guides

804/971-2530 public affairs at Montecello

804/924-3052 Chairman, dept. of music

804/293-7134 Mr. Meade

804/296-6782 Mr. Loach

Jennifer Mendelsohn

overnight trip on Cabell hall elevators

center of arts and sciences, soul of university

I understand from a professor in the School of Education that Jefferson was the first "Education President,"

Beta the dog in Cabell hall/ Millie

dog warden now

old dogs new tricks?

Frank Hereford - 924-3781 or home 296-7578

Ray Bice Secretary to the BOV - 924-7081 or home 293-5584

Sandy Gilliam - 924-3339 or home 977-6459

reagan sounded the call under Nation at Risk

Dismal stats/ modest turnaround/ed reform needs a second wind

said one ed leader

# ASH LAWN HIGHLAND

Charlottesville, Virginia



## Home of President James Monroe

Ash Lawn is a 550-acre estate in a range of mountains outside Charlottesville, where visitors can find the atmosphere of an early 19th-century working plantation. It is just off I-64, two and a half miles beyond Monticello.

Today's visitors enjoy the quiet dignity of the home with many Monroe possessions, periodic demonstrations of spinning and weaving, a statue of Monroe by Piccirilli, peacocks in the boxwood gardens, quiet picnic spots, and, on a clear day, a glimpse of Monticello from the Monroe porch. Special events include operas, concerts, plays and a colonial crafts weekend.

Monroe's move to Ash Lawn (then called Highland) resulted from his friendship with Thomas Jefferson, who wished to create "a society to our taste" near Monticello. Jefferson personally selected the Monroe house site and sent his gardeners to start orchards. On November 23, 1799, James Monroe and his wife Elizabeth Kortright of New York moved to their tobacco plantation, where frequent guests included James and Dolley Madison.

James Monroe held more major offices than any other President: U.S. Senator; Minister to England, to Spain and to France, where he negotiated the Louisiana Purchase; Governor of Virginia; Secretary of State and of War; and President of the United States (1817-1825). His public service was at great personal sacrifice since public offices paid small salaries, and they left Monroe little time for his farms and law practice. Although the fifth President had planned to retire to his "cabin-castle" at Highland, finances forced its sale in 1826.

In 1974 Jay Winston Johns bequeathed Highland to the College of William and Mary, alma mater of Presidents Monroe, Jefferson, and Tyler. After initiating a restoration program, the college reopened Ash Lawn in 1975. Ash Lawn's income, derived entirely from admissions, sales, and tax-deductible contributions, continues the restoration and supports graduate fellowships in history at William and Mary. Visitors who wish to share in these projects are invited to contact the Curator.




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**ASH LAWN**  
 Route 6, Box 37  
 Charlottesville, Virginia 22901  
 (804) 293-9539

Open Daily 9AM to 6PM March-October  
 10AM to 5PM November-February

(Closed New Year's Day, Thanksgiving, Christmas)

**Admission Fee / Group Rates Available**

Bus and Picnic Facilities

## NATIONAL NEWS

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### PRESIDENT PROPOSES SCHOOL SUMMIT

President Bush summoned the nation's governors Monday to a summit on education reform and touted the major domestic policy initiatives of his new Administration as the basis for "a national consensus in spite of overriding budget difficulties."

Members of the National Governors' Association gave Bush an 'E' for effort, but many expressed skepticism that the President can make good on a pledge to assist state governments while vowing not to raise taxes.

Bush, who campaigned last year on a promise of becoming "the Education President," invited the governors to confer with him Sept. 27-28 on a \$441 million education reform package he offered to Congress last April and "to share ideas and to explore options for educational progress."...

Using his speech at the governors' annual meeting in Chicago to praise their mutual leadership roles, Bush told the governors, "We've got to find our collective will as a nation" to fight illiteracy, drug abuse and crime.

"First and foremost are our children and their education," Bush told the governors meeting at the Hyatt Regency Chicago Hotel. "Working together, you and I can raise the level of learning in the classrooms of America."  
(Thomas Hardy & Rick Pearson, Chicago Tribune, A1)

### Bush Announces Special Meeting With Governors

CHICAGO -- President Bush announced Monday that he would convene a summit of the nation's governors in September to stem the decline in the quality of education in the U.S.

"Together, we can find ways to strengthen our schools, to enlarge opportunities and to improve our nation's educational performance," Bush said at a meeting of the National Governors' Association.

Bush compared the meeting, scheduled Sept. 27-28, to a historic gathering of governors with then-President Franklin Roosevelt to help rebuild from the Depression....

"I think an exchange of ideas, a sense of direction at the national level and an impetus from the executive branch could be extremely helpful to all states with respect to education," Texas Gov. Clements said.

Other governors attending the three-day conference generally agreed....

New York Gov. Cuomo...said he was pleased that Bush had focused on education, which he described as long a part of the Democratic Party's "agenda of concern." But Cuomo questioned whether the President would be committed to stepping up federal funding to improve education.

(Wayne Slater, Dallas Morning News)

### Bush Enlists Governors On Education Crisis

President Bush, addressing the nation's governors Monday in Chicago, summoned them to meet with him in September to discuss education -- history's third summit of governors and a president on a national crisis.

"Together, we can find ways to strengthen our schools, to enlarge opportunities and to improve our nation's educational performance," Bush told members of the National Governors' Association at the Hyatt Regency Chicago....

Gov. Thompson said he would seek to have the education summit, scheduled for Sept. 27-28, held in Chicago.

Bush said, "Today we do not meet in a spirit of immediate crisis. There are plenty of problems out there, but the nation is sound.

"But the decline of our education system, the threat of crime and drugs, the economic dependency of so many -- these problems threaten to endanger the very leadership position of America in the next century."

(Jim Merriner, Chicago Sun Times, A5)

### Bush Calls Governors To Rare Summit

CHICAGO -- President Bush summoned the nation's governors Monday to a summit meeting next month on an "issue of vital national importance": education.

"Together, we can find ways to strengthen our schools, to enlarge opportunities and to improve our nation's educational performance," Bush told the National Governors' Association.

The meeting will be held Sept. 27-28, probably in Washington....

The governors' reaction Monday was favorable, but they did not seem to think the summit would result in either a large increase in federal funds for schools or a strict national policy.

(Frank Murray & Steve Crane, Washington Times, A4)

### Bush Calls Education Summit With Governors

CHICAGO -- President Bush Monday invited the nation's governors to a September "summit" conference on education.

"Together we can find ways to strengthen our schools, enlarge opportunities and to improve our nation's educational performance," Bush said in an address to the National Governors' Association....

"I want to renew my pledge to assemble the nation's governors in a summit, to share ideas and to explore options for educational progress," Bush said before returning to Washington to deal with the reported execution of Lt. Col. Higgins.

Bush said he was concerned about "a nation in which a half of our youth is ignorant of geography, in which drugs are rampant and in which a substantial proportion of the populations knows little hope."

He added, "Such a nation will not long remain competitive. In the final analysis, improving our schools, driving out drugs and bringing hope and opportunity to those who need it most -- these are issues of our national well-being, even our national security."

(Benjamin Shore, Copley)

Tuesday, August 1, 1989 -- A-10

States Back Bush Call For Better Schools;  
But Governors Fear Bearing Brunt Of Costs

CHICAGO -- The nation's governors Monday welcomed President Bush's invitation to help formulate the next steps in education reform, but expressed alarm at Washington's inclination to send state governments the bill for improvements in social programs.

Before Bush arrived at the annual summer meeting of the National Governors' Association, bearing an invitation to a Sept. 27-28 "education summit" at an undetermined location, the governors spent an entire 90-minute executive session trading concerns about the way new federal mandates in health and welfare are driving up state budget costs with no compensating increase in federal aid....

In his brief appearance, Bush invited the governors to meet with him and key Administration officials in September "to strengthen our schools, to enlarge opportunities and to improve our nation's education performance."

(Dan Balz & David Broder, Washington Post, A9)

**BIDEN: BUSH BREEDING CYNICISM IN WAR ON DRUGS**

President Bush is breeding cynicism in the war on drugs by calling for laws that already are on the books and failing to seek full funding of drug legislation, says the chairman of the Senate Judiciary Committee.

"The war of words, what has it wrought?" asked Sen. Biden. "What it has wrought so far is cynicism, political opportunism, and some despair."

Bush "is able to stand up at his inauguration and say, 'This scourge will end,' and then have no one 'call' him when he refuses to use the tools already available to him to fight the war on drugs," Biden said Monday in a speech at the National Press Club....

Among the laws sought by Bush that Congress already has passed, Biden contended, are longer sentences for drug dealers, the death penalty for some drug dealers, minimum prison terms for weapons offenders and preventive detention for people arrested with drugs.

(Carolyn Skorneck, AP)

**DRUG ABUSE SAID TO DECLINE**

**U.S. Study Shows Big Drop From '85 To '88**

A major new federally sponsored study has concluded that the number of Americans using cocaine, marijuana and other illegal drugs declined by 37 percent over the past four years, a sharp drop that surprised many of the government's leading anti-drug experts.

At the same time, the study -- based on a nationwide household survey of 8,814 respondents -- concluded that cocaine addiction has grown substantially, especially among the young and unemployed. Between 1985 and 1988, the number of people who used cocaine once a week or more jumped from 647,000 to 862,000, a one-third increase that National Drug Policy Director Bennett called "shocking and unacceptable."

The study also estimated that 484,000 people used crack...at least once a month and that 2.4 million had tried the drug once. These figures represent the first government estimates on the prevalence of crack....

The survey findings reflected trends that have been reported for some time, particularly the growing intolerance of many middle-class Americans towards drug use of any kind, including alcohol and tobacco.

(Michael Isikoff, Washington Post, A1)

-more-

~~CONFIDENTIAL~~

BRANSTAD EDUCATION INITIATIVE FOR NGA

On August 1, Governor Branstad will announce the NGA Chairman's priority for 1989-90. This priority will focus on developing a national consensus on an agenda to address critical environmental and education issues. At that time, Governor Branstad will appoint an NGA task force of 6-8 Governors charged with:

Developing national education goals for the year 2000, which emphasize preparation for work-force participation and citizenship.

Developing a policy framework for achieving these goals, which builds upon previous and ongoing NGA work, and which focuses on federal, state and local levels.

Encouraging state and local governments and education systems to go through a similar goal-setting and policy review process.

Establishing a means of monitoring progress towards the goals.

He will also announce the creation of an advisory group to work with the Governors in meeting these objectives. The success of this initiative requires a broad-based consensus around the goals and the means of achieving them. NGA will work closely with the education and business communities, and with others having a stake in the education system, including the White House, the Department of Education, and the Congress.

The Task Force activities are expected to include the following:

An initial meeting of the Task Force and Advisory Group in September, to discuss the initiative and determine the categories in which they will seek to develop goals.

A series of fact-finding and consulting meetings to develop proposed goals.

Task Force meetings and hearings to obtain reaction to proposed goals.

Additional meetings and hearings to develop policy framework.

Task Force final report.

Relationship with the President

The work of the Governors would be substantially enhanced by the President's support and by the cooperation of the U.S. Department of Education. The Task Force work need not preclude separate efforts to develop legislation to implement the President's education priorities.

*Working with I (Chairman & Staff)  
JUL 17 1989*

**Support from the Administration could include:**

Discussion of Governor Branstad's initiative at the September White House meeting on education involving the President and the Governors;

Presidential endorsement of the initiative;

Participation of the Education Department, through provision of data, special analyses, etc.;

Financial support for the initiative from the Education Department;

A second meeting of the President and the Governors, in late Spring, to discuss the results of the NGA project.

In addition, NGA would be willing to work on scheduling joint events with the President during the Task Force period, to highlight areas of interest to the President and the Task Force.

22ND STORY of Level 1 printed in FULL format.

Copyright (c) 1989 The Christian Science Publishing Society;  
The Christian Science Monitor

August 22, 1989, Tuesday

SECTION: EDITORIAL; Pg. 20

LENGTH: 431 words

HEADLINE: Educational Summitry

## BODY:

AUGUST usually represents the nadir of interest in education. But since George Bush announced Sept. 27 and 28 as the dates for his education summit - bringing the governors of the 50 states together to discuss schools - it isn't too soon to think what might come of the meeting.

The meeting itself is unprecedented. It's only the third time in US history all the governors have met with the president; the first on education. (The two Roosevelts, Teddy and Franklin, held summits on conservation and the Depression). Mr. Bush is to be commended on this effort to be an "education president." Governors are key since states are where the action in schools are.

Moreover, the summit couldn't come at a better time. The sad fact is, school reform is petering out. It's remarkable that it's lasted this long. But what expert Denis Doyle calls "the Paul Revere phase" of reform is over - crying out the problems. The public now knows what 17-year-olds don't. We know the best US students don't measure up to the best in other nations, at least in math and science. We know urban schools are a mess.

What Bush can offer education reform is a jump-start. It would be too bad if the summit is just a lot of symbolic pomp and circumstance. Post-industrial American society needs some serious leadership for its ailing education system.

A few leadership areas the Bush team might focus on:

Federal funding. With the exception of more Head Start funds, the issue isn't more money, but money spent better. Consider an overhaul of the rigid rules tied to federal funds. A number of states have had their greatest reform successes when letting districts figure how best to spend for their kids. Apply the same principal to the states. Let them work together or alone to come up with their own plans. Increase block grants. Oversight would be critical.

Restructuring. Think about restructuring huge 3,000- to 5,000-student schools. They are wastelands. With schools, small is beautiful. A school of 700 students can battle destructive peer values, and establish the community and ethos of work and sharing that urban kids need to experience. Look into "schools within schools" and school "choice."

Parents. Without concerned parents, forget it. The summit needs to focus on them.

Leadership. Appoint someone with state reform experience to focus solely on what emerges from the summit. Possibly a governor. Possibly former Tennessee Gov. Lamar Alexander.

(c) 1989 The Christian Science Publishing Society, August 22, 1989

So far, George Bush's 'education presidency' has been without substance. He can begin to change that this coming school year.

23RD STORY of Level 1 printed in FULL format.

Copyright (c) 1989 Chicago Tribune Company;  
Chicago Tribune

August 18, 1989, Friday, NORTH SPORTS FINAL EDITION

SECTION: PERSPECTIVE; Pg. 24; ZONE: C; Voice of the people (letter)

LENGTH: 127 words

HEADLINE: 'Ignoring educators'

BYLINE: Dianne McGuire

DATELINE: NAPERVILLE

**BODY:**

Once again, I am compelled to write. President Bush, the education President, has called for an Education Summit with the nation's governors on Sept. 27-28. These governors - many of them practicing attorneys, few, if any, practicing classroom teachers - will be sitting down to forge this plan for reform.

They will be drawing this remarkable plan without the key players: educators! This is typical Bush style. He has targeted the National Education Association - the nation's largest and most prestigious association of educators - as an enemy of education, so no wonder its nearly 2 million members are bypassed in his reform efforts.

Just how meaningless will his package be? Just how wasteful will this plan be? Just how stupid can a man be?



32ND STORY of Level 1 printed in FULL format.

Copyright (c) 1989 The Washington Post

August 8, 1989, Tuesday, Final Edition

SECTION: OPINION EDITORIAL; PAGE A16

LENGTH: 401 words

HEADLINE: A Summit on Education

BODY:

THE IDEA has been kicking around among educators since shortly after George Bush was elected to his self-described "education presidency": Why not get the president to call an "education summit" to bring leaders together and focus talk and attention on education problems and solutions? Last week while addressing the National Governors' Association, the president did just that. He and the governors will meet to talk about education and education reform for two days in late September. This is an eminently inoffensive idea, even if no one is likely to mistake it for an education policy. What the participants will find to talk about is a tougher question.

Any national discussion of education labors under built-in limits. Governors and localities, not the federal government, are the main players in education policy and thus in any serious reform. More than 90 percent of education funding is local; the rest is concentrated in programs for the disadvantaged, and while many of these are underfunded, the president has made abundantly clear that more money is not on offer. Other than money, the states have been at something of a loss about what to request from an "education president," if there is such a thing. This partly accounts for the appeal of calling for an education summit in the first place.

The kinds of nonmonetary help that the president can give on education are no big secret. Education reform is above all a matter of sustained effort, of motivating politicians and teachers to stick with reform plans that will bear fruit slowly if at all. The president has the bully pulpit. He can encourage districts and states to set their own goals, spotlight some of the reforms he thinks bear replication, contribute stump time and attention if not money. The Education Department can collect and disseminate research of the "What Works" type that former secretary William Bennett made popular to aid districts that want to set reform goals without reinventing wheels.

The governors can exhort the president to do more of this sort of thing, and perhaps in two days of talks they can coordinate and refine their respective efforts. But will they really be telling the president anything he doesn't know? It remains to be seen whether this "summit" can go beyond the innumerable education meetings already held. What happens there will be less important than what happens afterward.

TYPE: EDITORIAL

SUBJECT: EDUCATION; AREAS OF EDUCATION

ORGANIZATION: NATIONAL GOVERNORS' ASSOCIATION

24TH STORY of Level 1 printed in FULL format.

Copyright (c) 1989 Facts on File, Inc.;  
Facts on File World News Digest

August 18, 1989

SECTION: UNITED STATES; Politics

PAGE: Pg. 606 61

LENGTH: 173 words

HEADLINE: State Governors Meet

BODY:

The National Governors' Association held its 81st annual summer meeting July 30-August 1 in Chicago. [See 1987, p. 626G1]

The most significant development to come out of the conference was an invitation by President Bush July 31 to meet with the 50 state governors at an "education summit" to be held September 27-28 at an unspecified location. The purpose of the summit, Bush said, would be to find ways to "strengthen our schools . . . and to improve our nation's educational performance."

The conference August 1 passed a resolution calling on the federal government to impose a two-year moratorium on expansion of the Medicare program. The governors said the states often bore the financial brunt of increased health-care coverage mandated by Washington.

Separately, the governors said they hoped the abortion debate would not come to dominate state legislative agendas at the expense of more pressing issues in the wake of the Supreme Court's recent decision upholding a restrictive Missouri abortion law. [See p. 512C3]





31ST STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1989

August 11, 1989, Friday, BC cycle

SECTION: Washington News

LENGTH: 109 words

HEADLINE: ' Education summit' set for Virginia

DATELINE: WASHINGTON

KEYWORD: Education

BODY:

President Bush will hold his Sept. 27-28 education summit with the nation's governors in Charlottesville, Va., the White House said Friday.

Two weeks ago, Bush invited the members of the National Governors' Association to a two-day conference to explore ways to improve the country's troubled schools.

The education summit will mark just the third time in history that a president has called the governors together to address a problem facing the country.

In 1908, President Theodore Roosevelt summoned them to discuss conservation. And in 1933, President Franklin Roosevelt assembled the governors to consider solutions to the Great Depression.

20TH STORY of Level 1 printed in FULL format.

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Los Angeles Times

August 23, 1989, Wednesday, P.M. Final

SECTION: Part A; Page 2; Column 3; Late Final Desk

LENGTH: 387 words

HEADLINE: U.S. PUPILS 'ILL PREPARED' -- CAVAZOS;  
EDUCATION SECRETARY FORECASTS \$353-BILLION 1989-90 COST

BYLINE: From Associated Press

DATELINE: WASHINGTON

BODY:

The U.S. educational system continues to soak up huge amounts of money -- projected at a record \$353 billion for the new school year -- while churning out students "ill-prepared for a changing world," Education Secretary Lauro F. Cavazos said today.

Cavazos, in releasing the Education Department's annual statistical forecast for the 1989-90 school year, said education expenditures will amount to 6.8% of the gross national product and even exceed the Bush Administration's proposed 1990 national defense budget of \$303 billion.

He said all levels of public and private education will spend about \$353 billion in state, federal and local dollars, compared with last year's overall spending of \$330 billion.

"Our nation continues to make a tremendous financial investment in education but the education deficit continues to grow," Cavazos said, and "too many Americans remain ill-prepared for a changing world."

Education officials point to the dismal performance of American young people on academic achievement tests, particularly in areas such as math and science that are considered critical in a fast-changing technical society.

In most instances, Americans scored near the bottom in both math and science when compared with students of dozens of other industrial nations.

President Bush has called an "education summit" Sept. 27-28 in Charlottesville, Va., with the nation's governors, and Cavazos said the meeting was a "historic step . . . to address this national crisis."

"Such leadership is critical," Cavazos said, "but parents, teachers -- indeed, all Americans -- must become involved if we are to ensure that each student has an opportunity to be educated to his or her fullest potential."

Mary Futrell, outgoing president of the National Education Assn., attributed the increasing costs of education to a rapid rise in the number of children living in poverty and children of immigrants.

(c) 1989 Los Angeles Times, August 23, 1989.

"As you get more children who are poor into the school systems, you get more deficiencies, and students whose needs are different and greater," said Futrell, explaining that the report fails to "accurately reflect the diversity of students" -- children of recent immigrants who do not speak English and those from poor or single-parent families.

"So it costs more to educate those children," she added.

TYPE: Wire

21ST STORY of Level 1 printed in FULL format.

## The Xinhua General Overseas News Service

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AUGUST 23, 1989, WEDNESDAY

LENGTH: 496 words

HEADLINE: u.s. education spending soars to record 353 billion

DATELINE: washington, august 23; ITEM NO: 0823123

## BODY:

the 1989-90 school year will consume 353 billion dollars, hitting a record in u.s. education spending, the u.s. education department predicted today. in releasing the department's annual statistical forecast, education secretary lauro cavazos said education expenditures will amount to 6.8 percent of the gross national product and even exceed the bush administration's proposed 1990 national defense budget of 303 billion dollars. the 353 billion dollars comes from the federal government (9 percent), state governments (39 percent), local governments (25 percent) and private and other sources (27 percent). the record budget is for all levels of public and private education. last year's total spending was 330 billion dollars. the forecast said education expenditures for the new school year that starts this fall, adjusted for inflation, will rise 1.8 percent to a level 32 percent higher than in 1980-81. spending per student in will go up 1.3 percent to 5,246 dollars in elementary and secondary schools, and up 0.4 percent to 14,923 dollf higher educat on. secretary cavazos said despite a generous investment by the american people, education remains "a national crisis." in most cases, americans scored near the bottom in both math and science compared with dozens of other industrial nations that spend less per pupil. "the education deficit continues to grow. yet too many americans remain ill-prepared for a changing world," cavazos said. to discuss the "crisis," president bush has called an "education summit" with the nation's governors on september 27-28 in charlottesville, virginia. the meeting was described by secretary cavazos as a "historical step." the report also said teacher salaries, total enrollment and the number of bachelor's degrees will increase this year, while the number of high school graduates will decline. average public school teacher salaries will increase to 31,200 dollars, up 5.5 percent over last year's average of 29,567 dollars. after inflation, salaries will be about 20 percent higher than in 1980-81, but only 6.3 percent above 1973-74. total enrollement will rise by 400,000 to 58.7 million. about 45.6 million children will attend kindergarten, elementary and secondary schools, and some 13.1 million students, up 250,000 from last year, will attend higher education institutions. however, the study noted, the increase of undergraduates reflects a rise in older and part-time students, particularly women. the number of bachelor's degrees will hit a record 1,006,000. associate and master's degrees will rise to 448,000 and 301,000, respectively. professional and doctoral degrees will hold steady at 72,000 and 34,000, respectively. about 2.6 million people are expected to be graduated from high schools next spring, down 178,000 from last year and continuing a general decline from the peak of 3.2 million in 1977.



17TH STORY of Level 1 printed in FULL format.

## The Associated Press

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August 24, 1989, Thursday, PM cycle

SECTION: Washington Dateline

LENGTH: 791 words

HEADLINE: U.S. Education Soaks Up Record Amount

BYLINE: By TAMARA HENRY, Associated Press Writer

DATELINE: WASHINGTON

KEYWORD: School Costs

## BODY:

With U.S. schools projected to soak up a record \$353 billion for the new school year, Education Secretary Lauro Cavazos and other educators disagree on whether students are benefiting.

"Our nation continues to make a tremendous financial investment in education but the education deficit continues to grow," Cavazos said Wednesday, and "too many Americans remain ill-prepared for a changing world."

Cavazos released the department's annual statistical forecast for the 1989-90 school year, showing that all levels of public and private education will spend about \$353 billion in state, federal and local dollars.

The education spending will amount to 6.8 percent of the gross national product and will exceed the Bush administration's proposed 1990 national defense budget of \$303 billion, said Cavazos.

The \$353 billion is 6.8 percent more than last year's overall spending of \$330 billion.

But Education Department officials point to the dismal performance of American youth on academic achievement tests, particularly in areas such as math and science that are considered critical in a fast-changing technical society.

In most instances, Americans scored near the bottom in both math and science when compared with dozens of other industrial nations.

Mary Futrell, outgoing president of the National Education Association, attributed the increasing costs of education to a rapid rise in the number of children living in poverty.

"As you get more children who are poor into the school systems, you get more deficiencies, and students whose needs are different and greater," said Mrs. Futrell, explaining that the report fails to "accurately reflect the diversity of students" - children of recent immigrants who don't speak English and those

The Associated Press, August 24, 1989

from poor or single-parent families.

"So it costs more to educate those children," she added.

Ann Lynch, president of the National Parents and Teachers Association, headquartered in Chicago, said the huge investment in education shows "commitment even though all the students' needs are not being met."

Albert Shanker, president of the American Federation of Teachers, bristled at Cavazos' use of the term "education deficit."

"We have many educational problems because we're suffering from a leadership deficit," said Shanker. "It is the leadership deficit that's at the bottom of the educational deficit."

President Bush has called an "education summit" Sept. 27-28 in Charlottesville, Va., with the nation's governors, and Cavazos said the meeting was a "historic step ... to address this national crisis."

"Such leadership is critical," Cavazos said, "but parents, teachers - indeed, all Americans - must become involved if we are to ensure that each student has an opportunity to be educated to his or her fullest potential."

Among the major conclusions in the report:

-Spending on higher education will increase the most, to \$141 billion, up 7.2 percent from the \$131.4 billion spent last year. Once adjusted for inflation, that represents a 36 percent increase since the 1980-81 school year.

-Expenditures for each full-time, higher education student will rise to \$14,923, nearly \$750 more per student than a year ago.

-Costs for public and private elementary and secondary schools are expected to rise to \$212 billion, a 6.6 percent increase over last year's \$199.1 billion. After inflation, that is a 29 percent gain since 1980-81.

-Expenditures for each elementary and secondary school student are expected to reach a record high of \$5,246, \$308 per student more than last year.

-The average salary of public elementary and secondary school teachers is expected to rise to \$31,200, up 5.5 percent over last year's average of \$29,567. After inflation, that will amount to a 20 percent increase since 1980-81.

While educational costs continue to increase, total enrollment in the nation's schools and colleges will rise only slightly, up by 400,000 for a total of 58.7 million this fall. About 45.6 million young people will attend elementary and secondary schools, and 13.1 million students will attend higher education institutions.

Peterson's, a Princeton, N.J., education and career information company, said a recent survey found that 224 of the nation's most competitive colleges experienced an average enrollment decline of 1.6 percent. The company said public institutions' freshmen declined by 3.4 percent, while independent institutions increased their enrollment slightly by 0.6 percent.

The Associated Press, August 24, 1989

The Education Department projected a decrease of 178,000 high school graduates for the spring of 1990, bringing the total to 2.6 million. The trend has been generally downward since the peak year of 1977 when nearly 3.2 million students received diplomas.

9TH STORY of Level 1 printed in FULL format.

Copyright (c) 1989 The New York Times Company;  
The New York Times

September 3, 1989, Sunday, Late Edition - Final

SECTION: Section 4; Page 13, Column 1; Editorial Desk

LENGTH: 774 words

HEADLINE: A Seismic Shock for Education

BYLINE: By Chester E. Finn Jr.; Chester E. Finn Jr., professor of education and public policy at Vanderbilt University, is director of the Educational Excellence Network.

DATELINE: WASHINGTON

BODY:

The annual Gallup education poll sponsored by the professional educational fraternity Phi Delta Kappa often yields startling results.

On many issues spanning the survey's 21-year history, the public has declared itself in favor of seismic changes in the ground rules of the education system - reforms that go far beyond what many educators (and elected officials) are comfortable with.

The 1989 poll, unveiled Aug. 24, amounts to a major earthquake. The hoariest policy assumption of American schooling - that essential decisions about curriculum and standards must be locally determined - turns out to be another political myth.

In sharp contrast to a century-old practice, people say they want national education standards, a national curriculum and national tests.

The temblor couldn't be more timely. On Sept. 27, President Bush and the governors will gather in Charlottesville, Va., for an education "summit meeting." No weightier topic could be on their agenda than the challenge of developing common school norms and curriculums for the whole country - and a testing-and-accountability system by which we can know over time whether those norms are being met.

Many educators would surely balk, for they would be protective of their autonomy, the decentralization of today's system and the degree to which its results are blurred and its employees spared from consequences.

But Gallup's data suggest that it may be timely for elected officials to set aside the conservatism of the professionals and the incrementalism of recent reform efforts and, instead, rewrite basic assumptions about how to chart the course and gauge the progress of the nation's schools.

Whether those officials have the courage to do so remains to be seen, but it is clear the electorate would support such shifts.

Asked "would you favor or oppose requiring the public schools in this community to conform to national achievement standards and goals?", 70

(c) 1989 The New York Times, September 3, 1989

percent of Gallup's respondents were in favor, 19 percent opposed.

Asked "would you favor or oppose requiring the public schools in this community to use a standardized national curriculum?", the responses were 69 percent yes, 21 percent no.

And asked about "requiring the public schools in this community to use standardized national testing programs to measure the academic achievement of students?", the results were 77 percent affirmative, only 14 percent negative.

In every instance, people with children enrolled in the public schools were even more enthusiastic about these changes than adults with no youngsters in school.

This doesn't mean citizens want Federal officials to run their schools. As recently as two years ago, survey data showed 39 percent wanting Washington to have "less influence on improving the local public schools" (while 37 percent favored "more influence"). Yet for some time polls have found the public receptive to greater state influence and stronger state-led accountability measures. In 1987, some 84 percent of those surveyed agreed that one of the things the Federal Government should do is "require states and local school districts to meet minimum educational standards."

Such changes imply greater homogeneity than our state-based, locally administered education system has ever displayed, as well as tougher norms and consequences linked to school results.

But in tandem with the uniformity, people favor ceding more operational authority to individual principals and giving students choices among schools.

Other tremors emerge from the data. Virtually no one supports the universal practice of allowing youngsters to drop out upon reaching a specified age. Forty-five percent would keep them in school until they graduate, while 38 percent would oblige them to meet "certain standards of knowledge and skill" before being permitted to leave school.

Asking one's opinion of a hypothetical event is not the same as confronting people with actual disruptions in long-established patterns. Nor can we be certain the public would reward public officials who take such initiatives. (Voter participation rates in local school board elections are scarcely encouraging.) But alarmed by the drab performance of schools, despite years of marginal reforms, parents and taxpayers seem ready for profound changes.

The participants at the education summit meeting would do well to heed the Gallup data. Helping guide the public to where it says it wants to go is not a bad definition of leadership. Besides, when the territory is covered with decrepit old structures, an earthquake may be the only way to clear the ground for new construction.

TYPE: Op-ed

SUBJECT: Terms not available

15TH STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1989

August 30, 1989, Wednesday, BC cycle

SECTION: Regional News

LENGTH: 306 words

HEADLINE: Teachers' survey shows 77 percent rate system good

DATELINE: CHARLESTON, W.Va.

KEYWORD: Survey

BODY:

A survey of teachers' attitudes in West Virginia shows that 77 percent rated the state's education system "just OK" or better, West Virginia Federation of Teachers Executive Director Bob Brown said Wednesday.

The poll also shows 45 percent of the teachers ranked salary as the most troublesome aspect of their job. Those polled said pay hikes of at least 10 percent a year over the next several years are necessary.

Other concerns identified by the poll show teachers want greater say in decisions affecting curriculum development and tougher student discipline standards.

The survey was mailed to 12,000 classroom teachers in June, Brown said during a news conference. About 15 percent of the teachers responded to the survey.

Concerning the status of West Virginia's education system, 4 percent rated it excellent, 42 percent said it was good and 31 percent "just OK." At the other end of the scale, 9 percent said it was poor and 11 percent rated it not good.

Brown said the high approval rating shows West Virginia teachers "are committed to the cause and it's a tribute to teachers that more haven't left."

Regarding student discipline, Brown said 41 percent of the teachers felt they didn't have the authority to evict a disruptive child from the classroom.

"I don't think they want a return of spanking a child ... but to have the right to remove a disruptive child from the class," he said.

Brown said the problem with student discipline is it quickly turns into a political issue as principals are afraid to act.

To improve the situation, Brown suggested that alternative settings be developed for disruptive students.

The teachers federation recently launched a second survey, and Brown said the results will be given to Gov. Gaston Caperton in time for next month's national education summit in Virginia.

4TH STORY of Level 1 printed in FULL format.

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September 5, 1989, Tuesday, Final Edition

SECTION: FIRST SECTION; PAGE A17; THE FEDERAL PAGE; TALKING POINTS

LENGTH: 290 words

HEADLINE: States Prepare for Education Summit

BYLINE: Maralee Schwartz; Bill McAllister; David S. Broder

BODY:

Hoping to attract some attention and put a little pressure on President Bush to keep his pledge to be the education president, two states are gearing up for the educational summit Bush plans to hold with the 50 governors Sept. 27-28 in Charlottesville.

The West Virginia Federation of Teachers announced plans to solicit comments from classroom teachers and citizens on their priorities for public education in the state. The information will be given to West Virginia Gov. Gaston Caperton (D) to help define his goals for the summit.

"The only way the governor can clearly understand the challenges teachers and other school personnel in West Virginia face is to listen to the concerns of those who see the problems firsthand," federation president Rick Lyon said.

Bush said he hopes the education summit will set goals for school districts, but federation executive director Bob Brown said: "Education is largely controlled by governors and localities -- not by the federal government. The goals educators express to Caperton must be goals for the state to carry out."

Brown pointed out that West Virginia has the second lowest-paid teachers and one of the highest dropout rates in the country. "We all know the limits our state presently has on its budget," he said, "so we want it to be clear to the president that real money from Washington is more important than rhetoric."

Meanwhile, Delaware Gov. Michael N. Castle (R) convened his own summit last month in preparation for the national meeting. "The president's education summit offers us an opportunity to contribute to the national debate about the future of education -- and at the same time identify how Delaware's schools can improve in the next few years," Castle said.

TYPE: NATIONAL NEWS

SUBJECT: WEST VIRGINIA; SCHOOL TEACHERS; SUMMITS AND CONFERENCES

NAME: GEORGE BUSH; GASTON CAPERTON; MICHAEL N. CASTLE

3RD STORY of Level 1 printed in FULL format.

PR Newswire

September 6, 1989, Wednesday

DISTRIBUTION: TO STATE DESK AND EDUCATION EDITOR

LENGTH: 395 words

HEADLINE: NEWS ADVISORY

DATELINE: RICHMOND, Va., Sept. 6

KEYWORD: GOV. BALILES ANNOUNCES SCHEDULE

## BODY:

RICHMOND, Va., Sept. 6 /PRN/ -- Governor Gerald L. Baliles' schedule for Thursday and Friday, September 7 and 8 includes several education-related events which are detailed below. For further information please contact the Governor's Press Office at 804-786-2211.

Thursday, September 7

10:00 a.m. - Governor Baliles and Donald J. Finley, Virginia's Secretary of Education, will meet with the Virginia Business Council for a "Round Table on Public Schools." This meeting will be held in the Old Senate Chamber of the State Capitol and will be open to the press. The Business Council will be briefed on progress in Virginia's public schools over the past several years, will be given an outline of Virginia's education goals for the 1990's, and Business Council members will be asked for their views on areas of Virginia's education system which need further improvement.

1:45 p.m. - Governor Baliles will meet with the State Board of Education in the Governor's conference room to discuss Virginia's education priorities and to solicit the Board's views on areas of discussion for the Presidential Education Summit. This meeting will be closed, however, there will be a brief photo opportunity before the meeting begins and immediately following the meeting, the Governor and Board of Education members will take questions from reporters. The meeting is scheduled to conclude at 2:30 p.m.

Friday, September 8

10:00 a.m. - Governor Baliles will have a photo session with Mary Bicouvaris of Newport News, the 1989 National Teacher of the Year, and Gloria Anderson of Rocky Mount, the 1990 Virginia Teacher of the year. The photo session will be held in the Governor's conference room.

1:15 p.m. - Governor Baliles will teach a geography class at Varina High School in Henrico County to officially open the Virginia Satellite Educational Network (VSEN), a satellite system serving high schools across Virginia. More than 800 students throughout Virginia are enrolled in VSEN courses for the 1989-1990 school year including Latin, Advanced Placement English and Calculus, Geometry and Japanese. This program will be held in The Electronic Classroom at Varina High School, 7053 Messer Road, Richmond 804- 222-0925.

1ST STORY of Level 1 printed in FULL format.

## The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

September 7, 1989, Thursday, AM cycle

SECTION: Domestic News

LENGTH: 391 words

HEADLINE: Govs Will Press Bush to Rally for Education Changes

BYLINE: By MIKE GLOVER, Associated Press Writer

DATELINE: DES MOINES, Iowa

KEYWORD: Governors-Bush

## BODY:

The nation's governors will prod President Bush to be a cheerleader for changes in schools, but few will seek more federal money when they meet him for an education summit, the governors' leader says.

"Sure, they'd like to see more money in some areas, but I think realistically they recognize that's not going to happen," said Iowa Gov. Terry Branstad, a Republican who chairs the National Governors Association.

The governors will meet Bush on Sept. 27 and 28 in Charlottesville, Va. Branstad said he's surveyed all 50 to develop a list of priorities, which include drugs, improving support of teachers, raising literacy rates, dealing with "at-risk" youngsters and restructuring schools.

A few governors indicated they'll push for more money for college loans for low-income students, but most understand that "our best hope is to try to get the administration to buy into giving the states more flexibility," Branstad said in an interview this week.

Instead, the governors will ask Bush to bring the visibility and muscle of the White House to a year-long effort to develop a national consensus for changes in education, Branstad said.

"He's the most visible person in the United States and if he decides to make something an issue, it's going to be an issue," he said. "What we want to do is raise the visibility of education as a national agenda item."

Branstad said the result could be the nation's first coordinated response to "A Nation at Risk," a report critical of American education.

"We haven't really had a consensus response," Branstad said. "We've had various experimentation and different things going on, some which has worked, some of which hasn't."



The Associated Press, September 7, 1989

Branstad said some education reform efforts have failed because elected officials haven't worked to gain support.

"Governors and legislatures passed laws that said 'we will have better education.' It didn't work because it didn't get down to the people in the classrooms," he said.

Representatives of the governors and White House staffers are negotiating over the summit's format. The meeting will have many closed-door sessions, Branstad said.

"The president is interested in casual, candid and fruitful discussions between himself and the governors," Bush aide Roger Porter said in a memo. "Therefore, there will be no outside speakers and very limited staff."

BRINGING YOU THE BEST



# VIRGINIA

## TOUR FEATURES

September 9, 1989

VIRGINIA VS PENN STATE

Leave U-Hall early A.M. enroute to State College and PENN STATE UNIVERSITY. We'll stop for BRUNCH on the way arriving approximately one hour prior to KICKOFF . There will be SET-UPS and MUNCHIES on board . After the game we'll stop for DINNER before returning to U-Hall .



ROUNDRIP MOTORCOACH  
GAME TICKET  
SET-UPS AND MUNCHIES  
POM-POMS. ETC.....\$59.00  
per person

September 16, 1989

VIRGINIA VS GEORGIA TECH

Leave U-Hall early A.M. Friday, Sept. 15th enroute to ATLANTA. We'll stop for LUNCH on the way arriving at the RAMADA INN CENTRAL around 5 pm in time to freshen up and go out to Dinner. We'll head for the game approximately 1 hour before Kickoff and return immediately following the game, stopping off for DINNER on the way. We'll arrive back in Charlottesville at U-Hall around 1 AM Sunday .



ROUNDRIP MOTORCOACH  
GAME TICKET  
ONE NIGHTS LODGING (DBLE OCCUPANCY)  
POM-POMS, ETC.  
SET-UPS & MUNCHIES-----\$111.00  
per person

NAME(S)

TEL NO. WORK

ADDRESS

TEL NO. HOME

# EXTRA TICKETS YOU WISH TO ORDER . If you already have tickets for either game please deduct \$18.00.....

IF YOU NEED TRANSPORTATION ONLY call 296-3355, 973-4292 Bill Rice

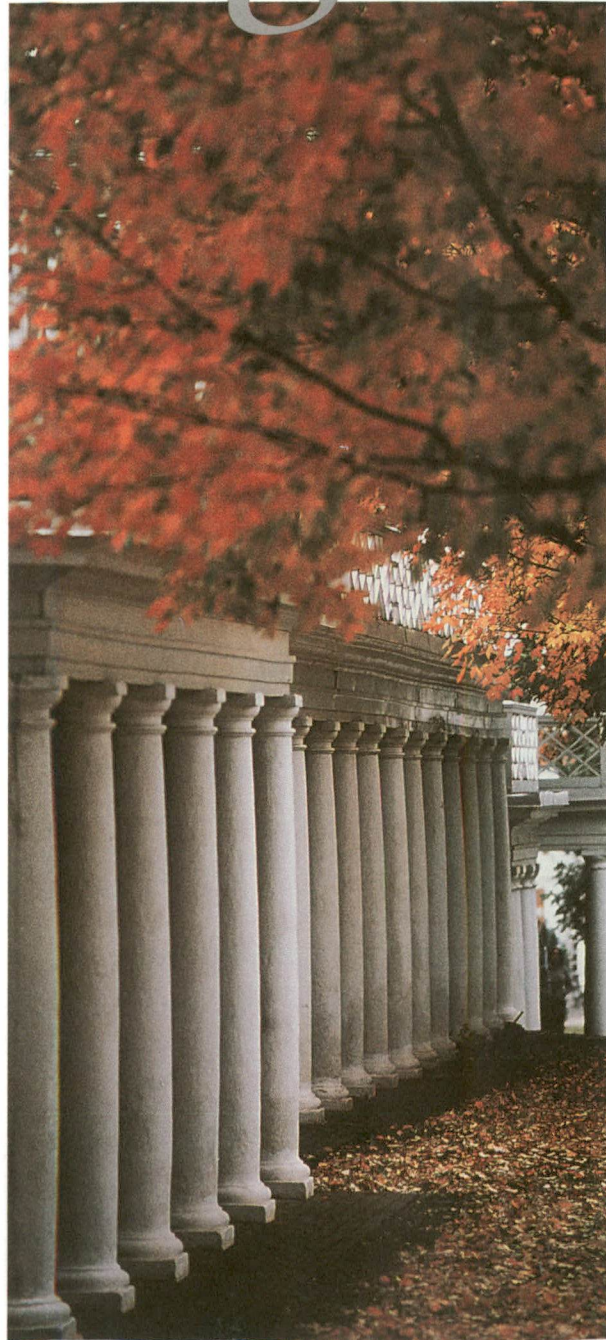
VIRGINIA - GEORGIA TECH TRIP # \_\_\_\_\_ \$50 deposit per person

VIRGINIA - PENN STATE TRIP # \_\_\_\_\_ \$25 deposit per person

RETURN TO : THE TRAVELIN HOOS', 201 E. Main St., Suite K, Ch'ville, Va. 22901  
by return mail or Call 296-3355 or 973-4292 to make your reservation.

ALL DEPOSITS REFUNDABLE UP UNTIL AUGUST 15TH 1989 AFTER THAT DATE ALL PAYMENTS ARE TO BE MADE IN FULL. ONCE TICKETS HAVE BEEN ORDERED, TICKET PRICE IS NOT REFUNDABLE. ALL ORDERS FILLED ON A FIRST COME FIRST SERVE BASIS !!!!!!!!!!!

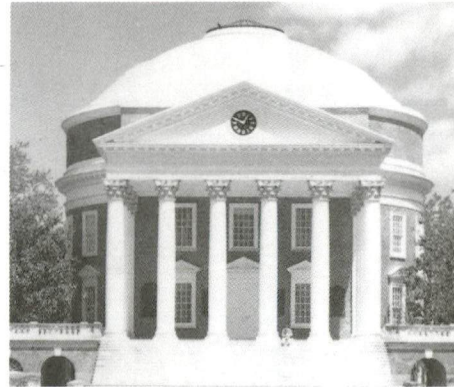
# University of Virginia



## History

The University of Virginia was founded in 1819 by Thomas Jefferson, who was a powerful force in establishing the new University: he outlined the institution's purpose, designed its buildings, supervised construction, planned its curriculum, and directed the recruitment of its first faculty. As the first rector, Jefferson presided over the school's governing body, the Board of Visitors. James Monroe and James Madison both served on the board in the school's early years.

When classes began in 1825, with sixty-eight students and a faculty of eight, the University of Virginia embodied dramatic new ideas in American higher education. In an era when colleges trained scholars for the clergy and academia, Jefferson dedicated his University to the education of citizens in practical affairs and public service. The innovative curriculum permitted the student a broader range of study than was available at other colleges and universities of the day, and Jefferson implemented his novel ideas concerning student self-government and religious freedom.

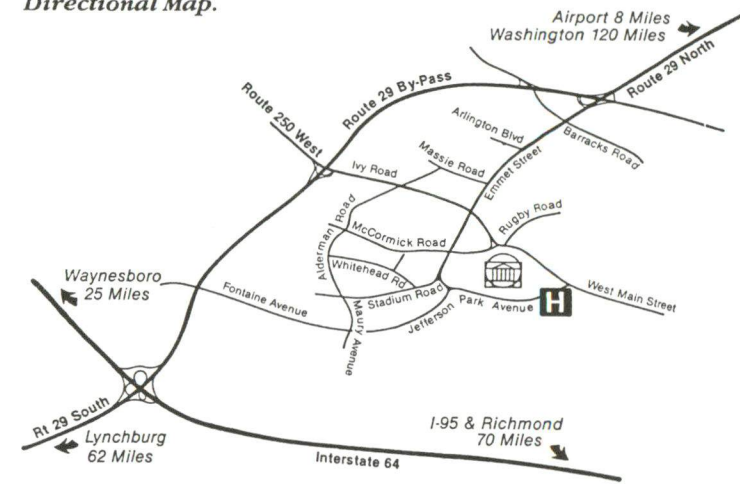


*Thomas Jefferson's Rotunda, an outstanding achievement in American architecture.*

## The Grounds

As a setting for instruction, Jefferson envisioned an "academical village" which would house teachers and students in close proximity in order to foster a community of scholars, living and working together. Toward that end, his design for the Lawn included four colonnaded rows of one-room student living quarters interspersed among larger buildings, the Pavilions, which provided classrooms and dwelling space for faculty. The original buildings remain the center of the modern-day University. The Lawn rooms still house fourth-year students, and senior faculty members and their families today occupy the Pavilions. Graduate students now live on the outer rows of these parallel quarters, in single rooms known as the Ranges. Behind the Pavilions, public gardens sur-

## Directional Map.



rounded by serpentine walls offer a secluded place for strolling, reading, or social events.

The Rotunda, modeled in the Classic style after the Roman Pantheon, remains the focal point of the historic Grounds. Originally meant for library and classroom use, the Rotunda's oval rooms and beautiful Dome Room are today reserved for important meetings and ceremonial occasions. Despite great expansion of the University since its original conception, the charm of Jefferson's design has been preserved. In 1976 the American Institute of Architects proclaimed the University's Central Grounds as the outstanding achievement of American architecture since 1776.

## Charlottesville/Albemarle

Located about twenty miles east of the Blue Ridge Mountains, Charlottesville is a thriving city that maintains a small-town flavor. The City and County have a combined population of more than 100,000 with light manufacturing, tourism, agriculture, and retail trade constituting the area's economic base. The area is known for its scenic location, historical attractions, and the University that is a large part of its identity.

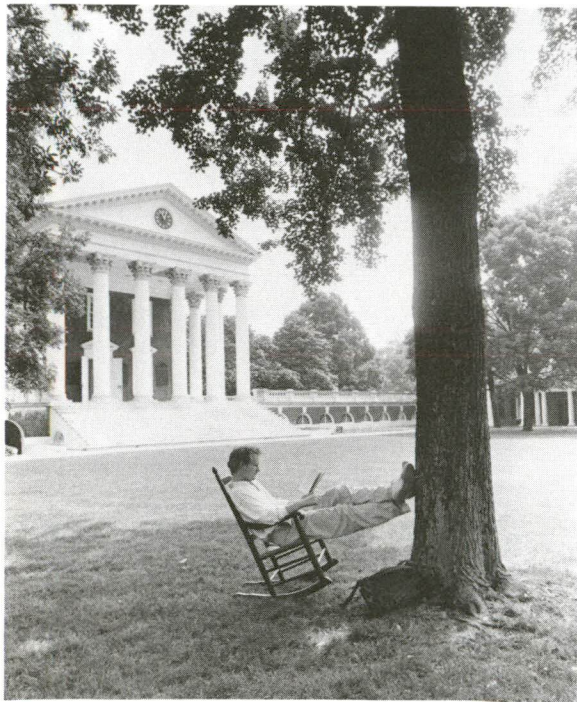
Though not a large city, Charlottesville offers a substantial range of cultural resources. The Charlottesville/University and Community Symphony Orchestra, the Symphonic Band, the Charlottesville-Albemarle Oratorio Society, the Light Opera Company, and the Virginia Singers perform regularly. The city supports several art galleries and a dozen movie theaters.

## Tourist Information

The University is located 110 miles from Washington, DC, and 70 miles from Richmond. Airlines offer more than 30 flights per day to such destinations as New York, Washington, Baltimore, Atlanta, and Pittsburgh. Nationwide bus and railway service for both passengers and freight are provided by Greyhound, AMTRAK, Southern Railway Company, and the CSX Corporation. The Charlottesville Transit System and the University Transit System provide local bus service on the Grounds and around the community.

**Tours:** Guided tours of the Rotunda and Lawn are provided year-round, free of charge to the public. Tours begin daily at 10 a.m., 11 a.m., 2 p.m., 3 p.m., and 4 p.m. at the Rotunda entrance.

**Newcomb Hall:** Newcomb Hall serves as the student center and contains the post office, barbershop, Pavilion XI snack bar and coffee cafe, cafeteria, and movie theatre. An information desk is located on the third floor. Newcomb Hall Bookstore is open weekdays during the summer from 8:30 a.m. to 5 p.m., and on Saturdays from 10 a.m. to 3 p.m. During the school year its hours are 8:30 a.m. to 6 p.m., Monday through Friday, 10 a.m. to 5 p.m. on Saturday, and noon to 5 p.m. on Sunday.



The "academical village" provides an ideal setting for instruction.

**Admissions:** The Admissions Office in Miller Hall is open from 8 a.m. until 5 p.m. Monday through Friday. Admissions catalogs and the undergraduate and graduate *Records* are available at the Newcomb Hall Bookstore.

**Bayly Art Museum:** The University's museum is located on Rugby Road, adjacent to the architecture school. The Bayly is open from 1 p.m. to 5 p.m., Tuesday through Sunday. A small donation is requested.

**Monticello:** Thomas Jefferson's home is just a short drive from the University Grounds. Tours begin every five minutes, from 8 a.m. to 5 p.m., seven days a week. Admission is charged.

**Ash Lawn:** Ash Lawn is the home of James Monroe, who settled close to Jefferson, his friend and colleague. Summer hours are 9 a.m. to 6 p.m., winter from 10 a.m. to 5 p.m.; open every day. Admission is charged.

**Montpelier:** James Madison's home is approximately a forty-five minute drive from Charlottesville in Orange County, Virginia. It is open seven days a week from 10 a.m. to 4 p.m. Admission is charged.

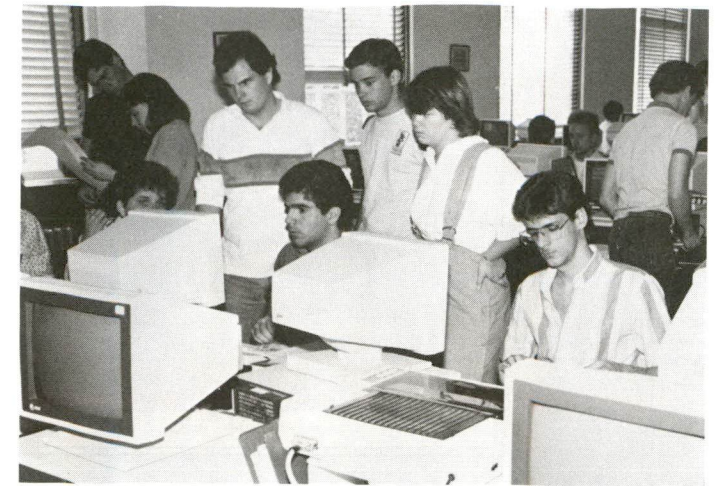
**Skyline Drive, Blue Ridge Parkway:** Both offer scenic drives and hiking through the Blue Ridge/Shenandoah range. Located at exit 19 off Interstate 64 West, or at the junction of Rts. 250 and I-64, less than an hour outside Charlottesville.

**The Corner:** Conveniently located adjacent to the University's Central Grounds, the group of shops and restaurants known as "the Corner" serves the needs of students and visitors alike. Vendors offer the UVA logo on T-shirts, sweatshirts, mugs, and hats, alongside bookstores and clothing and gift boutiques. Eateries run the gamut, ranging from outdoor cafes and ethnic fare to a New York-style deli and an all-American diner. Some establishments present nightly entertainment by local artists. Parking is available in two garages (on Elliewood Ave. and 14th St.) and in an outdoor lot located behind the Corner buildings.

**The Downtown Mall:** In addition to the Corner, Charlottesville boasts a historic downtown area which includes a pedestrian shopping mall. Several restaurants are located along its charming brick and lamplit walkways as well as distinctive shops and nightspots. The flavor of the city has been preserved here, in a restoration project recently completed.

In the Court Square area, lawyers and business people occupy offices in historic buildings dating back to the 1700s.

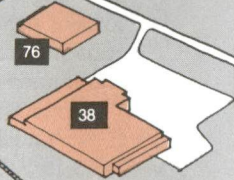
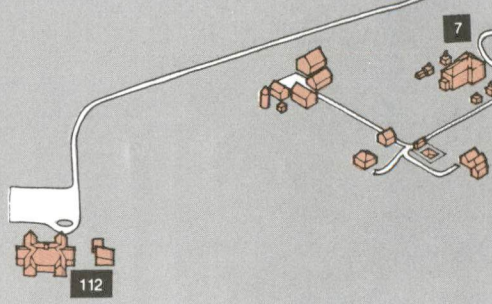
Modern-day Charlottesville boasts construction of new office buildings, a convention center downtown, and new shopping areas.



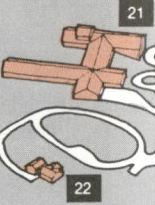
## Phone Numbers (Area Code 804)

Admissions, Undergraduate (Miller Hall)	924-7751
Admissions, Graduate (New Cabell Hall)	924-7184
Alumni Association	971-9721
Athletic Tickets (University Hall)	924-UVA1
Bus System Information	924-7711
Conferences and Institutes	924-7141
Daily Calendar Recording	924-3777
Dean of Students Office	924-7133
Development Office	924-7306
Emergency 911 (in university)	9-911
Handicapped Access Info	924-7984
Hospital Main Desk	293-1100
Newcomb Hall Bookstore	924-3721
Parking Information	924-7231
Patient Information	293-1100
President's Office	924-3337
Press Inquiries	924-7116
Sports Information	924-3011
Restaurants on Grounds	924-7969
Student Information	924-3363
Tourism Information and Tours	
The Rotunda	924-1019
University Guide Service	924-3239
University Operator	924-0311
University Police	924-7166
University Relations	924-7116

University of  
**Virginia**  
CHARLOTTESVILLE



89



Old Ivy Road

U.S. 250 West

79

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29

95

Edgemont Road

Alderman Road

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83

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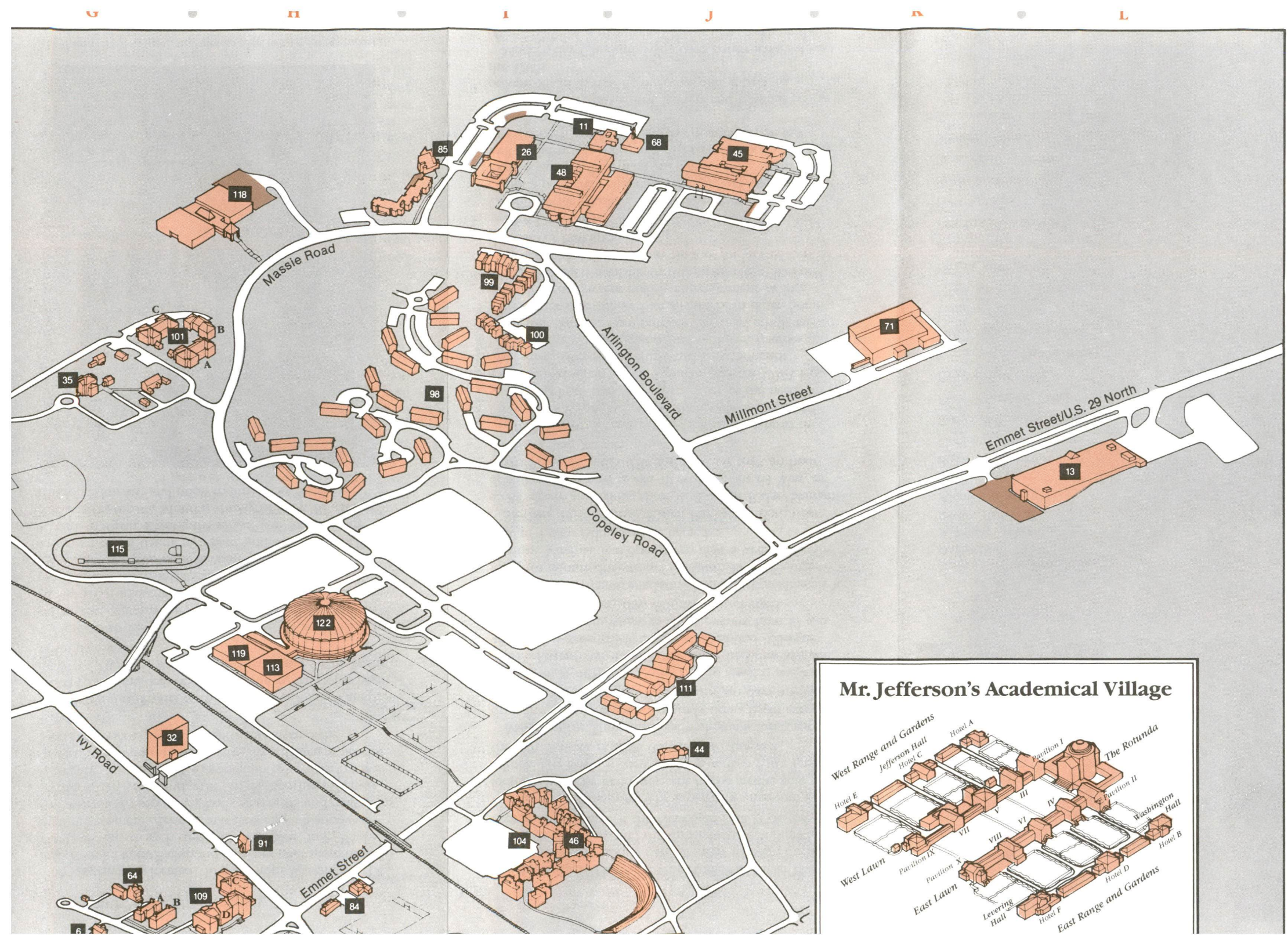
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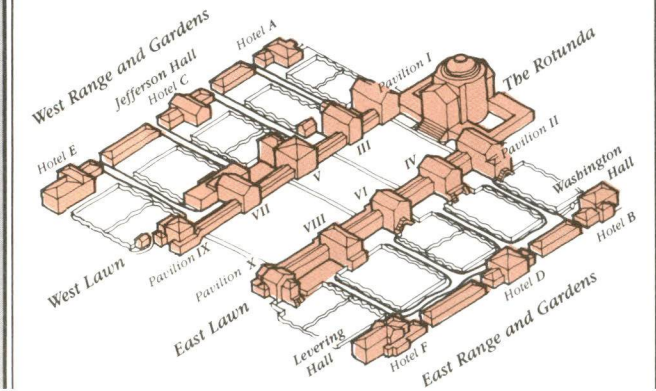
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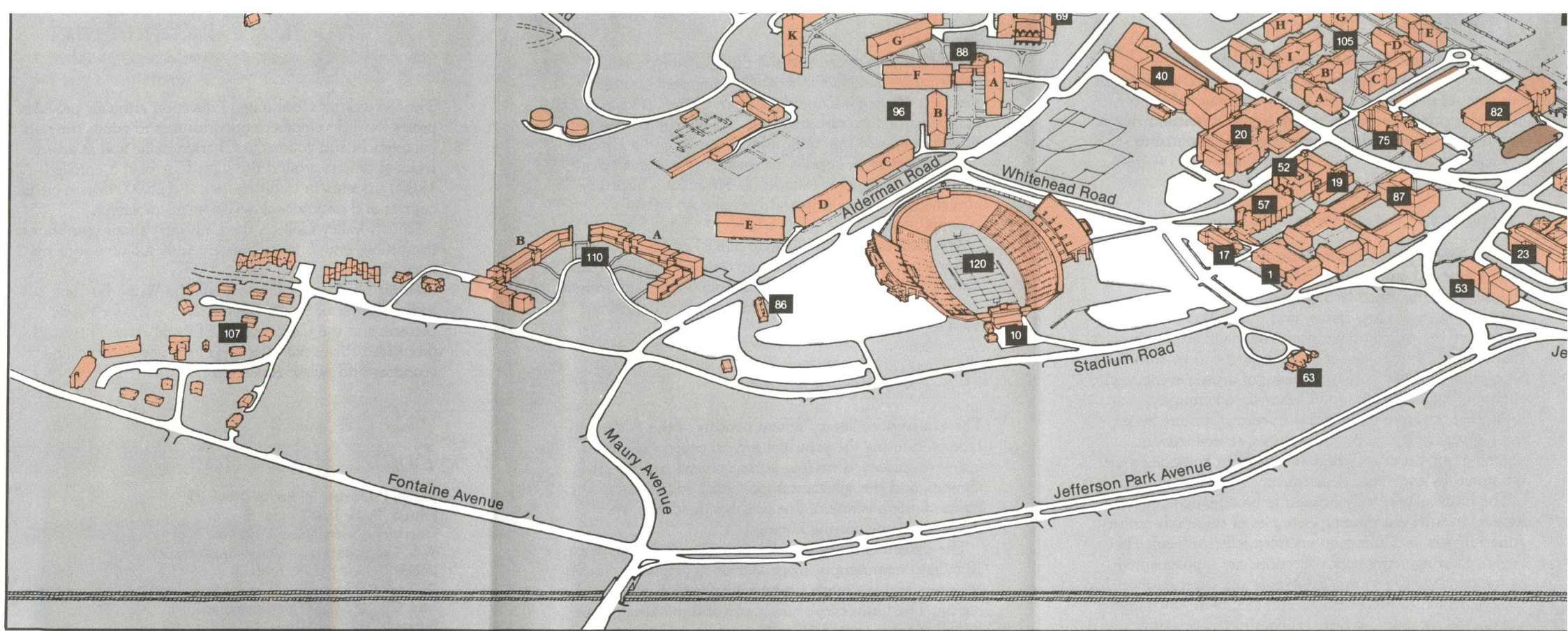
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### Mr. Jefferson's Academical Village



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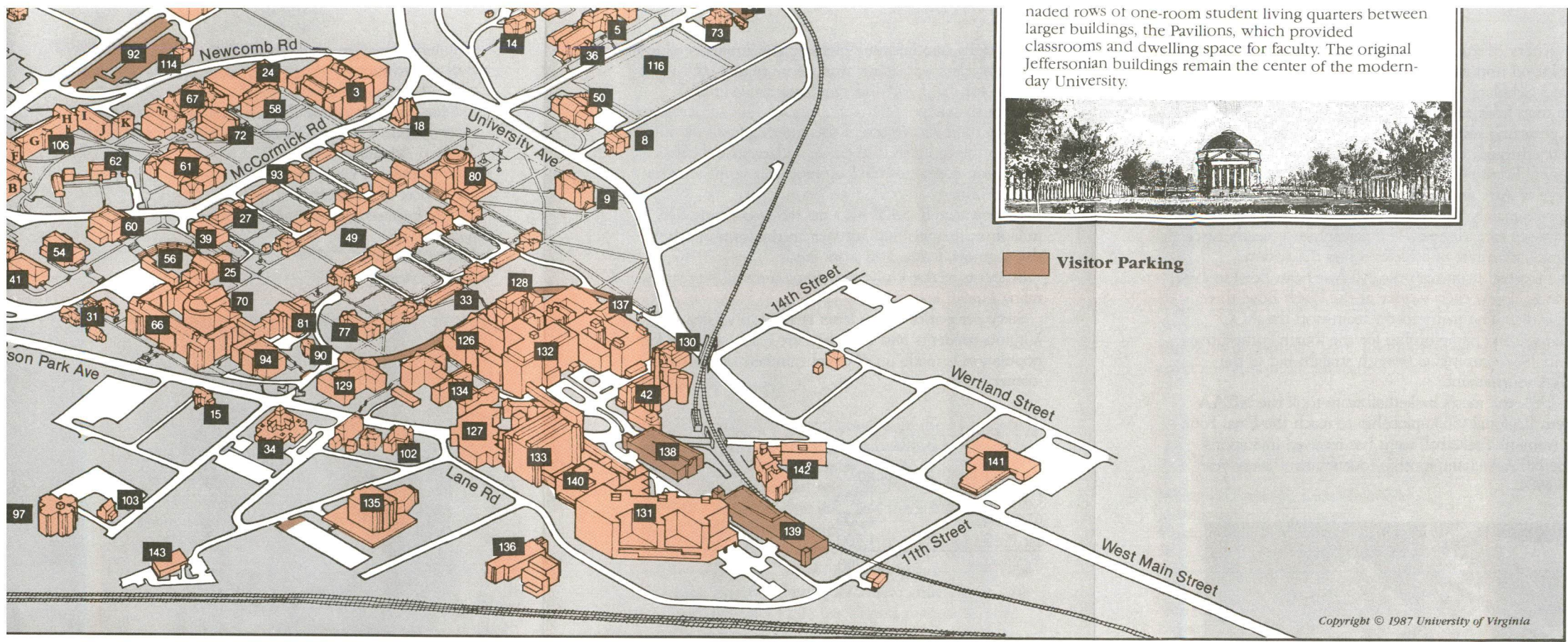
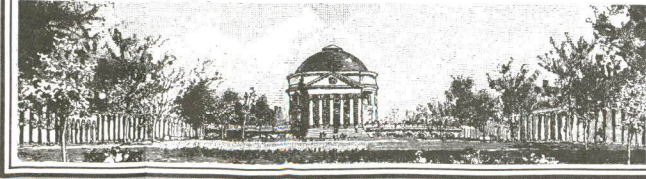
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### Academic & Administrative Buildings

- |  |   |   |  |
|--|---|---|--|
| 1 <b>6E</b> A & M Building (Aeromath)  | 24 <b>5H</b> Clemons Library  | 47 <b>5G</b> Lambeth House  | 73 <b>5I</b> Peyton House  |
| 2 <b>5C</b> Acc. — HEP Laboratories  | 25 <b>6G</b> Cocke Hall   | 48 <b>1I</b> Law School   | 74 <b>5D</b> Physical Plant  |
| 3 <b>5H</b> Alderman Library   | 26 <b>1I</b> Colgate Darden Graduate School<br>of Business Administration | 49 <b>6H</b> The Lawn   | 75 <b>6F</b> Physics Building  |
| 4 <b>5G</b> Alumni Hall  | 27 <b>6H</b> Colonnade Hotel  | 50 <b>5I</b> Madison Hall   | 76 <b>1D</b> Printing Services   |
| 5 <b>5I</b> Bayly Museum   | 28 <b>2C</b> Commonwealth Court   | 51 <b>5I</b> Madison House  | 77 <b>6H</b> Randall Hall  |
| 6 <b>5G</b> Bemiss House   | 29 <b>4D</b> Continuing Education —<br>Central Virginia Center            | 52 <b>6E</b> Material Science Building                                    | 78 <b>4C</b> Reactor Facility  |
| 7 <b>1B</b> Birdwood Pavilion  | 30 <b>5I</b> Culbreth & Helms Theatres                                    | 53 <b>6F</b> Mathematics Astronomy Building                               | 79 <b>4B</b> Research Laboratories for the<br>Engineering Sciences               |
| 8 <b>6I</b> Booker House   | 31 <b>6G</b> Dawson's Row   | 54 <b>6G</b> Maury Hall   | 80 <b>6H</b> The Rotunda   |
| 9 <b>6I</b> Brooks Hall  | 32 <b>4G</b> Dynamics Building  | 55 <b>5B</b> McCormick Observatory  | 81 <b>6H</b> Rouss Hall  |
| 10 <b>6D</b> Bryant Hall   | 33 <b>6H</b> East Range   | 56 <b>6G</b> McIntire Amphitheatre  | 82 <b>5F</b> Ruffner Hall  |
| 11 <b>1I</b> Cafe North  | 34 <b>7H</b> Elson Student Health Center                                  | 57 <b>6E</b> Mechanical Engineering Building                              | 83 <b>4C</b> Special Materials Handling Facility                                 |
| 12 <b>5I</b> Campbell Hall   | 35 <b>2G</b> Faulkner House   | 58 <b>5H</b> Miller Hall — Admissions Office                              | 84 <b>4H</b> Speech — Language — Hearing Center                                  |
| 13 <b>2L</b> Carruthers Hall   | 36 <b>5I</b> Fayerweather Hall  | 59 <b>5D</b> Mineral Resources Building                                   | 85 <b>1I</b> Sponsors Hall   |
| 14 <b>5I</b> Carr's Hill   | 37 <b>5I</b> Fiske Kimball Library  | 60 <b>6G</b> Minor Hall   | 86 <b>6C</b> Student Activities Building   |
| 15 <b>7G</b> Carter G. Woodson Institute   | 38 <b>1D</b> Fontana Food Center  | 61 <b>6G</b> Monroe Hall  | 87 <b>6F</b> Thornton Hall   |
| 16 <b>5E</b> Cemetery  | 39 <b>6G</b> Garrett Hall   | 62 <b>6G</b> Monroe Hill House  | 88 <b>5D</b> Tree House  |
| 17 <b>6E</b> Center for Computer Aided Engineering —<br>Albert H. Small Building | 40 <b>5E</b> Gilmer Hall  | 63 <b>6F</b> Montebello   | 89 <b>2D</b> University Police/Information Center                                |
| 18 <b>6H</b> Chapel  | 41 <b>6G</b> Halsey Hall  | 64 <b>4G</b> Morea  | 90 <b>6H</b> Varsity Hall  |
| 19 <b>6F</b> Chemical Engineering Research Building                              | 42 <b>7I</b> Heating Plant  | 65 <b>4D</b> National Radio Astronomy Observatory                         | 91 <b>4H</b> Virginia Foundation for the Humanities                              |
| 20 <b>6E</b> Chemistry Building  | 43 <b>4C</b> Highway Research Council                                     | 66 <b>6G</b> New Cabell Hall  | 92 <b>5G</b> Visitor Parking   |
| 21 <b>2D</b> Children's Rehabilitation Center                                    | 44 <b>4J</b> International Center   | 67 <b>5G</b> Newcomb Hall   | 61 <b>6I</b> Washington Hall<br><i>(see academical village inset)</i>            |
| 22 <b>2D</b> Cochran House   | 45 <b>6H</b> Jefferson Hall<br><i>(see academical village inset)</i>      | 68 <b>1J</b> North Grounds Heating Plant                                  | 93 <b>6H</b> West Range  |
| 23 <b>6F</b> Clark Hall  | 46 <b>4I</b> Judge Advocate General School                                | 69 <b>5D</b> Observatory Hill Dining                                      | 94 <b>6H</b> Wilson Hall   |
|  | 47 <b>4I</b> Lambeth Conference Center                                    | 70 <b>6G</b> Old Cabell Hall  | 95 <b>4D</b> Zehmer Hall Conference Center —<br>Division of Continuing Education |
|  |   | 71 <b>2K</b> Parking and Transportation/Materiel<br>Management Storehouse |  |
|  |   | 72 <b>6H</b> Peabody Hall   |  |

naded rows of one-room student living quarters between larger buildings, the Pavilions, which provided classrooms and dwelling space for faculty. The original Jeffersonian buildings remain the center of the modern-day University.



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**Residential Buildings**

- 96 **5D** Alderman/Observatory Residence Area
- 96 **5D** A. Tuttle House
- 96 **5D** B. Dunnington House
- 96 **5D** C. Fitzhugh House
- 96 **6D** D. Dunglison House
- 96 **6C** E. Courtenay House
- 96 **5D** F. Lile House
- 96 **5D** G. Maupin House
- 96 **5D** H. Webb House
- 96 **5D** I. Watson House
- 96 **5D** J. Dobie House
- 96 **5D** K. Balz House
- 97 **7G** Brandon Avenue Apartments
- 98 **2I** Copeley Hill Family Housing
- 99 **1I** Copeley III Residence Area
- 100 **2I** Copeley IV Residence Area
- 101 **2G** Faulkner Residence Area
- 101 **2H** A. Younger House
- 101 **2H** B. Hench House
- 101 **2G** C. Mitchell House
- 102 **7H** French House
- 103 **7G** German House
- 104 **4I** Lambeth Field Residence Area

- 105 **5F** McCormick Road Residence Area
- 105 **5F** A. Page House/Housing Division Office
- 105 **5F** B. Emmet House
- 105 **5F** C. Kent House
- 105 **5F** D. Dabney House/Office of Residence Life
- 105 **5F** E. Bonnycastle House
- 105 **5F** F. Hancock House
- 105 **5F** G. Metcalf House
- 105 **5E** H. Lefevre House
- 105 **5E** I. Humphreys House
- 105 **5E** J. Echols House
- 106 **6G** Monroe Hill Residential College
- 106 **6G** A. Davis House
- 106 **6G** B. Smith House
- 106 **6G** C. Long House
- 106 **6G** D. Mallet House
- 106 **6G** E. Venable House
- 106 **6G** F. Gildersleeve House
- 106 **6G** G. McGuffey House
- 106 **6G** H. Harrison House
- 106 **6G** I. Tucker House
- 106 **6G** J. Holmes House
- 106 **6G** K. Rogers House
- 106 **6G** L. Peters House
- 107 **6A** Piedmont Faculty Housing Area

- 108 **5J** Rugby Road Apartments
- 109 **4H** Sprigg Lane Residence Area
- 109 **4G** A. Hoxton House
- 109 **5G** B. Lewis House
- 109 **4H** C. Gwathmey House
- 109 **4H** D. Mary Munford House
- 110 **6C** Stadium Road Residence Area House
- 110 **6C** A. Gooch House
- 110 **6B** B. Dillard House
- 111 **3J** University Gardens Family Housing

**Athletic Facilities**

- 112 **1A** Birdwood Clubhouse and Golfcourse
- 113 **3H** The Cage
- 114 **5G** Lady Astor Squash Courts
- 115 **3G** Lannigan Field
- 116 **5I** Madison Bowl
- 117 **5H** Memorial Gym
- 118 **1H** North Grounds Recreation Center
- 119 **3H** Onesty Hall/Natatorium
- 120 **6D** Scott Stadium
- 121 **5C** Slaughter Recreation Center
- 122 **3H** University Hall

**Medical Center**

- 126 **6H** Barringer Wing
- 127 **7H** Claude Moore Health Science Library
- 128 **6I** Clinical Office Building
- 129 **6H** Cobb Hall
- 130 **6I** Corner Building
- 131 **7I** New Hospital (*under construction*)
- 132 **6I** Hospital
- 133 **7I** Jordan Hall
- 134 **7H** McKim Hall
- 135 **7H** McLeod Hall
- 136 **7I** Medical Research Lab No. 4
- 137 **6I** Medical School
- 138 **7I** Parking Garage No. 1
- 139 **7J** Parking Garage No. 2
- 140 **7I** Primary Care Center
- 141 **7J** Stacey Hall
- 142 **7I** Towers Hospital
- 143 **7G** Virginia Ambulatory Surgery Center

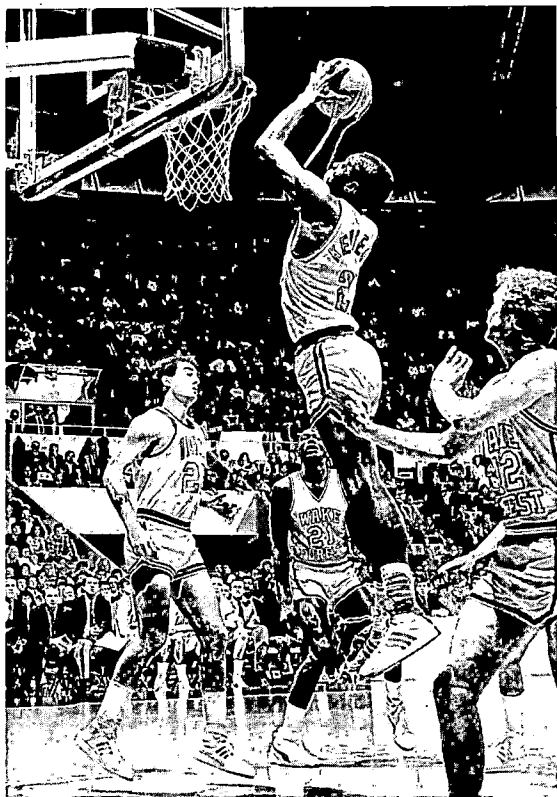
## Student Achievement

The quality of students at the University is evident in the awards and honors many of them receive. Forty-two Rhodes Scholars have graduated from the University, more than from any other state institution. The University is attracting some of the very best students in the country through the merit-based Jefferson Scholars program. Twenty-five percent of undergraduates in the College of Arts and Sciences are on the dean's list.

Approximately 96 percent of the University's grant-in-aid athletes earn degrees. The percentage is nearly twice the graduation rate of athletes across the nation.

The football team won the All-American Bowl in 1987, following closely their victory at the Peach Bowl three years earlier. The men's soccer team won the ACC regular-season championship for the fourth consecutive year in 1987, earning its seventh straight bid to the NCAA tournament.

In 1984, the men's basketball team took the NCAA Eastern Regional Championship to reach the Final Four. The women's basketball team has received invitations to the NCAA championship tournament every year since 1984.



## Admissions

Admissions standards are highly competitive on all levels. A recent class was drawn from more than 19,000 applications for the 3,000 undergraduate first-year and transfer spaces.

More than 75 percent of the entering first-year students rank in the top fifth of their secondary school class. The mean combined SAT score in this year's entering class is 1214.

Approximately 5,400 students received nearly \$28 million in financial aid last year in the form of scholarships, grants, loans, and work study.

Students at the University come from all fifty states and many foreign countries.

Sixty percent of all students at the University are Virginia residents and 8 percent are black. The student population is made up of equal numbers of men and women.

## Enrollment

<i>Students Enrolled 1988-89</i>	
Undergraduate	11,200
Graduate	4,300
1st Professional	1,700
<b>TOTAL</b>	<b>17,200</b>

## Tuition and Fees

Undergraduate and graduate, full-time, 1988-89\*

In-State \$2,500 per year

Out-of-State 6,310 (per year)

\*Excludes law, medicine, and graduate business school tuitions. Room and board not included.

## Academic Programs

The University offers the bachelor's degree in 52 fields and programs, the master's degree in 93, the educational specialist in 6, the first professional degree in 2, and the doctorate in 54.

The University employs nearly 10,000 persons in faculty and staff positions.

The full-time instructional faculty at the University approaches 1,600 and the student-faculty ratio is 12:1. There are 258 endowed professorships at the University.

The ten degree-granting schools are:

*School of Architecture*

*College of Arts and Sciences*

*Graduate School of Arts and Sciences*

*Colgate Darden Graduate School of*

*Business Administration*

*McIntire School of Commerce*

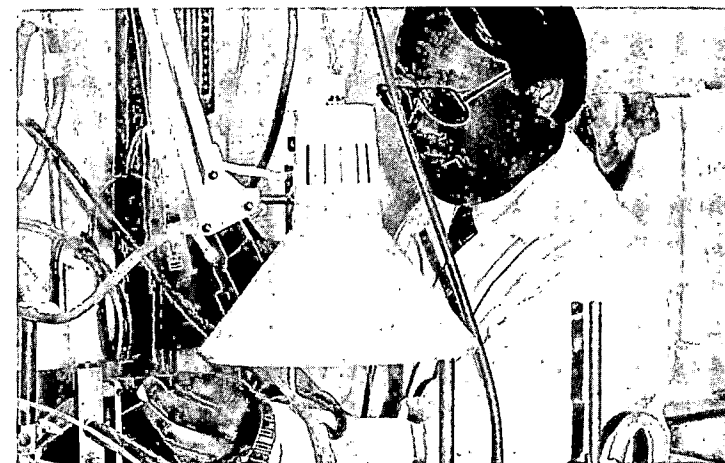
*Curry School of Education*

*School of Engineering and Applied Science*

*School of Law*

*School of Medicine*

*School of Nursing*



*Substantial research is conducted by faculty and students on-Grounds.*

## Research

As a leader among public institutions, the University supports research and scholarship in many fields. Research in the humanities has been a long-recognized strength at the University, and programs in the biomedical, physical, and engineering sciences have developed as areas of excellence. Research in the sciences is supported by a University-wide computer network, state-of-the-art facilities for the study of DNA, two astronomical telescopes, a nuclear reactor, and an impressive variety of equipment for the analysis and imaging of substances.

New research instrumentation is being acquired continuously at a rate in excess of \$10 million each year. In a recent year, external support of research programs exceeded \$60 million. The University is among the top twenty-five public universities in competitively-awarded federal grants.

## The Honor System

The honor system, administered and controlled by students, forms the basis for a highly responsible system of student self-government. For nearly 150 years students have supported the honor system in the conviction that a community of mutual trust and respect is essential to student life.

## The Arts

The arts are experiencing a renaissance at the University, with a renewed emphasis on educational and cultural programs. A distinguished faculty in the arts offers degree programs in studio art, drama, and music. Performances by student artists, combined with the many actors, musicians, artists, writers, and speakers brought in by student art groups, ensure a constant stream of artistic events and cultural programming to the University community.

Among these are the Tuesday Evening Concert Series, the University Union Speakers Series, several student singing groups, and a Collegium Musicum baroque group sponsored by the music department.

The University's Bayly Museum's broad-ranging art collections include outstanding examples of twentieth-century American art and European art from Jefferson's era. The Bayly's growing permanent collections are supplemented by frequent visiting shows, exhibits at the Fayerweather Gallery, which displays student and faculty art and other works, and by several private galleries in the city of Charlottesville. Dramatic productions are presented year-round by professional and local groups, including the highly acclaimed Heritage Repertory Theatre and the Virginia Players in the University's well-equipped drama and fine arts center.

In addition to several University-sponsored art film series, the University has recently become home to the Virginia Festival of American Film. The festival attracts renowned filmmakers, critics, and film scholars to Charlottesville each fall to celebrate American filmmaking.

## The Medical Center

The medical center offers teaching, research, and application of medical sciences to its current enrollment of 537 students. The School of Nursing offers degrees at the baccalaureate, master's, and doctoral levels.

The medical complex, which serves as the referral center for Central and Western Virginia, includes teaching hospitals, a Children's Medical Center, Children's

Rehabilitation Center, and the Blue Ridge Hospital.

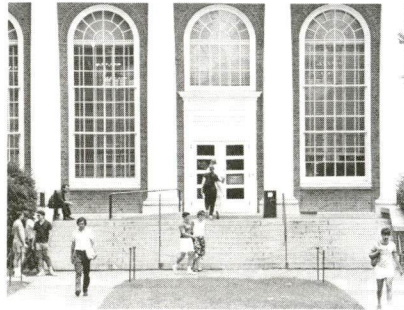
Special units include a federally designated Cancer Research Center, a Clinical Research Center, both medical and pediatric intensive care units, a fully computerized surgical intensive care unit, a burn center, and a Level I Trauma Center. A Pegasus air emergency rescue service can transport patients from up to 500 miles. Outpatient and emergency care is provided to almost 150,000 patients yearly.

The University hospitals were ranked among the nation's top sixty-four health care centers in a 1987 book, *The Best Hospitals in America*. Research efforts continue to expand, and construction is being completed on a new 598-bed hospital.

## The Libraries

The University's library system consists of the Alderman Library, housing the principal general collections; the Clemons Library, a reading library; several departmental libraries; and the substantial specialized collections in the business administration, fine arts, law, medicine, and science and engineering libraries.

The sixteen libraries contain more than 3 million books; 10 million manuscripts, maps and photographs; thousands of prints; and the tenth largest microfilm collection in the nation. The University's rare books and manuscripts are valued at more than \$200 million.



*Alderman Library houses the greater part of the University's 2.7 million volumes.*

## Alumni

There are some 100,000 alumni of the University of Virginia. Among well-known alumni are Edgar Allan Poe, Woodrow Wilson, Walter Reed, Erskine Caldwell, and Alben Barkley.

## Off-Grounds Education and Public Service

The Division of Continuing Education annually provides professional development opportunities to adults through conferences and courses in Charlottesville and at seven regional centers around the state. Last year, it enrolled 15,000 students in credit courses and 25,000 in non-credit courses and professional development programs.

Clinch Valley College, the University's four-year branch institution, enrolls approximately 1,100 full-time students at its campus in Wise, Va.

Public service programs include the White Burkett Miller Center of Public Affairs, the Center for Public Service, and the Center for the Liberal Arts. They study problems of national, state, and local government, and the economy and public education.

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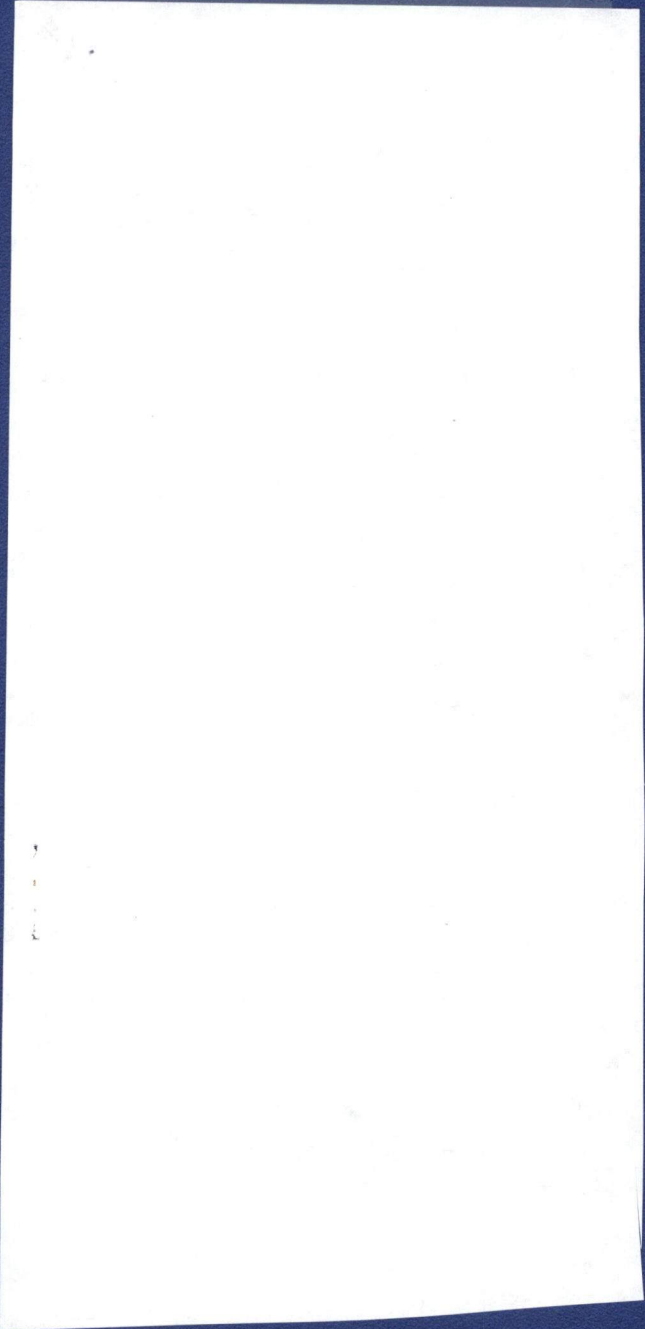
# AMERICA IN TRANSITION

The International Frontier

Report of the Task Force  
on Children



NATIONAL  
GOVERNORS'  
ASSOCIATION



The National Governors' Association, founded in 1908 as the National Governors' Conference, is the instrument through which the nation's Governors collectively influence the development and implementation of national policy and apply creative leadership to state issues. The association's members are the Governors of the fifty states, the commonwealths of Puerto Rico and the Northern Mariana Islands, and the territories of American Samoa, Guam, and the Virgin Islands. The association has seven standing committees on major issues: Agriculture and Rural Development; Economic Development and Technological Innovation; Energy and Environment; Human Resources; International Trade and Foreign Relations; Justice and Public Safety; and Transportation, Commerce, and Communications. Subcommittees and task forces that focus on principal concerns of the Governors operate within this framework.

The association works closely with the administration and Congress on state-federal policy issues from its offices in the Hall of the States in Washington, D.C. The association serves as a vehicle for sharing knowledge of innovative programs among the states and provides technical assistance and consultant services to Governors on a wide range of management and policy issues. The Center for Policy Research serves the Governors by undertaking demonstration projects and providing anticipatory research on important policy issues.

# AMERICA IN TRANSITION

The International Frontier

Report of the Task Force  
on Children



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**"America's Governors are already on the front lines. Governors have led the movement to reform education, to help the disadvantaged become self-sufficient, and to revitalize state economies. Now, Governors will work together to help shape a strategy for America in a highly competitive international arena."**

**Governor Gerald L. Baliles, Virginia**

## **Chairman's Overview**

### **Foreword**

**“As we sharpen our vision abroad, we also must renew our commitment at home. We need to educate our people, train our workers, and care for our children. We need to rebuild our infrastructure — our roads, bridges, ports, and airports. We must invest in our own future.”**

**Governor Gerald L. Baliles, Virginia**

## **Chairman's Overview**

The world is growing smaller. Fiber optic networks span the continents. Billions of dollars move in seconds from Milan to Tokyo to New York. Goods move around the world in a single day. An individual product may contain parts manufactured in five different countries and be assembled in a sixth. New markets and opportunities emerge almost overnight. In this competitive and rapidly changing environment, success belongs to those who can anticipate, adapt, and respond quickly.

The international frontier is no longer the future — a new age has arrived. The evidence abounds. A common market in Western Europe will be finalized in 1992. The United States and Canada are on a ten-year path toward free trade. World output is shifting dramatically to Japan and the Pacific Rim. And, in an attempt to encourage trade and foreign investment, the People's Republic of China and the Soviet Union are experimenting with capitalism. By the beginning of the 21st century, the economic terrain will be one of large trading blocs, instead of individual countries, trying to maximize their growth through trade.

As the global marketplace has emerged, the United States' role as an economic decisionmaker has changed. During the 1960s, when the U.S. economy was partially insulated from global influence, it was possible to influence the economy by then-traditional fiscal and monetary policies. With the development of the Eurodollar market, foreign ownership of a large portion of the federal debt, and huge increases in foreign trade, the economic sovereignty once enjoyed by the United States has been reduced.

Twenty years ago, states were bystanders as international events changed the economic landscape. That, too, has changed. Our boundaries are no longer the borders of our states, but every corner of the globe. As Governors, we are challenged to confront this new reality.

State government is well-positioned to meet the challenges of the next century. But we must begin preparing for this transition. Our agenda includes a six-point offensive. Specifically, we must:

- Discover new and emerging international markets for American products, to become again the Yankee traders we once were.
- Bring an international perspective to our daily living — to understand foreign nations and the people beyond our borders. . . to learn the international language of business.
- Expand our research, and use our technology, to create both new products and new processes to maintain America's competitive position.
- Capitalize on the natural advantages of American manufacturers and regain competitiveness in our domestic markets.
- Improve our highways, airports, airways, and ports so we can move our people across town and our products around the globe.
- Invest in the health, education, and training of our children so they can live healthier and more productive lives.

This year, I have created six NGA task forces to examine these issues that together form the foundation for the nation's future:

foreign markets, international education, research and technology, domestic markets, transportation infrastructure, and children.

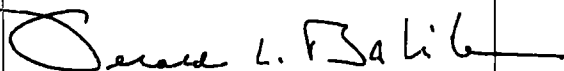
This is the first of six task force reports. It explores a subject that is at the heart of America's health and productivity — our children.

The first high school graduating class of the 21st century completes kindergarten this year. These are our future workers, teachers, taxpayers, and leaders. But we may never know them. Today, too many die before their first birthday; too many are born in poverty; too many become parents before they become adults.

These children are our principal asset. If we are to develop a new agenda for America and its role in the world, we must begin by investing in America's children — to ensure their future and our own. For we cannot compete beyond our borders unless we become competitive within our borders.

In the months ahead, the nation's Governors will continue their work, releasing recommendations on topics ranging from how to finance our aging infrastructure to how to find emerging markets. Governors may not agree on every recommendation made in the reports, but we have reached some clear conclusions.

Together, these reports should serve as a guide, outlining the steps Governors and their states can take to lead the nation into the 21st century. . . a road map for an America in Transition.



Gerald L. Baliles  
Governor of Virginia  
Chairman, National Governors' Association

## Foreword

The United States cannot compete beyond its borders unless it becomes competitive within its borders. Yet statistics comparing the United States and its major trading partners suggest that we lag behind in a number of key areas.

- The United States' infant mortality rate for white children ranks nineteenth behind other developed nations. For black children, it ranks last among thirty developed and less developed nations.
- A 1989 United Nation's Children's Fund (UNICEF) report grouped countries according to their infant mortality rates. Of the thirty-nine countries with which it was compared, the United States ranked twenty-third in its percentage of low-birthweight births behind such countries as Japan, Hong Kong, Canada, the Soviet Union, Romania, and West Germany.
- The United States' teenage pregnancy rate is higher than that of twenty-nine out of thirty developed countries.
- Two reports of the International Association for Evaluation of Educational Achievement indicate that of thirteen developed countries participating in international science achievement tests, U.S. twelfth grade students scored last in biology, eleventh in chemistry, and ninth in physics. On math tests, the United States ranked tenth in geometry, twelfth in algebra, and last in calculus.

As long as 45 percent of the high school seniors in a major U.S. city cannot identify the United States on a blank world map, this nation is challenged to do better. As long as more people *study* English in China than *speak* English in the United States,

this nation is challenged to do better. As long as U.S. infant mortality and low birthweight rates are higher than other major nations, this country will have trouble competing.

The most critical element of our future economic competitiveness and well-being is our human capital. Today's children are our future parents, workers, and taxpayers. Yet there are distressing signs that too many of these children will be unprepared to meet the challenges of a world-class economy, an economy that requires healthy, well-educated, trained young people who have the ability to think, communicate, and perform in a dynamic work environment. An all-too-familiar litany of dismal statistics demonstrates that the United States lags behind its major competitors in developing its future workforce. Our children are behind in important educational skills, and too many are affected by the related problems of poverty and insufficient health care.

To ensure a healthy and vital human resource base, this country must be prepared to invest in it. In recent years, the Governors have tackled the question of investment in initiatives ranging from their five-year education reform initiative that began with the 1986 publication of *Time for Results*, to their 1987 report on economic prosperity, *Making America Work*, to their three-year project on early childhood, *Focus on the First Sixty Months*. These efforts have reaffirmed the basic belief that we must all fight for the future together, and the only way to ensure our tomorrow is to invest in our children today.

The long-term costs of inaction are abundantly clear: adult illiteracy, drug abuse and the resulting crime and imprisonment,

workers lacking the math and science skills necessary to compete in a global economy, a half million babies born to teenagers each year, a significant decline in real median income among males in their early twenties, and more than 25 percent of all of our young people failing to complete high school. These trends must be reversed.

Governors believe that it can be accomplished through a sustained, concentrated strategy of investment in our children, with an emphasis on prevention. The responsibility for a child's healthy development rests primarily with his family. As Governors, our policy should be to help families succeed, to supply resources they need, and when they fail, to try to save the children. That is what we must do to build from within in order to be strong beyond our borders.

Two particularly critical issues confront Governors as we work to develop a comprehensive system of child development that is rooted in prevention. The first, despite recent improvements in the areas of infant mortality and maternal health, is the lack of a coherent national policy for prevention and the resulting convoluted and restrictive funding for children's programs. The second is the often disjointed, piecemeal, and crisis-oriented actions of entrenched bureaucracies, which are frequently working with limited resources and multiple demands.

States are especially well positioned to raise the prevention banner and, in partnership with families, provider groups, and concerned citizens, to develop a long-term, comprehensive approach to child development.

This report suggests several key strategic points in every child's life at which prevention is especially critical:

- For an embryo in its mother's womb, *comprehensive and timely prenatal care* has been shown to dramatically increase the chances of growth into a healthy, well-developed infant.
- During the first years of life, thorough *well-child care, including screening and immunization*, further increases the likelihood of healthy development.
- For children whose parents are in the workforce, *accessible and affordable child care, coupled with quality preschool education*, permits the early years to be filled with appropriate learning and caring attention.
- As children get older and approach adolescence, *a vital and engaging middle school education system* stimulates them to continue learning, to focus their interests and skills, to develop a sense of positive life options, and to prepare for productive adult lives.
- For adolescents, who often experience difficult, puzzling physical and psychological changes, appropriate *primary health care and preventive health education* helps ensure that they maintain healthy bodies and behave responsibly as they develop healthy minds.
- Finally, the abundant energies of youth can be directed to *constructive engagement in volunteer community service, organized recreation, and community theater and music programs*, so they can develop positive, well-rounded personalities.

Abraham Lincoln said, "A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, and corporations. All your books are going to be judged, praised, or condemned by him. The fate of humanity is in his hands."

Our children's future is in our hands; soon our future and the nation's well-being will be in their hands. Lincoln's eloquent words challenge us as Governors to invest in and build toward the future and leave as our legacy a better, economically stronger America. This report outlines steps states can—and must—take now to prepare our children for a time when they must work, lead, and carry on.

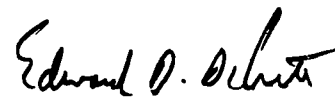


Governor Bill Clinton, Arkansas  
Chairman, NGA Task Force on Children

#### Members of the Task Force



Governor Michael N. Castle, Delaware



Governor Edward D. DiPrete, Rhode Island



Governor Madeleine M. Kunin, Vermont

**“Protecting the health  
and the education of today’s  
children is the most basic  
of all investments in the  
physical and mental capacity  
of the next generation  
and therefore in the social  
and economic develop-  
ment of societies.”**

**UNICEF, *The State of the World’s  
Children, 1989***

## **The Challenge**

**"We are not doing enough to solve the problems associated with early childhood because we are still treating symptoms when we could so easily be attacking their causes."**

**Governor Michael N. Castle, Delaware**

## **The Challenge**

Children are our most valuable resource. Indeed, the economic and social well-being of the United States rests on our ability to assure that our children develop into healthy, well-educated, and productive citizens. They are our future parents, workers, and taxpayers. Some will become leaders in government, business, and the community. It is therefore incumbent upon all of us to nurture this resource. To invest in their future is to invest in ours.

While the United States is a world leader in its financial commitment to education and health care, there is growing evidence that our children may be unprepared for the challenges they will face in the twenty-first century. It is distressingly clear that we are lagging behind our competitors in the international arena, that our children generally are dropping behind in important educational skills, and that too large a number are affected by the related problems of poverty and insufficient health care.

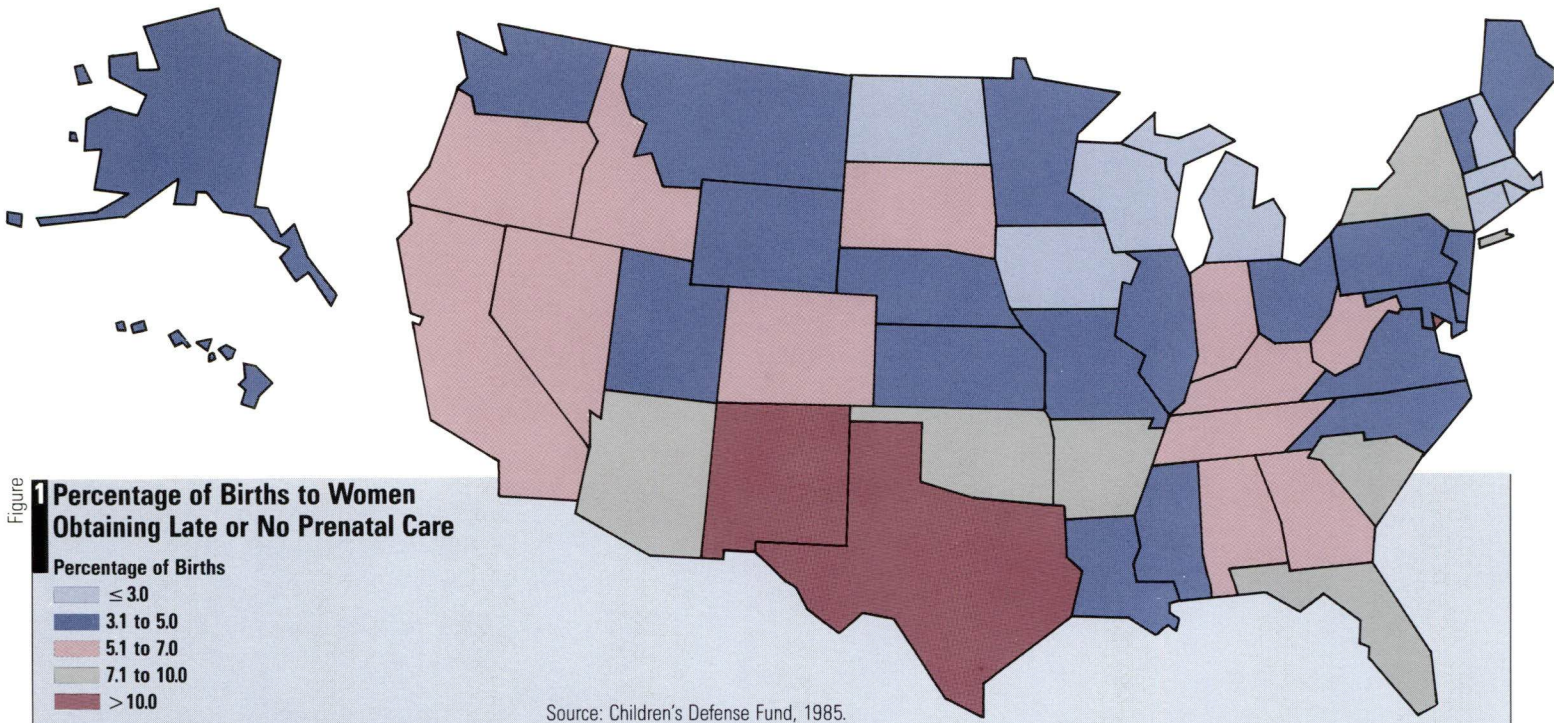
Moreover, the growing need to spend limited resources on high-cost treatment and remedial efforts increases the burden on our economy and reduces our ability to compete effectively with countries that invest early in more cost-effective programs of prevention and early intervention.

The long-term costs of inaction are clear: adult illiteracy, drug abuse and the violent crime it spawns, workers without the math and science skills necessary to compete in a world economy, a half million babies born to teenagers each year, a 33 percent decline (from 1973 to 1984) in real median income among males between the ages of twenty and twenty-four,<sup>1</sup> and more than 25 percent of our young people failing to complete high school.

The costs of inaction can be seen in data about children today:<sup>2</sup>

- One out of six children in first grade is required to repeat that grade; yet half





**Figure 1 Percentage of Births to Women Obtaining Late or No Prenatal Care**

**Percentage of Births**  
 ≤ 3.0  
 3.1 to 5.0  
 5.1 to 7.0  
 7.1 to 10.0  
 > 10.0

Note: Late prenatal care is defined as care only in the last three months of pregnancy.

Source: Children's Defense Fund, 1985.  
 (Printed in *Prenatal Care: Reaching Mothers, Reaching Infants*, by the Institute of Medicine, p. 44).

of all three- to five-year-olds are not enrolled in a preschool child development program, despite the demonstrated effectiveness of such programs. Although many states require districts to offer half- or full-day kindergarten, only ten require kindergarten attendance.<sup>3</sup> Only 18 percent of eligible children are enrolled in Head Start.

- One in two children has a mother in the labor force; yet more than 5 million children are cared for in largely unregulated and unlicensed family day care homes, and an unknown number of "latchkey kids" are left to care for themselves.
- More than a quarter million children, on any given day, live away from their families in some form of foster care; yet there are too few programs to prevent out-of-home placements, despite their proven effectiveness and cost savings. The state of Washington, for example, estimates it has saved \$17 million since it started the Homebuilders Program, a family preservation project.
- In 1985, about 25 percent of all infants were born to women who did not begin prenatal care in the first three months and more than 5 percent were born to women who began care only in the third trimester of pregnancy or had no

prenatal care at all.<sup>4</sup> The percentages are even higher for certain populations; only 47 percent of black teenagers began care in the first trimester, and 14 percent obtained either no care or care only in the third trimester (see Figure 1); yet each dollar spent on providing more adequate prenatal care to low-income, poorly educated women could reduce total expenditures for direct medical care of their low-birthweight infants by \$3,380 in the first year of life.

Governors were among the first to recognize the growing problems faced by children. The need to focus on children has appeared repeatedly in Governors' state of the state messages in recent years. At the same time, leaders in the business and academic community have joined the call for more effective programs.

In 1987, 225 corporate executive officers and university presidents articulated an urgent argument for the national self-interest in investing in children in *Children in Need: Investment Strategies for the Educationally Disadvantaged*. That report by the Committee for Economic Development said, "An early and sustained intervention in the lives of disadvantaged children, both in school and out, is our only hope for breaking the cycle of disaffection and despair. . . . The nation can ill afford such an egregious waste of human resources. It

makes no economic sense to educate half of our young people so poorly and to condemn the lowest achieving students to the fringes of society. Allowing this to continue will not only impoverish these children, it will impoverish our nation — culturally, politically, and economically."<sup>5</sup>

Just as America's position in the international frontier is in transition, so too is its thinking about symptoms and causes, treatment and prevention. There is a growing recognition that problems must be addressed before they become crises, when both the costs and the degree of intervention are small. Until recently, however, treatment has been the prevailing strategy (see Figure 2). While it is important to continue to respond to crises when required, the United States also must invest in prevention.

Unfortunately, many resources are still spent on treating serious problems that could have been more easily treated before they reached crisis proportions. Like the nursery rhyme, "All the king's horses and all the king's men couldn't put Humpty Dumpty together again," too much of the attention of the "king's men" has been directed to solving crises, and not enough to preventing them.

## Does Prevention Work?

There is compelling evidence that preventive measures, rather than crisis intervention, can significantly improve people's lives. As Lisbeth Schorr states in her acclaimed new book, *Within Our Reach: Breaking the Cycle of Disadvantage*, "The lessons of research and experience combine to explode the myth that nothing works. Prevention is a bargain compared to the current cost of our failures" — and to the current cost of treatment.<sup>6</sup> Over the past decade, substantial evidence from the health, education, and social science fields has accumulated about the efficacy and cost-effectiveness of prevention programs. For example, research on the Special Supplemental Food Program for Women, Infants, and Children (WIC) has shown reductions in late fetal deaths, decreases in premature births, increases in the proportion of poor pregnant women seeking prenatal care, and improved diets among participating women, infants, and children.

There are several key strategic points in the life of a child at which prevention is especially critical:

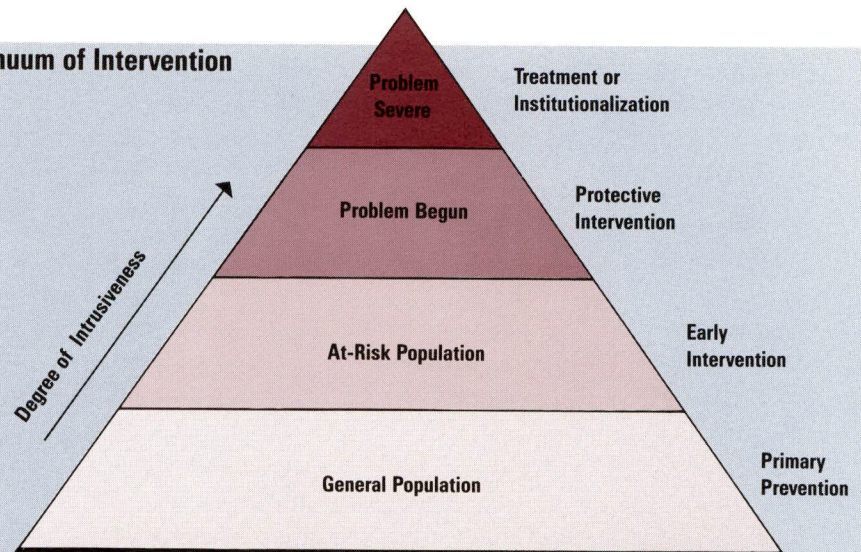
- As an embryo develops in its mother's womb, *comprehensive and timely prenatal care* has been shown to help result in a healthy, well-developed infant.
- During the first years of life, thorough *well-child care, including screening and immunization*, allows young children the advantage of healthy development.
- For children whose parents are in the workforce, *accessible and affordable child care, coupled with quality preschool education*, permits their early years to be

filled with age-appropriate learning and caring attention.

- As children get older and approach adolescence, a *vital and engaging middle school education system* stimulates them to continue with their schooling, to develop a sense of positive life options, to focus their interests and skills, and to prepare for productive adult lives.
- For adolescents, who often experience puzzling physical and psychological changes, *appropriate primary health care and preventive health education* helps ensure that they maintain healthy bodies as they develop healthy minds.
- Finally, the abundant energies of youth can be directed to *constructive engagement in volunteer community service, organized recreation, and community theater and music programs*, so they can develop positive, well-rounded personalities.

Figure 2

## Continuum of Intervention



Note: Movement from the base of the triangle (the general population) to its apex (severe problems) involves ever-smaller groups in the population but ever-increasing degrees of intrusion into their lives.

Source: NGA, *Focus on the First Sixty Months*, vol. 1, p. 3.

## Prevention for Young Children

The United States has been a leader in the development of high technology medical procedures to save the two-pound newborn. It costs \$27,050 for intensive care for one extremely small premature baby, while for the same price, at least nine pregnant women could receive nine months of prenatal care and deliver nine full-term, healthy babies.<sup>7</sup> The average cost of special education for a child with minor, but previously undetected learning disabilities is \$3,986, while the average cost of state-funded preschool education for a four-year-old is \$1,841.<sup>8</sup> The average cost for a foster care placement in the state of Washington is more than \$3,600 (see Table 1). For group care, it is \$19,465. In contrast, the state's Homebuilders Program spends an average of \$2,600 per family to *prevent* child abuse, neglect, and removal of the child from the home.

Studies of early childhood development programs demonstrate that participation enhances children's school performance and continues to yield benefits in their adult years. A twenty-year follow-up study of the Perry Preschool in Michigan showed that the children who were enrolled for two years had higher grades and test scores, fewer grade repetitions and absences, fewer teen pregnancies and arrests, higher rates of postsecondary schooling, and higher earnings than children in a control group.<sup>9</sup> The study estimated these *average* cost savings:

- \$16,415 per person in reduced welfare costs;
- \$7,082 per person in reduced educational costs through high school; and
- \$3,100 per person in reduced crime-related costs.

Overall, the economic *savings* over the lifetime of participating children were estimated to be *seven times the cost of one year of preschool*.

### Prevention for Adolescents

Prevention is an important concept even beyond the preschool years. Research has shown that children in the middle school years are extremely vulnerable and frequently experience feelings of discontent and alienation. Between the ages of eleven and thirteen, children's physical, social, and emotional make-up is changing rapidly and at different paces. There is growth one day, followed by regression the next.

Children moving into adolescence make demands upon themselves and others that often are hard to meet. Rapid physical growth and growing sexual awareness complicate their self-perception. "Am I normal?" is a question asked time and time again with each stage of adolescence. Early adolescents face the dilemma of seeking independence from their parents, while simultaneously relying on them for emotional and physical support. As middle adolescents, their preoccupation with self gives way to an intense involvement with peers and experimentation with the adult world. As late adolescents, their refinement of values and their ability to set limits and focus on practical vocational goals signal their passage into adulthood.<sup>10</sup>

How well do school systems accommodate the flux and range in these children's development? In many ways, they are not prepared to receive the contemporary adolescent. Eleven-year-olds leave elementary school in June and then in September enter large institutions that are arranged just like high schools. Students face six or seven separate class periods a day with several different teachers. Many of them feel no sense of belonging to a smaller group or have no consistent adult role model. And all the while, they are expected to

act like high school students. Many cannot. Educationally and emotionally, they are at different levels. Research has shown that 40 percent of these children may arrive at middle school without mastery of basic educational skills.<sup>11</sup> But the curriculum, lectures, independent research assignments, and semester tests presume they have mastered these skills.

Adolescence is a time for strategic intervention. This is the time when the seeds of school failure, sown in the earliest grades, germinate. This is a critical period when unresolved conflict can lead to social or educational difficulties in the high school years. The disaffected, the underachiever becomes the truant. The truant becomes the substance abuser, the pregnant teenager, the school dropout, the juvenile delinquent, the illiterate adult — and later the unemployed, the welfare recipient, and the adult criminal.

What is provided to these young teenagers after school and during the summer? In many cases, too little. As the kids lament in *A Chorus Line*, they are "too young to take over, too old to ignore." They also are too young to "hang out" until their parents get home from work but too old for babysitters or day care centers. Communities could offer constructive opportunities for volunteerism such as after-school tutoring programs with at-risk, elementary school students. For the most part, this does not happen. These youth are dismissed from school in the early afternoon with no structured activities. Much could be done to engage them and to harness their physical and emotional energies.

Adolescents may be among the most underserved population group when it comes to basic health care, although more attention is now being focused on their needs.

Table 1 Relative Costs of Child Placement in the State of Washington in 1986

Type of Care	Duration	Cost
Homebuilders	5 weeks	\$ 2,600
Foster Care	9 months	3,607
Group Care	12 months	19,465
Correctional Institution	3 months	14,437
Acute Psychiatric Hospital	1 month	10,000
Long-term Residential Treatment	12 months	67,525

Source: NGA, *Focus on the First Sixty Months*, vol. II, p. 43.

**“The gap between knowledge and action springs from traditions which segregate bodies of information by professional, academic, political and bureaucratic boundaries. Complex, intertwined problems are sliced into manageable but trivial parts. Efforts to reduce juvenile delinquency operate in isolation from programs to prevent early childbearing or school failure. Evaluators assess the impact of narrowly defined services and miss the powerful effects of a broad combination of interventions.”**

**Lisbeth Schorr, *Within Our Reach***



**“Because the remediation of problems facing adolescents and their families most often crosses a number of service systems (education, health, housing, mental health, child welfare, etc.), mechanisms must be in place to assure continuity of care and an appropriate continuum of program options.”**

**Rhode Island Department of Children and Their Families, Adolescent Task Force, *Agenda for Action***

## **The Context**

**"The shrinking numbers of young people, the rapid pace of industrial change, and the ever-rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000."**

U.S. Department of Labor,  
*Workforce 2000*

## The Context

Historically, the United States has prided itself on its role as a world showcase for democracy, human rights, and economic opportunity. Educational excellence and an innovative and expanding economy have combined to produce an exceptional standard of living and social well-being for the vast majority of Americans. Selected snapshots, though, fill a troubling album. America may be losing its leadership role.

By the year 2000 the American workforce will require unprecedented skill levels, communication levels, and literacy and mathematical proficiency to remain competitive. While retraining existing workers is a vital part of meeting this challenge, the true character of the workforce of the twenty-first century will depend on the skills that are brought to it by new entrants — the children and youth who will enter school and be educated over the next two decades.

Recently, the United States has seen a period of labor surplus as larger than usual numbers of youth have entered the workforce. However, society is aging, and the number of children and youth is declining in relation to other age groups. As a result, we can ill afford to see any part of this vital resource go to waste. If current trends continue, however, a disproportionate number of children will grow up poor, undereducated, and untrained at the very time America needs them at their very best.

The U.S. Department of Labor<sup>16</sup> projects that:

- Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age will have jobs by 2000.

- Non-whites will make up 29 percent of the new entrants into the labor force between now and the year 2000, twice their current share of the workforce.
- Immigrants will represent the largest share of the increase in the population and workforce since the first world war (see Figure 3).

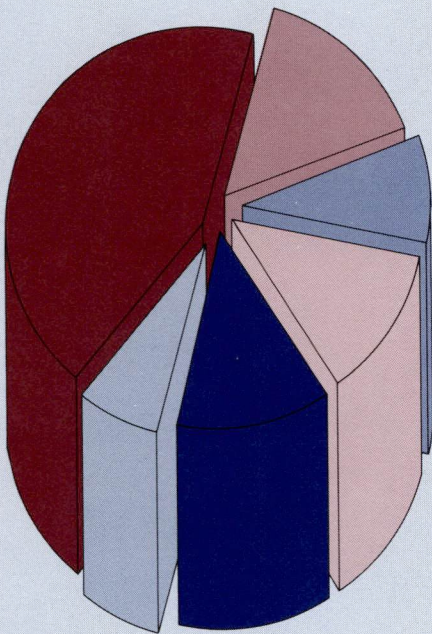
Together, these three groups will make up five-sixths of the net additions to the workforce between now and the year 2000, though they make up only half of it today.

Yet statistics on the growing number of teenage mothers, the increase in single female parents, and the failure of education programs in poverty areas suggest that too high a proportion of these new entrants into the workforce will be underprepared.

In addition, a recent report by the Commission on Work, Family, and Citizenship indicates that 20 million people aged sixteen to twenty-four will never go to college. "Neglect of this segment is undermining the skills and productivity of the future labor force of this country, and therefore its future living standards," according to study director Samuel Halperin. "Too many people are not equipped to work. In our own selfish interests, they shouldn't be consigned to the trash heap."<sup>17</sup>

In the face of these statistics, the United States has much to do to prepare its children to be healthy, educated, productive workers in a competitive economy. Indeed, a number of critical comparisons reflect how far behind our children have already fallen and suggest the urgency of the problem.

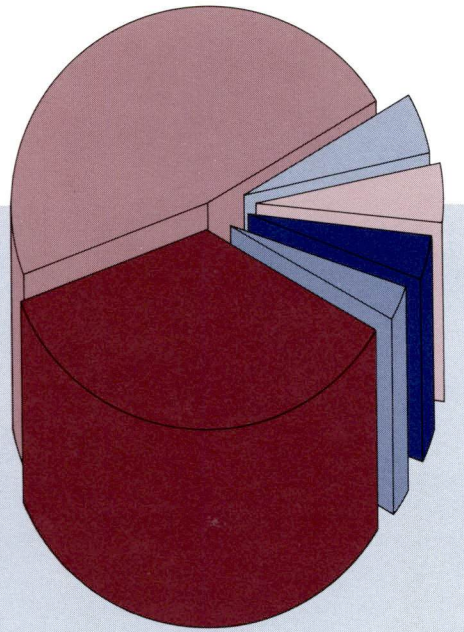
Figure 3 **New Entrants into the Labor Force, 1985-2000**



**Net New Workers, 1985-2000**

Total 25,000,000

- Native White Men 15%
- Native White Women 42%
- Native Non-white Men 7%
- Native Non-white Women 13%
- Immigrant Men 13%
- Immigrant Women 9%



**1985 Labor Force**

Total 115,461,000

- Native White Men 47%
- Native White Women 36%
- Native Non-white Men 5%
- Native Non-white Women 5%
- Immigrant Men 4%
- Immigrant Women 3%

Source: U.S. Department of Labor, *Workforce 2000*, p. xxi.

The United States' infant mortality rate for white children ranks nineteenth behind other developed nations. For black children, it ranks last among thirty developed and less developed nations (see Figure 4).

This nation's childhood poverty rate is two to three times higher than that of most other industrialized countries, where typically benefits for the poor are more generous (see Figure 5). The U.S. teenage pregnancy rate is higher than that of twenty-nine out of thirty developed

countries (see Figure 6), and many of these pregnancies are resulting in third births to mothers still in their teenage years.

A survey being conducted for the International Association for the Evaluation of Educational Achievement<sup>18</sup> estimates that 30 percent of Portugal's four-year-olds are enrolled in a preschool program, and a national goal is to reach 90 percent by 1993. Hong Kong estimates that 95 percent of its four-year-olds are enrolled; Belgium, 95 percent; China, 20 percent; and Kenya,

25 percent. In the United States, the estimates range from 19 percent to 35 percent, including both three- and four-year-olds in both centers and schools.

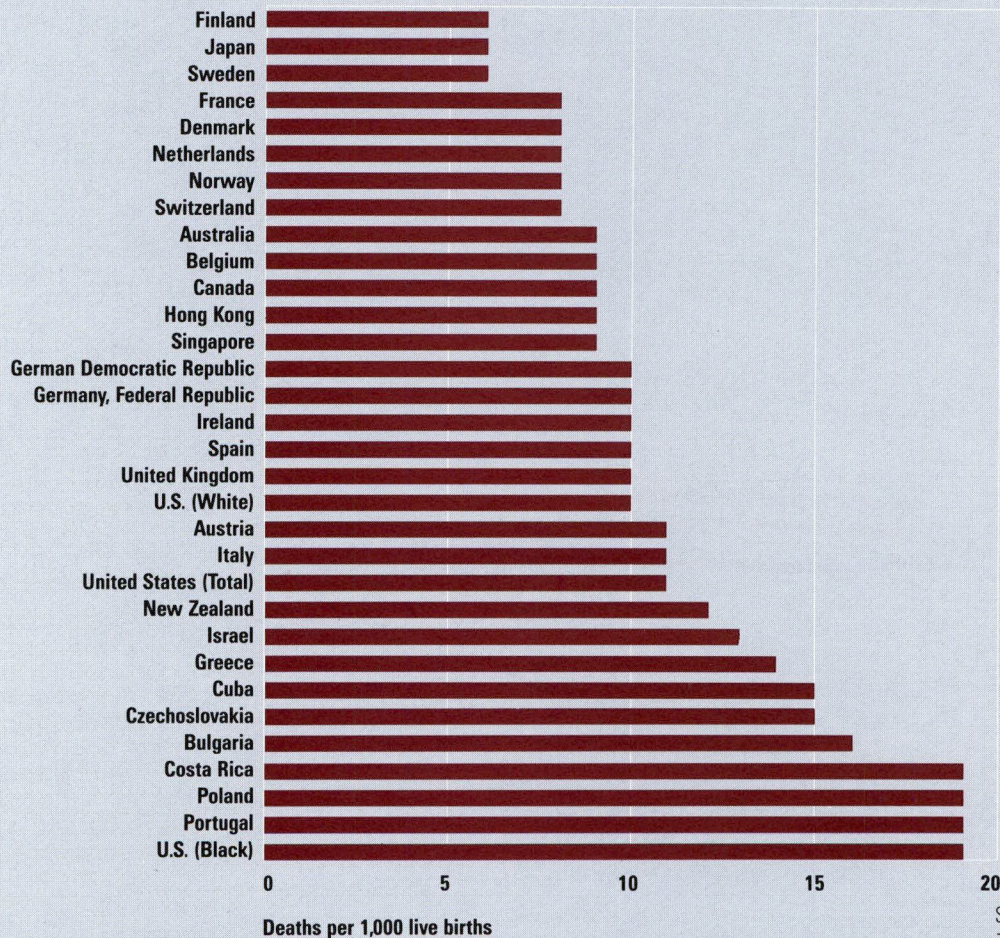
Some believe that children in the United States have too much unproductive time on their hands. In most of the states, students attend school for about 180 days a year, fewer than students in many other countries (see Figure 7).

If the health and the educational and social development of America's children are

not nurtured, they will not be able to assume a productive role in the future workforce. Ultimately, it will affect the nation's ability to be economically competitive in the global marketplace. Society cannot continue to ignore the ravages brought upon children, especially minority children, by infant mortality and morbidity, inadequate child care and preschool education, teenage pregnancy, school failure, substance abuse, youth unemployment, welfare dependency, and poverty.

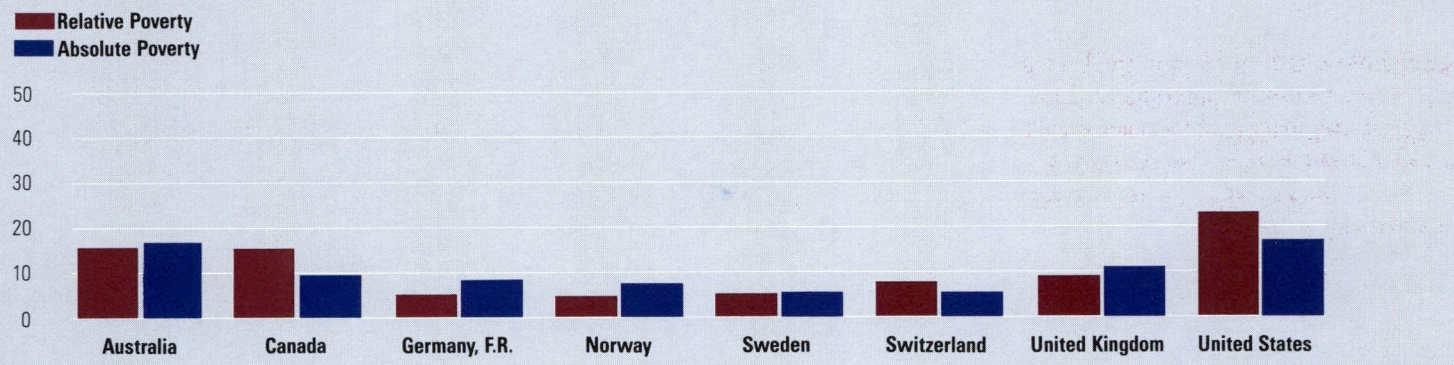
The United States cannot compete beyond its borders unless it becomes competitive within its borders. As long as 45 percent of the high school seniors in a major U.S. city cannot identify the United States on a blank world map, this nation is challenged to do better. As long as more people study English in China than *speak* English in the United States, this nation is challenged to do better. As long as America concedes so many millions of its children to the shadows, this nation will not resume its place in the sun.

Figure 4 Infant Mortality Rates, 1985



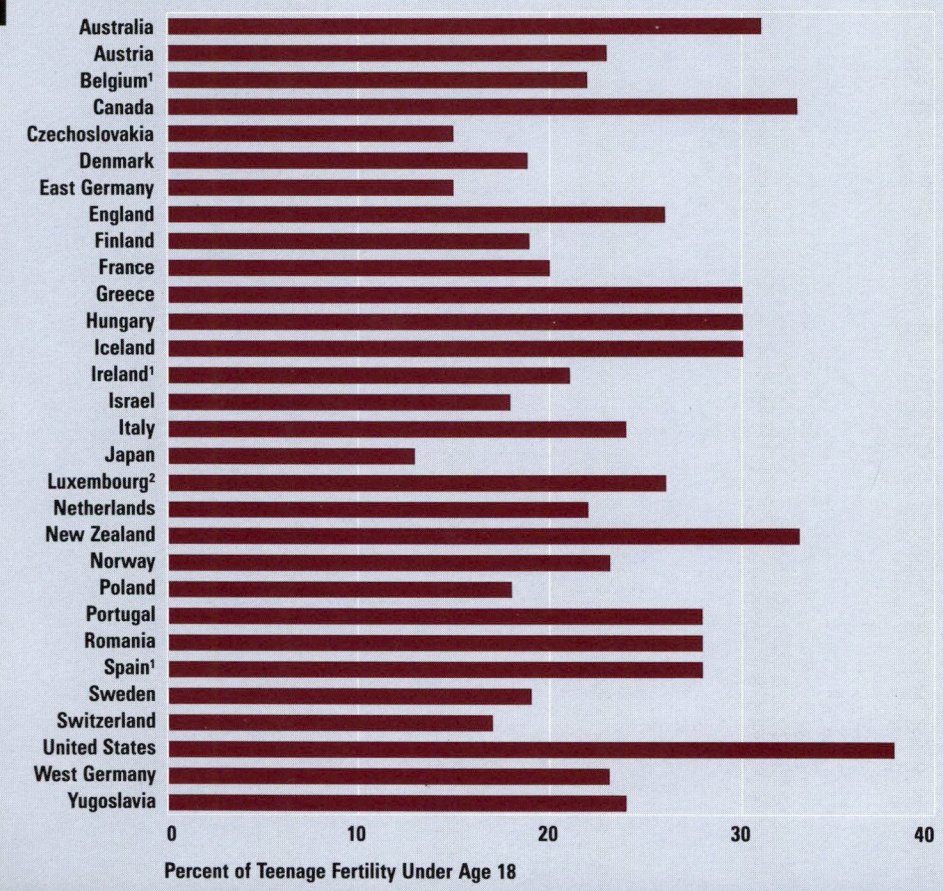
Source: National Governors' Association, *America in Transition*, p. 18.

**5 Percentage of Children Living in Relative and Absolute Poverty in Selected Countries**



Source: John L. Palmer et al. (for the Urban Institute), *The Vulnerable*, p. 96.

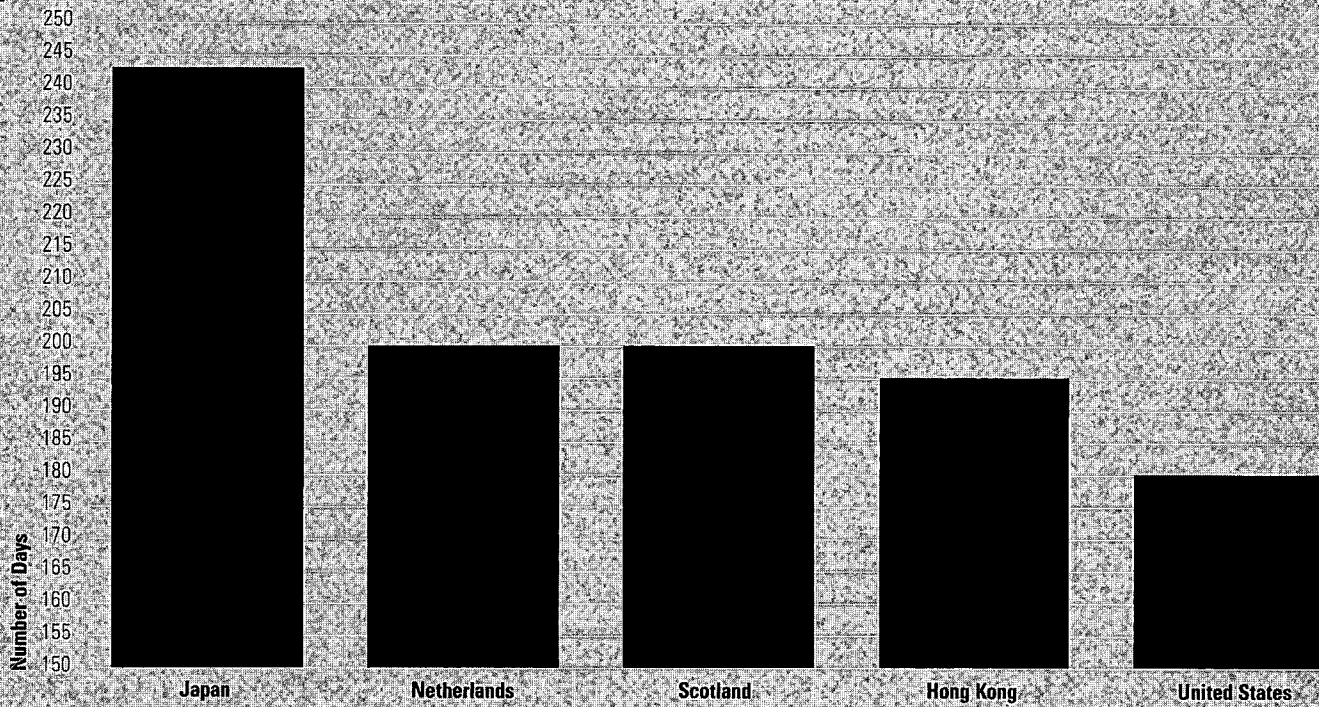
**6 Teenage Fertility in Industrialized Countries, 1979-80**



Notes: 1. The most recent data for Belgium, Ireland, and Spain are for 1978. 2. The percentage for Luxembourg was estimated from reports for five-year age categories.

Source: Elise F. Jones et al. (for the Alan Guttmacher Institute), *Teenage Pregnancy in Industrialized Countries*, p. 243.

Figure 7 Number of School Days Per Year in Selected Countries



Source: Illinois Governor's Office of Planning, *Illinois: Adopting the Class of 1999*, p. 7; and NGA, *Time for Results*

## The State Role

**“Within our communities, families compose the most basic unit of society. It is the family that is entrusted with the primary responsibility for the nurturance, health, and well-being of its citizens. Accelerating societal changes, however, have threatened the ability of families to discharge their child caring responsibilities. As a result, increasing numbers of youth are being referred to public and private agencies through the child welfare and juvenile justice systems.”**

**Governor Bill Clinton, Arkansas**

**“When family stability is threatened, society has a vested interest in increasing preventive action to create conditions conducive to the development of healthy and nurturant families.”**

**Governor Bill Clinton, Arkansas**

## **The State Role**

Clearly, an investment in prevention can enable citizens to live healthier and more productive lives. Such an investment supports not only these basic human goals, but also the effective and efficient use of public funds. Ultimately, it will enhance the nation’s ability to compete internationally.

The responsibility for a child’s healthy development rests primarily with his family. However, when that family system fails, or lacks the necessary resources, society must be prepared to act.

Traditionally, public policies relating to families and children have been the province of state government. State laws govern parents’ financial responsibility for their children, they protect against abuse and neglect and provide for education, and they provide for health care and income support for those in need. State authority and the tools to manage this ever-increasing responsibility have grown substantially in the past two decades. While often operating under broad federal guidelines or through national entitlement and block grant programs, states currently play a major role in funding and administering programs for children.

Many of these resources, though, are directed toward treatment, and all too often preventive efforts have taken a back seat to “crisis” responses. Moreover, state programs for children are often fragmented; coordination and cooperation in planning, resource allocation, and service delivery is lacking.

However, states have the ability to change this system to refocus their efforts on prevention. Increasingly, states are playing a leadership role and are experimenting with new approaches for the development and implementation of comprehensive

prevention initiatives for children and their families. In these efforts states have unique roles and responsibilities. First, they are ideally situated both to define the nature of the problem and to educate the public on the need for reform. Second, states play a major role in setting priorities and allocating resources. Direct state programs can be reoriented and state aid can be used to promote change at the local level. Third, planning and administrative mechanisms can be established to ensure coordination among programs and services. Fourth, states can institute outcome measures and monitor performance to reward and encourage programs that focus on prevention. Finally, states can encourage innovation through demonstrations and pilot projects.

While much can be accomplished at the state level, state government cannot act alone and achieve all of its prevention goals. Development and implementation of a comprehensive initiative to benefit children will require the commitment and involvement of a variety of organizations and communities. Success will depend upon involving the voluntary sector and community-based organizations such as parent-school groups; local elected officials, commissioners, mayors, and school boards; business and labor leaders and associations; and religious, social, and recreational organizations. Governors can serve as catalysts behind this collaborative effort on behalf of the nation’s children by contributing their authority, leadership, and creative energy.

## Critical Issues

**"Today's children face many challenges and responsibilities, and how we help them face those pressures will, to a great degree, determine the quality of our nation's leadership in the years to come. We must protect their health, help them confront and reject drugs, and invest in their education. With our commitment, today's children will be ready and able to meet the challenges of tomorrow."**

Governor Edward D. DiPrete,  
Rhode Island

**"The basic thrust of my priorities can be summed up in one word: children."**

**Governor Carroll A. Campbell Jr.  
South Carolina**

## **Critical Issues**

Two particularly critical issues confront Governors as they begin to build a continuum of preventive care for children. The first is the lack of a coherent national strategy for prevention and the resulting convoluted and restrictive federal funding for children's programs. The second issue is the often disjointed, piecemeal, and crisis-oriented planning by entrenched state bureaucracies, which are frequently working with limited resources and multiple demands.

There is no single best approach to addressing the needs of children. Their problems, like those of adults, are often complex and must be solved in multiple ways and at multiple levels over time. Successful children's programs require the coordination of a wide variety of services, beginning at the policy development stage and continuing through implementation. Federal children's policy must be designed to complement state and local policy and programs, not to compete with them. Nor should federal initiatives be designed to shift the costs of current federal programs to the states or to force states to assume additional costs of meeting federal objectives through unfunded mandates.

One example of federal policy that augments state policy is recent Medicaid expansions for pregnant women and their children. These expansions have provided states with a flexible tool to serve these populations under coordinated and simplified program structures.

### **Federal Policy and Funding**

Federal funding to support prevention efforts for preschool- and school-aged children comes in the form of the Social Services Block Grant and the Community Services Block Grant, Aid to Families with Depen-

dent Children (AFDC), Medicaid, and some seventy-three categorical programs. These programs include small grants to provide adoption assistance, help runaway youth, and address family violence; nutrition programs such as the Women, Infants, and Children feeding program (WIC) and school lunch; and education programs such as Head Start, education for handicapped children, and Chapter 1.

In recent years there has been some movement toward the development of flexible block grant funding, but free-standing categorical grants that limit state flexibility and require a substantial commitment of administrative resources are still the general rule. Further consolidation is needed so states can better coordinate programs, reduce administrative costs, and establish priorities that accurately reflect state and local needs and prevention goals.

Problems with these programs are exacerbated by reductions in federal funding commitments to children's programs. Several previous program consolidations have resulted in substantially reduced federal funding. One example is the Social Services Block Grant, which was cut 22 percent from \$3.1 billion in fiscal 1981 to \$2.4 billion in fiscal 1982. Block grants that merely provide a rationale for a reduced federal role clearly do not reflect the federal government's commitment to children.

The solution is not simply to throw federal dollars at the problem. The federal government can lead best by example, beginning by developing a coherent national strategy to support families and their children. The executive branch should forge the necessary coalition of federal agencies and utilize the best thinking across the

country. Congress must look beyond the traditional jurisdictional lines found within its committee structure to set an example of national coordinated planning. In this year of a new administration and new congressional leadership, it is essential that the federal government focus attention and leadership on investing in the country's most valuable resource — its children.

### State Policy and Implementation

Despite the absence of federal leadership to establish a unified continuum of prevention services for children, there has been much activity at the state level. In 1988, thirty-four Governors used their state of the state addresses to announce plans to establish interagency task forces on children, to create gubernatorial-level commissions on children, or to develop major initiatives ranging from child

health to early education programs for at-risk children. Calling for the combined forces of state and local government to create the “decade of the child,” New York Governor Mario Cuomo said that children are “threatened by poverty, inadequate education, even terrible physical and mental abuse. Their problems demand nothing less than a bold and broad commitment of government at all levels.” South Carolina Governor Carroll Campbell said, “The basic thrust of my priorities can be summed up in one word: children.”

The creation of interagency task forces, commissions, and major initiatives related to children is clearly a step in the right direction. These efforts demonstrate that comprehensive prevention is effective in both human and economic terms. Governors, however, are frequently confronted by their own departments and agencies,

which have historically responded primarily to the needs of children in crisis. These existing programs have constituencies and advocates who have come to expect their services and who want to continue “business as usual.” It will take continued gubernatorial leadership and incentives to overcome bureaucratic resistance to change and to promote collaboration as the basis for a new way of doing business.

The new welfare reform legislation, enacted by Congress and signed by the President in October 1988, provides a good case study of how Governors can forge new state agency relationships and provide leadership to disparate groups as they come together to meet the bill's mandates. To successfully implement welfare reform, Governors will have to encourage conversation and planning among agencies that seldom communicate. The attitude

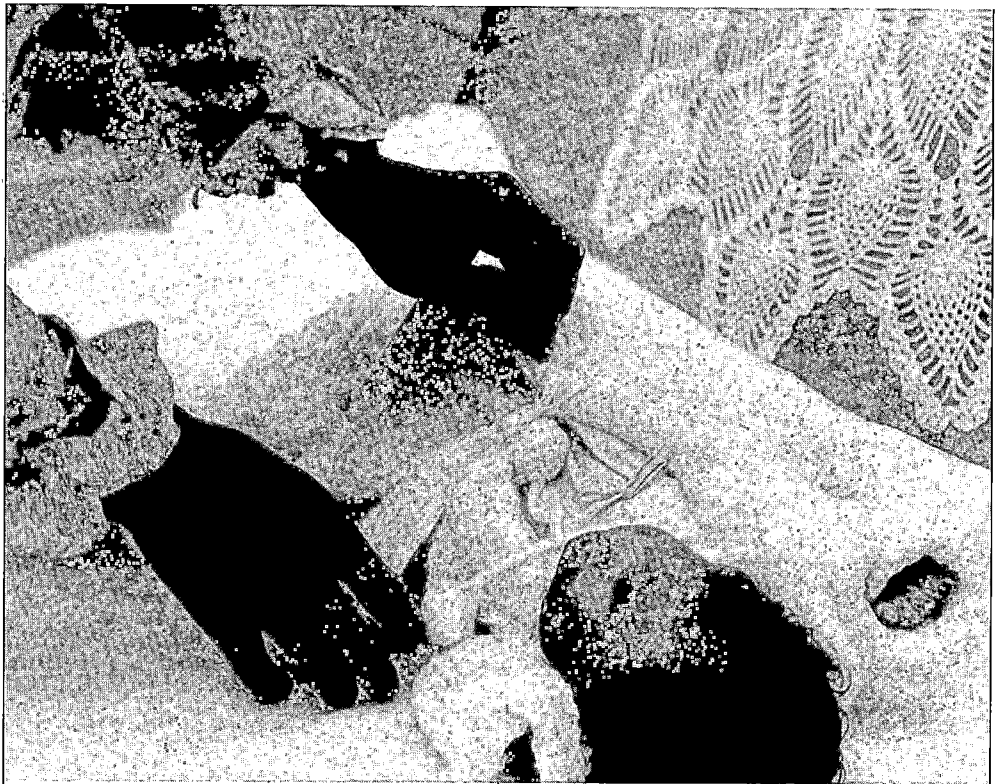


that a person is "education's client" or "welfare's client" should not be tolerated.

To support children's prevention initiatives, Governors and state agencies must examine their current resources and allocation of funds, forge coalitions with other agencies to avoid duplication of programs and funds, and build a coherent continuum of services. Although encouraging steps have been taken to address fragmentation, particularly in the area of prenatal services, states need to do more.

There are a variety of ways to promote cooperative planning and resource use. One is to reward agencies that work together to seek joint funding for a common initiative. Case management is another tool Governors can use to plan and implement comprehensive prevention strategies. At the heart of the best prevention program is a well-trained case manager who not only can help families assess their strengths and deficits, but also can broker services to help families anticipate their needs before a crisis occurs.

Above all, Governors can and must make the investment in children a moral issue. Governors across the country have already demonstrated that when they exercise leadership, promote interagency collaboration, and take their case to the public, private, and voluntary sectors, they can achieve remarkable cooperation and successful planning for children. The consequences of inaction are too dire. As New Jersey Governor Thomas Kean has said, "We have not a single child to waste."



## State Action Agenda

**"We must reject rhetorical, cosmetic, and inadequate political solutions to complex social problems.**

**Children cannot eat promises or be sheltered by rhetoric or commissions. Their needs will be met only by a significant investment of leadership and money by many to strengthen existing programs that work; a willingness to test a variety of new approaches and to take risks; collaborative efforts between national, state, and local government, the private sector, and parents; and sustained energy, patience, and love."**

**Marian Wright Edelman, President,  
Children's Defense Fund**

**"By providing encouragement and technical assistance, we have inspired dozens of businesses to create child care centers for their employees, either at or near the workplace. We have turned a relatively small investment of state money into quality care for hundreds of children. In return, participating companies are discovering that their efforts yield a more stable and productive workforce."**

**Governor Madeleine M. Kunin,  
Vermont**

## **State Action Agenda**

State action directed toward children and youth should be based on primary prevention and should bring all available resources to bear. As articulated in the 1987 NGA report *Bringing Down the Barriers* and the 1988 follow-up to that report, states are especially well-positioned to raise the prevention banner. They can collect or access data about which children may be at highest risk. This data can be used to increase public awareness of the problem, guide planning, fine-tune program strategies, and later monitor success. Moreover, states can identify available public, private, and voluntary resources for children and integrate them to ensure that prevention efforts are effective in human and economic terms. Further, they can establish the legislative and regulatory framework to support prevention initiatives and can establish performance standards to measure outcomes for children. Finally, states can forge the necessary partnerships among providers to rally their commitment to an investment in children and their pride in the dividends. Above all, Governors and states can challenge themselves and their communities to invest in children aided by an agenda that mobilizes the public and private sectors. In so doing, all will experience a brighter tomorrow.

### **Communication of State Prevention Goals**

**OBJECTIVE:** Focus public attention and government resources on high priority prevention programs.

As chief communicators, Governors must:

- Convince a wide variety of interested parties that the sacrifices and readjustments that follow in the wake of a new investment in prevention for chil-

dren are worthwhile. They also must convince the public that failure to act on behalf of the nation's most precious resource is costly, that the investment is important, and that states can ill afford not to act. Specific prevention goals can be communicated through public announcements, speeches, and ribbon-cutting ceremonies as children's projects commence, for example.

- Increase awareness of priority children's issues and the new emphasis on prevention strategies among their cabinet heads, policy staff, and agency personnel.

### **State Planning and Coordination**

**OBJECTIVE:** Improve the efficiency of current prevention programs through better planning, coordination, and consolidation.

As chief executives, Governors can:

- Begin a comprehensive plan of action for children by identifying the populations at risk in their individual states.
- Delineate existing programs and define how they are funded and who is served. Such an exercise will identify the service gaps and provide a picture of how many programs focus on prevention for parents and their children.
- Set priorities so a significant stream of resources focus on prevention. Without adding massive new dollars to their state budgets, Governors can manage existing resources more efficiently and gradually move dollars into prevention strategies.

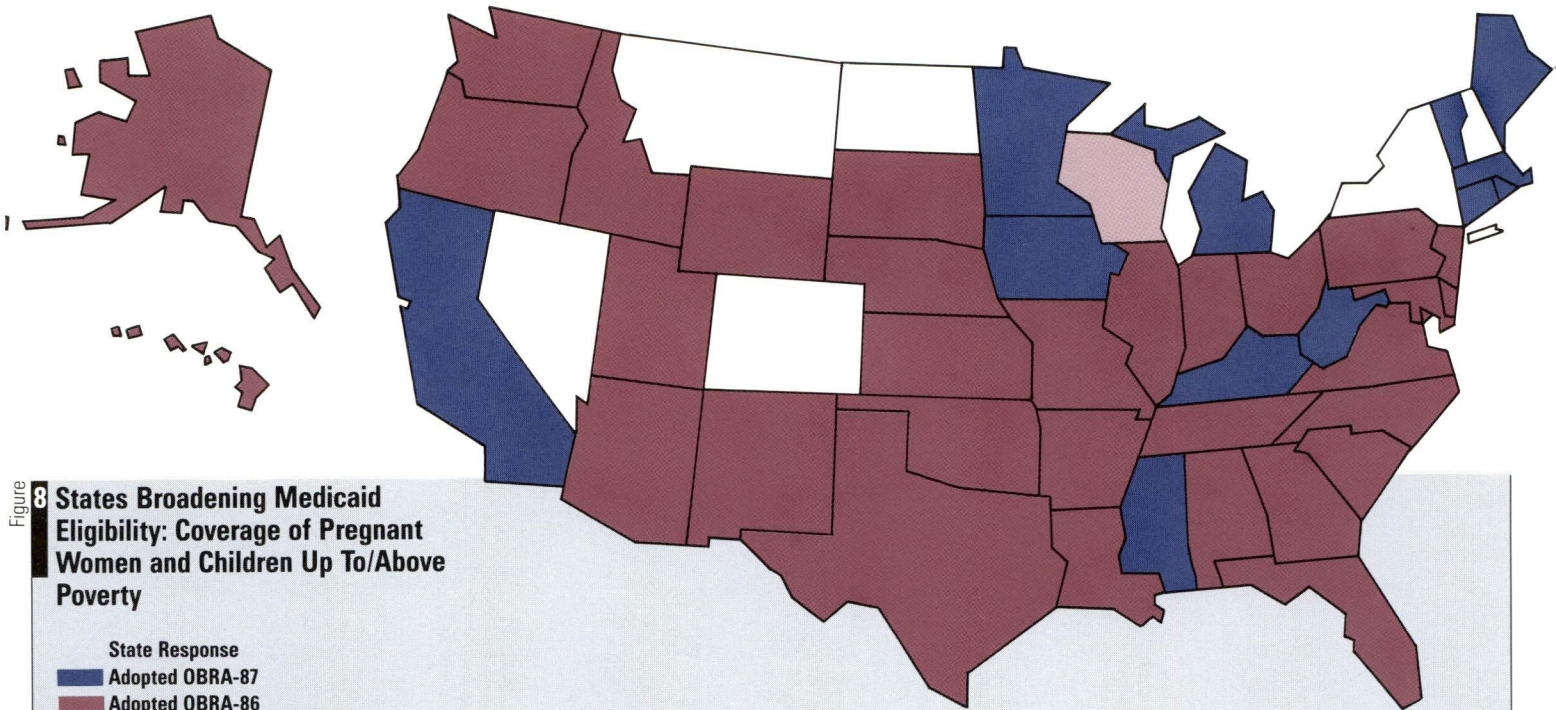


Figure 8

**States Broadening Medicaid Eligibility: Coverage of Pregnant Women and Children Up To/Above Poverty**

- State Response**
- Adopted OBRA-87
  - Adopted OBRA-86
  - Other State Program
  - Not Adopted

Source: National Governors' Association, Center for Policy Research, Health Policy Department, January 1989.

- Use requests for proposals when beginning new programs or recontracting with existing providers to ensure that programs will be coordinated among relevant state agencies.
- Reward state agencies for coordinating budget requests for programs that utilize multiple agency resources by giving higher priority to such requests. In addition, Governors can develop a long-term plan to ensure that the savings from the investments in prevention are returned to the ledgers of all the contributing agencies.
- Lead state agencies to focus on integrated program planning and service delivery. This can be done, for example, by creating implementation task forces or subcabinet working groups or by instituting interagency agreements for specific tasks, such as coordinating services for children of low-income parents.

**Comprehensive and Timely Prenatal Care**

**OBJECTIVE:** Reduce infant mortality and health problems associated with low-birthweight babies through a program of comprehensive and timely prenatal care.

Through Medicaid, states have broad authority to address many health care

needs. Federal budget legislation passed in 1985 gave states the flexibility to design and implement enhanced prenatal care programs for pregnant Medicaid recipients. In December 1986, states received the authority they sought to separate eligibility rules for health care (Medicaid) and welfare (AFDC). This enabled them to extend Medicaid coverage to larger groups of needy pregnant women and young children and created vast potential for program simplification. At the urging of the nation's Governors, the 1986 budget reconciliation law gave states the authority to cover families with income up to the federal poverty level. A year later, similar legislation enhanced state authority further by allowing Medicaid coverage for pregnant women and infants with income up to 185 percent of the poverty level, and allowing broader coverage of children up to age eight living below 100 percent of poverty.

States have seized these opportunities at an encouraging and rapid pace. As of January 1989, forty-three states and the District of Columbia had expanded coverage of prenatal, delivery, and postpartum care to women living at or above the poverty level (see Figure 8). A significant majority have extended this coverage to children between the ages of one and eight. Nearly half of the states have begun to design higher quality, comprehensive prenatal

care benefit packages, often efficiently coordinated through systems of case management. Using Medicaid as an overarching structure, states can efficiently tap federal matching dollars to support these programs.

What are some logical next steps?

- Expand Medicaid coverage to poor pregnant women and children. Federal legislation requires states to extend Medicaid coverage of poor pregnant women and infants up to the federal poverty level by July 1990. The seven states that have not yet adopted such expansions should act swiftly to do so.
- Make maternity programs more accessible to the women who need care by simplifying the eligibility process. This can be done by eliminating non-income resource limits, guaranteeing continuous eligibility throughout the pregnancy, shortening application forms and expediting their processing, and exploring options to grant short-term, presumptive eligibility.

**Well-Child Care**

**OBJECTIVE:** Reduce the incidence of chronic illnesses and preventable disabilities through an expanded program of well-child care.

States can serve the primary care needs of children through the Medicaid Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program. Unfortunately, states generally have not taken full advantage of EPSDT. Further, resources such as the Title V Maternal and Child Block Grant provide states with an additional tool to fill the gaps and meet the needs of young children who are not covered under Medicaid.

There are a variety of other steps states can take.

- Use Medicaid flexibility to extend coverage to the upper age limit of five and continue, as allowed by law, to phase in coverage of children up to age eight.
- Establish a comprehensive program to guarantee that all children receive immunizations against the entire scope of childhood diseases.
- Develop a system to track high-risk infants from birth so case managers can effectively funnel these children into appropriate primary prevention services.
- Challenge health care providers to participate with policymakers in the development of a "medical home" for every child, so that each child has an identified primary care giver.

### Accessible and Affordable Child Care

**OBJECTIVE:** Protect the safety and well-being of young children through accessible and affordable child care.

States have virtually open-ended authority to assure the provision of quality, affordable child care. Governors can introduce and

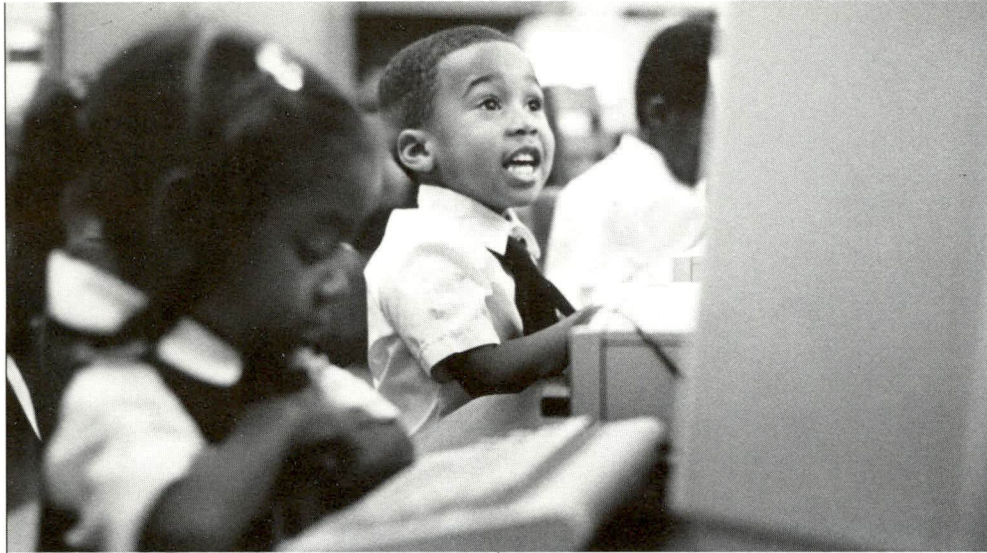
legislatures can pass statutes mandating, for example, child care standards addressing group size, staff-child ratios, staff training, siting of centers and family day care homes, and minimum health and safety standards. They also can establish innovative programs, such as challenge grants for communities that want to increase the number of child care facilities. Such a program could fund a grant competition among communities with the largest proportion of at-risk infants and toddlers. Social Services Block Grant and Community Services Block Grant funds can be used creatively to supplement state funds for child care programs. Governors can request authority from the legislature to earmark a portion of federal incentive payments from the child support program to child care or preschool education. Governors can target state dollars to extend part-day Head Start centers to full-day programs to provide a "wrap-around" preschool/child care service.

The following are some specific actions states can take.

- Become model child care providers for their own employees.
- Establish revolving loan funds to help finance improvements and modifications needed by family day care homes to bring them into compliance with health and safety standards. Publicizing the availability of such a fund could increase the availability of home-based child care. The loans could be made at well below market rates, with repayment not required before five years. The funds would be used, for example, to add a bathroom off a recreation room, fence in a back yard for a playground, or install play equipment. Funding sources could include a special fee

on divorce filings or a portion of federal incentive payments paid to states for cost-effective child support enforcement programs.

- Create or expand resource and referral networks. It is not enough that states be information brokers on available child care slots in a given community. They must reach out to increase the number of child care providers in their communities, especially family day care homes. States can advertise a revolving loan fund and distribute packets of information on standards and licensing requirements at county fairs, public health clinics, and state employment service offices.
- Take steps to increase salaries in the child care industry. Salaries for child care workers are notoriously and artificially low, resulting in very high turnover, which is detrimental to the stability of the centers and the children. One way or another, the system needs an influx of funds. But care needs to be taken that steps to increase access and quality do not increase the cost of child care so much that those most in need can't afford it. States can withhold licenses (renewals) from providers that refuse to take subsidized children, assuming the subsidy brings total reimbursement up to the market rate of care. States can also discount licensing fees for providers who demonstrate their concern for quality by seeking accreditation from the National Association for the Education of Young Children.
- Encourage private sector employers to provide child care services. Employers could be encouraged to provide either on-site or near-site child care slots, based on how many people they employ;



or offer an income-deferred child care account under the IRS code and reimburse employees' child care costs; or be encouraged to pay a certain amount annually to a state child care pool that would be returned to that employer's community in the form of child care assistance or creation.

### Preschool Education

**OBJECTIVE:** Increase educational achievement among children through the expansion of preschool education programs that are coordinated with child care programs in the community.

Early childhood education is important for young children. States should examine ways to make it more accessible and better integrated with other programs for young children. For instance, a community may have part-day preschool programs located in schools and child care opportunities located in the larger community, but no way to move children from one to the other. Provisions need to be made to

transport children from part-time preschool programs to their family day care homes, centers, or babysitters. South Carolina has pioneered legislation that enables public school buses to pick up children at home for the preschool program but deliver them elsewhere (for example, to a babysitter or day care center) afterward.

States can improve the access to these services in a variety of ways.

- Require local school districts to offer half-day preschool programs that are coordinated with community child care programs to a percentage of at-risk four-year-olds.
- Require that local school districts or, at district option, designated community groups offer screening, diagnosis, and developmental services to preschoolers who may be developmentally delayed.
- Require local school districts to assess the need and study the feasibility of converting unneeded schools to child

care centers or preschool programs or both before closing a middle school or high school due to declining enrollment.

- Consider innovative space sharing arrangements. Some districts have converted closed schools to senior citizen centers. Senior citizen services and child care and preschool programs can be housed together to meet the needs of both age groups and provide a positive cross-generational experience.

### Middle School Education

**OBJECTIVE:** Reduce the potential for school failure among adolescents through a middle school education program that addresses the special needs of young teenagers.

Education is primarily a state and local responsibility. While education provisions in state constitutions vary somewhat, all states have the authority to establish the overall governance as well as the organizational, financial, and programmatic features of elementary and secondary education systems. States use this authority to establish licensure requirements for teachers and administrators, including preparation programs that affect middle school teachers; to define the scope and sequence of school curriculum; to define school program requirements; to establish testing, assessment, and accountability requirements; to establish standards for school buildings and facilities; and to provide for the financing of the education system. In short, states define the policy environment in which local school districts and schools operate, and these powers can be used to shape the organization and content of the school experience that early adolescents receive.

Specific steps states can take include the following.

- Establish specific minimum certification and training requirements for middle school teachers, a requirement that does not generally exist.
- Promote school structures that help middle school students make the transition between childhood and adolescence. Large middle schools could be organized into smaller, more manageable units, called “houses” or “clusters,” where young people can gain increasing independence while remaining in a personalized environment. The smaller houses permit a sense of bonding to develop among students, teachers, and parents. Each house could contain an administrator, a counselor, and teachers who are organized into interdisciplinary teams. Students should remain in the same house from the sixth through eighth grades, although each house can be organized by grade level or across grade levels. States can promote this approach by demonstrating its effectiveness in selected districts, as Virginia has done with its Model Middle School Project.
- Encourage the use of a Parent/Outside Service Coordinator to establish and maintain an outreach program for parents; work with teachers to provide school-based education activities for adolescent students; identify and facilitate the use of support services and provide orientation and training for individuals and organizations serving middle schools; and act as liaisons and advocates for at-risk students and their families. This case management strategy is used by four Seattle middle schools. States could require local districts, particularly

those with large at-risk populations, to adopt similar approaches.

- Experiment with programs that have students report to a core teacher or advisor in the middle of the day for a specific period. Selected demonstration projects in Lexington, Kentucky; Rochester, New York; and Seattle, Washington, are showing that this approach can be very effective. These students stay with the same individual for the two to three years they are in the school. The hour is used to capitalize on adolescents’ natural tendencies to interact with their peers by promoting group work and cooperative learning. States could replicate these demonstrations in their local districts.
- Promote interdisciplinary team teaching with flexible block scheduling that combines the best of elementary and high school education. This allows, for example, two hours per day on language arts or history and English instruction combined. States can promote this practice through incentives, staff development, and information dissemination.

### **Primary Health Care and Health Education for Adolescents**

**OBJECTIVE:** Reduce adolescent health problems through primary health care and health education.

There are few current avenues to address the health needs of adolescents. States have been forced to weave existing resources into a creative patchwork of programs and services.

Federal, state, and local funds increasingly have been used to establish accessible school- or community-based primary

health services, including care for school sports injuries and dental exams and screening. These services fill a vital role in the area of health education and counseling. Indeed, they can successfully promote healthy life styles and teach young adults the importance of preventive health care.

There are other specific actions states can take.

- Urge Congress to increase Medicaid-optional authority to cover children under the age of eighteen living in families with income below the poverty level. This would conform with National Governors' Association policy approved in 1986.
- Utilize Medicaid EPSDT authority more effectively to reach adolescent populations. EPSDT coverage can be extended to all persons under the age of twenty-one and can help states meet adolescents' primary health care needs.
- Develop health care delivery systems that are accessible to adolescents and sensitive to their need for confidentiality. By creating primary care clinics that are school-based or located near schools, states can better hope to serve the needs of young adults.
- Encourage state university medical schools to continue to emphasize adolescent medicine in residency programs, fellowships, and continuing medical education programs.
- Require schools to increase the number of school nurses per student to ensure that medical care and referral are available to every school-age child.

### **Constructive Engagement in Community Activities**

**OBJECTIVE:** Reduce delinquency, substance abuse, truancy, and related problems through community activities designed to constructively engage teenagers.

Until recently, there have been few government programs that provide opportunities for young people to engage in healthy, creative outlets for their considerable energy. Rather, "keeping the kids busy" has been the purview of parents, schools, and churches. This offers a challenge for creative leadership at the gubernatorial level. Many Governors have responded to this challenge by developing ways for youth to engage in volunteer service.

Funding is not the only ingredient required to stimulate a variety of policies and programs for the constructive engagement of youth. Leadership is the critical element. It involves challenging schools, churches, local government, and the private sector to cooperate in creating opportunities for young people to discover the joy of creative play, the excitement of new learning opportunities, and the rewards of service.

States can promote constructive engagement for youth in several ways.

- Establish a vigorous community program of voluntary youth services within which young people can, for example, tutor adults with literacy deficiencies, work with inner city children, assist child care providers, refurbish public housing, work in public parks, or provide companionship and chore services to elderly shut-ins.

**"Most of the training programs that are opening up will be from nine to four, or nine to three. What can you do? Your child is here [in this part-day early childhood program] half a day, what are you supposed to do with this child? You can't find a babysitter."**

*Interview with a welfare mother, as reported in **Lives on Hold***

- Challenge the business community to develop and sponsor in their localities a year-round recreation and service program for young people.
- Challenge mayors and county commissioners to develop local community programs to involve young people in theater, music festivals, "block dances," and other community-sponsored and organized activities that give young people a positive, creative outlet for their energies.
- Encourage schools to make concerted efforts to involve parents or significant adults in organizing and participating in camping trips, museum visits, art projects, talent festivals, and other positive outlets for young people.
- Encourage schools to institute youth service programs within the school curriculum.

## Conclusion

The recommendations contained in this report will not result in change overnight. But taken together and acted upon with persistence and commitment, the kind of strategic investments suggested will fundamentally change the direction of our thinking as a nation about the critical importance of building our strength from within. Governors and other state policymakers, working in concert, can and must alter our current focus on crisis. It will take leadership to effect the kind of institutional change necessary to create a strong, healthy, and independent future for our children and the adults they will become. As Governor Bill Clinton said in the 1987 report *Bringing Down the Barriers*, "America won't work if Americans can't work, or learn, or believe in the promise of tomorrow." It is incumbent upon us to ensure that tomorrow.



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# AMERICA IN TRANSITION

The International Frontier

Report of the Task Force on  
International Education



NATIONAL  
GOVERNORS'  
ASSOCIATION

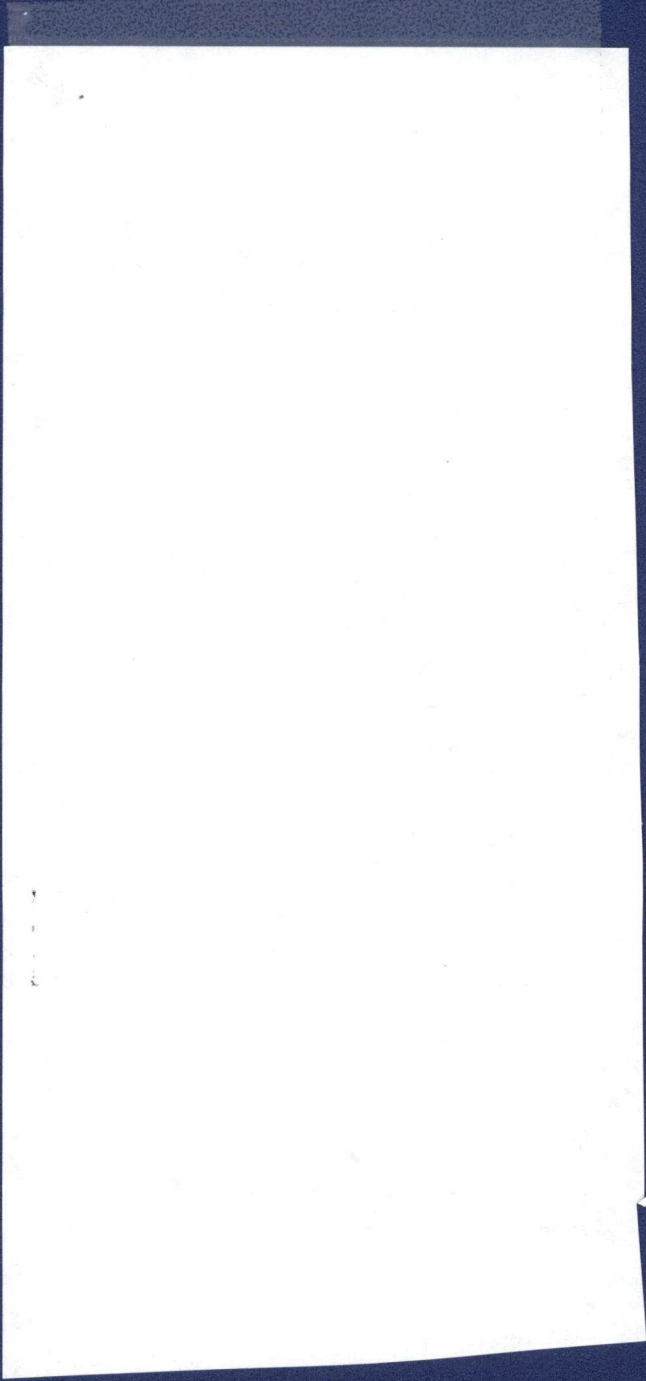
# AMERICA IN TRANSITION

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NATIONAL  
GOVERNORS'  
ASSOCIATION



The National Governors' Association, founded in 1908 as the National Governors' Conference, is the instrument through which the nation's Governors collectively influence the development and implementation of national policy and apply creative leadership to state issues. The association's members are the Governors of the fifty states, the commonwealths of Puerto Rico and the Northern Mariana Islands, and the territories of American Samoa, Guam, and the Virgin Islands. The association has seven standing committees on major issues: Agriculture and Rural Development; Economic Development and Technological Innovation; Energy and Environment; Human Resources; International Trade and Foreign Relations; Justice and Public Safety; and Transportation, Commerce, and Communications. Subcommittees and task forces that focus on principal concerns of the Governors operate within this framework.

The association works closely with the administration and Congress on state-federal policy issues from its offices in the Hall of the States in Washington, D.C. The association serves as a vehicle for sharing knowledge of innovative programs among the states and provides technical assistance and consultant services to Governors on a wide range of management and policy issues. The Center for Policy Research serves the Governors by undertaking demonstration projects and providing anticipatory research on important policy issues.

# AMERICA IN TRANSITION

The International Frontier

Report of the Task Force on  
International Education

1961



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**“How are we to sell our products in a global economy when we neglect to learn the language of the customer? How are we to open overseas markets when other cultures are only dimly understood?”**

**Governor Gerald L. Baliles  
Virginia**

## **Chairman’s Overview**

### **Foreword**

**"America's Governors are already on the front lines. Governors have led the movement to reform education, to help the poor become self-sufficient, and to revitalize state economies. Now, Governors will work together to help shape a strategy for America in a highly competitive international arena."**

**Governor Gerald L. Baliles  
Virginia**

## **Chairman's Overview**

The world is growing smaller. Fiber optic networks span the continents. Billions of dollars move in seconds from Milan to Tokyo to New York. Goods move around the world in a single day. An individual product may contain parts manufactured in five different countries and be assembled in a sixth. New markets and opportunities emerge almost overnight. In this competitive and rapidly changing environment, success belongs to those who can anticipate, adapt, and respond quickly.

The international frontier is no longer the future — a new age has arrived. The evidence abounds. A common market in Western Europe will be finalized in 1992. The United States and Canada are on a ten-year path toward free trade. World output is shifting dramatically to Japan and the Pacific Rim. And, in an attempt to encourage trade and foreign investment, the People's Republic of China and the Soviet Union are experimenting with capitalism. By the beginning of the 21st century, the economic terrain will be one of large trading blocs, instead of individual countries, trying to maximize their growth through trade.

As the global marketplace has emerged, the United States' role as an economic decisionmaker has changed. During the 1960s, when the U.S. economy was partially insulated from global influence, it was possible to influence the economy by then-traditional fiscal and monetary policies. With the development of the Eurodollar market, foreign ownership of a large portion of the federal debt, and huge increases in foreign trade, the economic sovereignty once enjoyed by the United States has been reduced.

Twenty years ago, states were bystanders as international events changed the economic landscape. That, too, has changed. Our boundaries are no longer the borders of our states, but every corner of the globe. As Governors, we are challenged to confront this new reality.

State government is well-positioned to meet the challenges of the next century. But we must begin preparing for this transition. Our agenda includes a six-point offensive. Specifically, we must:

- Discover new and emerging international markets for American products, to become again the Yankee traders we once were.
- Bring an international perspective to our daily living — to understand foreign nations and the people beyond our borders . . . to learn the international language of business.
- Expand our research, and use our technology, to create both new products and new processes to maintain America's competitive position.
- Capitalize on the natural advantages of American manufacturers and regain competitiveness in our domestic markets.
- Improve our highways, airports, airways, and ports so we can move our people across town and our products around the globe.
- Invest in the health, education, and training of our children so they can live healthier and more productive lives.

This year, I have created six NGA task forces to examine these issues that together form the foundation for the nation's future:

foreign markets, international education, research and technology, domestic markets, transportation infrastructure, and children.

This is the second of the six reports. It explores a subject crucial to our understanding of the new world marketplace: international education.

Commerce and the development of nations go hand in hand. From the emergence of the great Mediterranean trading centers to the discovery of an all-water route to India to the first transoceanic flights, great nations have developed as their international trade has developed.

In 1989, the United States is not well-prepared for international trade. We know neither the languages, the cultures, nor the geographic characteristics of our competitors.

American education can no longer be circumscribed by national boundaries. We must prepare to do business anywhere on earth.

How are we to sell our products in a global economy when we neglect to learn the languages of the customer? How are we to open overseas markets when other cultures are only dimly understood? How are our firms to provide international leadership when our schools are producing insular students?

The imperatives are clear:

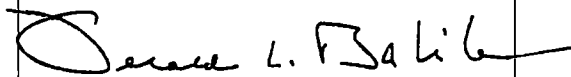
It is time to learn languages.

It is time to learn geography.

It is time to change our thinking about the world around us. For we cannot compete in a world that is a mystery "Beyond our Borders."

In the months ahead, the nation's Governors will continue their work, releasing recommendations on topics ranging from how to finance our aging infrastructure to how to find emerging markets. Governors may not agree on every recommendation made in the reports, but we have reached some clear conclusions.

Together, these reports should serve as a guide, outlining the steps Governors and their states can take to lead the nation into the 21st century. . . a road map for an America in Transition.



Gerald L. Baliles  
Governor of Virginia  
Chairman, National Governors' Association

**“We must make international education a priority in this country. I have no illusions about the difficulty involved in this. But neither do I doubt the consequences if we do not. America can’t afford to wait a generation.”**

Governor Thomas H. Kean,  
New Jersey

## Foreword

International education—teaching and learning about other countries, their citizens, and their languages. Just how important is it to our country? As important as economic prosperity, national security, and world stability.

More than ever before, our economic well-being is intertwined with that of other countries through expanding international trade, financial markets, and investments. More than ever before, our national security—indeed, world stability as a whole—depends upon our understanding of and communication with other countries.

In brief, the world beyond our borders is crucial to this nation.

The importance of international education is not itself a new idea. More than forty years ago, John Foster Dulles reminded us that “interpreters are no substitute. It is not possible to understand what is in the minds of other people without understanding their language, and without understanding their language it is impossible to be sure they understand what is on our minds.”

Nor was Dulles the last to tell us. In 1979 the President’s Commission on Foreign Language and International Studies said, “on a planet shrunken by the technology of instant communications, there is little safety behind a Maginot Line of scientific and scholarly isolationism . . . The situation cries out for a better comprehension of our place and potential in a world that, though it still expects much of America, no longer takes American supremacy for granted.”

Today, ten years later, our need for “better comprehension” is greater than ever.

That is why the National Governors’ Association’s Task Force on International Education has repeated the call: *International education must be an integral part of the education of every student.*

All across the country, individual examples of worthy international education programs abound; they are highlighted in this report. Enlightened and enterprising schools, districts, and universities have developed innovative and successful curricula, classes, and projects.

But these are pockets of progress in an otherwise indifferent America. These isolated local programs must be nurtured and expanded until they grow into a national commitment to international education.

How best can this be accomplished?

It is time for the Governors to take the lead in creating an international focus for our educational system. In the past, we have been at the forefront in reforming America’s schools and campuses. We have led the way in improving student assessment and the accountability of schools; we have recognized the professional nature of teachers’ work and have worked to enhance the stature of teaching. We have challenged our schools and campuses to a new excellence. We have proven ourselves to the education community.

Now Governors and states must build upon this past experience and leadership to expand international education for all students—from preschool through graduate school and beyond—in all settings, from the school yard and college campus to the factory floor and corporate park.

As Governors, we are crucial to this effort, because we are well-positioned to take action to increase the knowledge of other peoples and their countries among our citizens. We alone sit at the crucial juncture where policy—on economic growth and development, trade, education, and labor—meets practice. We, more than any other elected officials, can see the value and advantage of an internationally literate citizenry.

Our task is for each of us to develop a comprehensive statewide strategy for international education that reaches all agencies, all levels of education, and even into the private sector. Critical to our success will be the involvement of a broad coalition—teachers, school administrators and board members, legislators, university presidents, college faculty, and the business community—in developing this comprehensive plan.

For our strategy to be successful, it must be based on specific goals and objectives. Therefore this task force recommends the following objectives for state action:

- International education must become part of the basic education of all of our students.
- More of our students must gain proficiency in foreign languages.
- Teachers must know more about international issues.
- Schools and teachers need to know of the wealth of resources and materials, other than textbooks, that are available for international education.

- All graduates of our colleges and universities must be knowledgeable about the broader world and conversant in another language.
- Business and community support of international education should be increased.
- The business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures.

For more than a century, Americans enjoyed unchallenged superiority in virtually everything we turned our hands to. We could afford the luxury of ignoring the seers and experts who urged us to learn the tongues and ways of other lands, but those days have gone the way of leaded gas and the nickel phone call. If we are to reap continued prosperity and security we must plant the seeds of international education today.

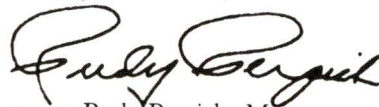


Governor Thomas H. Kean, New Jersey  
Chairman, NGA Task Force on International Education

**Members of the Task Force:**



Governor John Waihee, Hawaii



Governor Rudy Perpich, Minnesota

## The Challenge

"A big part of what is now missing in American education is a fundamental understanding of who fits where in the world—physically and culturally. Without this first essential stepping stone, it is hard to go very far in pursuit of international commerce, no matter how good one's wares might be."

Mylle Bell, director of corporate planning for BellSouth and former president of BellSouth International

## The Challenge

Times have changed. Revolutionary advances in science, technology, communications, and transportation have brought nations and peoples together. World trade and financial, economic, and political developments have transformed disparate economic systems into a highly interdependent global marketplace. Today, the nations that inhabit the planet are often more closely linked than neighboring states or villages were at the turn of this century.

Yet these important changes are not reflected in the way many U.S. schools prepare students for citizenship. In educating students, the languages, cultures, values, traditions, and even the location of other nations are often ignored. Schools and universities reflect the same lack of global understanding that pervades the nation from government and business leaders to school children.

### Geographic Illiteracy

The data show that the road toward an internationally literate society is uphill.

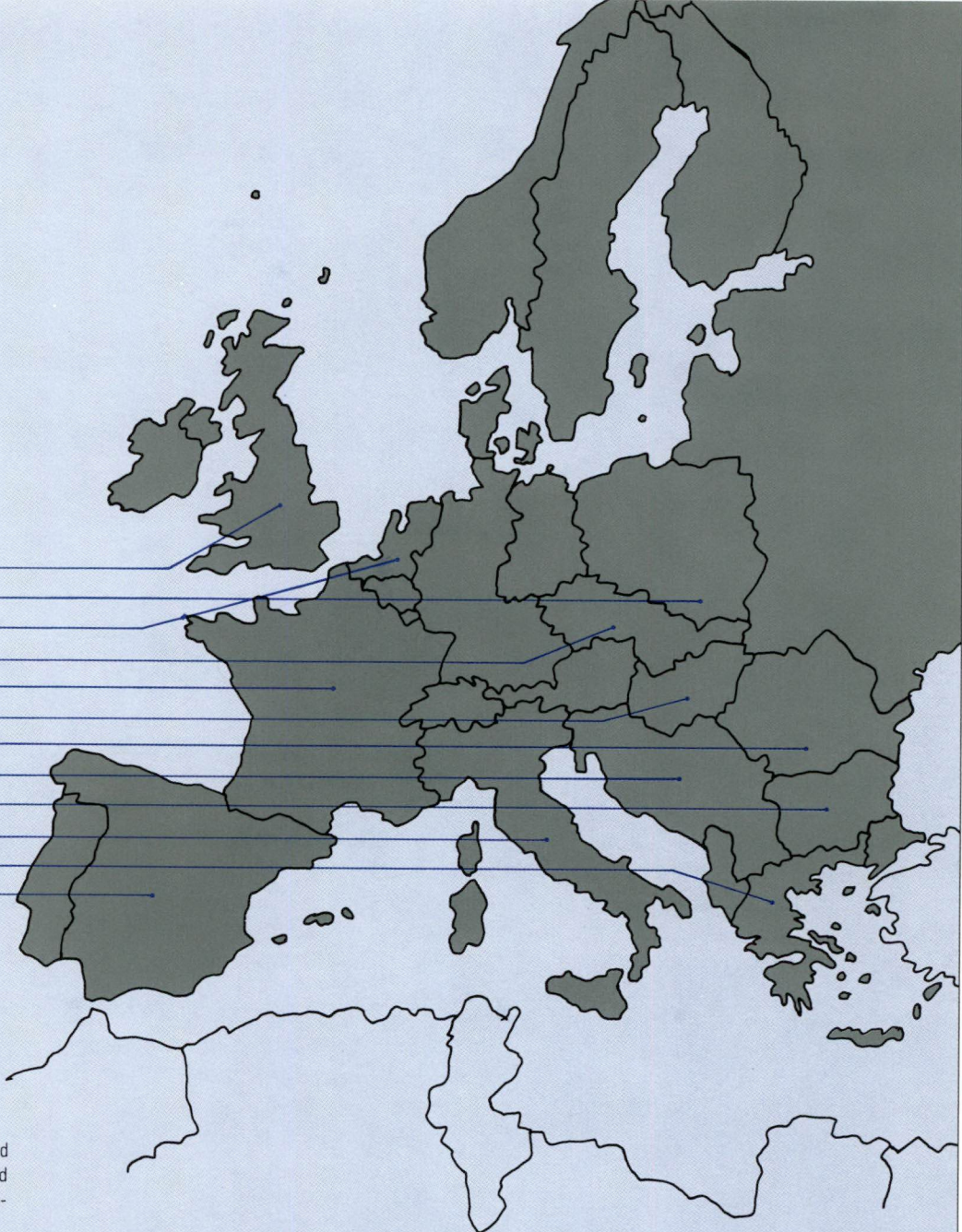
Consider the facts from a recent Gallup survey of adult geographic knowledge and skills in the United States and eight other countries.

- In knowledge of geography, U.S. adults rank behind those in Sweden, West Germany, Japan, France, Canada, and Great Britain and rank ahead of those in Italy and Mexico.
- Young American adults (age eighteen to twenty-four) know the least about geography of *any* age group surveyed in *any* country.
- One in seven adults could not locate the United States on a world map; more than one-half did not know, even roughly, the size of the nation's population.
- One-half of American adults could not point out South Africa on a map; one-half could not identify even one South American country; and only 55 percent could locate New York—in fact, thirty-seven states were identified as New York.



### Percentage of American Adults Correctly Matching Countries and Their Location

- 57% England
- 28% Poland
- 30% Holland
- 19% Czechoslovakia
- 57% France
- 14% Hungary
- 11% Romania
- 14% Yugoslavia
- 12% Bulgaria
- 74% Italy
- 34% Greece
- 50% Spain



Note: Survey was of 1,611 Americans, age 18 years and older. Figures indicate the percentage of these surveyed who could match the name of the country with its location on a blank map.

Source: *U.S. News and World Report*, Dec. 26, 1988/Jan. 2, 1988, p. 97. Basic data—National Geographic Society poll by the Gallup Organization, Inc.

## States Experiencing Shortages in Foreign Language Teachers in Elementary or Secondary Grades



Source: Joint National Committee for Languages, survey, fall 1988.

Given adults' lack of knowledge, it is no surprise that young people know so little about the places around them. Geography has nearly disappeared as a separate subject in kindergarten through twelfth grade and, when offered, it is frequently taught by teachers who have never had a college geography course. A 1987 survey of 5,000 high school seniors in seven cities found that:

- Twenty-five percent of Dallas students did not know the country bordering the United States on the south.
- Nearly 40 percent of Boston seniors could not name the six New England states.

### Limited Proficiency in Other Languages

The vast majority of U.S. citizens cannot speak a language other than English. Language instruction in this country begins in the later grades—generally high school—while children in other nations begin to learn a second language in

elementary school. American children who have learned languages have learned through outdated methods, with little emphasis on speaking and listening skills.

In the United States, instruction is seldom offered in some major languages such as Japanese, Russian, Arabic, and Chinese. Yet these languages are spoken by three-fourths of the world's population, including some major U.S. trading partners.

Other data also demonstrate the limited proficiency of U.S. students in other languages.

- A recent analysis of U.S. postsecondary students' transcripts revealed that 53 percent took no basic foreign language classes during their undergraduate years.
- Only 17 percent of U.S. public elementary schools offer any form of language instruction. Many that do offer classes offer only introductory exposure. Only 3 percent of public and private elemen-

tary schools offer language programs leading to skill in communicating.

- According to a 1987 U.S. Department of Education study, only one in five American high school graduates take more than two years of a foreign language, and less than one in ten enroll in four years of language.
- Twenty-six states report a shortage of foreign language teachers at either the elementary or secondary level.

There are other signs that Americans lack international competence. A 1986 study found that Americans watching major television news programs understood the major points of only one-third of the stories about events outside the United States.

**“Just as students must have opportunities within their districts and within this state, we must offer them a chance to explore the world. Our economic survival depends on our knowing as much about our world neighbors as they know about us. We envision world languages beginning in the elementary grades, student and teacher exchange programs, and study abroad programs that concentrate on language, culture, government, and trade.”**

**Governor Rudy Perpich, Minnesota**

## **The Context**

“... a reawakening to the reality that America—government and people—must remain open to the world and engaged, or risk diminution of our essence as a people and our vocation as a nation.”

George Schultz, former Secretary of State

## The Context

Should this country be concerned about its citizens' lack of knowledge? Absolutely. The economy, trade, foreign policy, and leadership role in promoting world stability and peace are dependent upon an understanding of developments beyond our borders. Former Secretary of State George Schultz has called for “a reawakening to the reality that America—government and people—must remain open to the world and engaged, or risk diminution of our essence as a people and our vocation as a nation.”

### The Importance of International Trade

International markets are vital to U.S. business. Increasingly, American companies and corporations cross national borders for products, component parts, customers, markets, and cooperative ventures. Trade with other countries is growing. Consider these facts:

- Exports represented more than 9 percent of the U.S. GNP in the 1980s, up from 7 percent in the 1960s.
- Direct foreign investment in the United States was \$48 billion in 1976 (in 1987 dollars) and had reached \$262 billion by 1987.
- Every billion dollars of exports generates an average of 25,000 jobs.
- Agricultural products worth \$35.2 billion were exported in fiscal 1988. More than half of the U.S. wheat crop is exported; U.S. corn exports represent 74 percent of the world's market.

- Approximately one-half of the total earnings of the nation's twenty-three largest banks is earned overseas.
- The Third World is the market for 35 percent of all American exports. This is not a one-sided relationship; the United States relies on these countries to provide 100 percent of its natural rubber and tin, and 95 percent of its chromium and cobalt.

### The Need for Internationally Literate Employees

The business community suffers from U.S. educational deficiencies. Mylle Bell, director of corporate planning for BellSouth and former president of BellSouth International, argues, “A big part of what is now missing in American education is a fundamental understanding of who fits where in the world—physically and culturally. Without this first essential stepping stone, it is hard to go very far in pursuit of international commerce, no matter how good one's wares might be.”

U.S. business people often are uncomfortable in the international marketplace. Employees are needed who understand other cultures and who can develop new products appropriate to other markets. “International education gets at the very fabric of our economy,” declares Bell.

Learning about other nations' resources and cultural patterns may open up new opportunities for American exports. During a recent trip to Hong Kong, the Governor of Virginia discovered that chicken feet were served as a delicacy. He inquired and learned that they were in short supply. He immediately called several poultry producers in his home

[And, frankly, Jerry, they can have them.]

state and found that they routinely threw chicken feet away. A match was made and his state is now a supplier of chicken feet to Hong Kong.

Executives at a southern wood products plant learned that Indonesia passed a new literacy law that would lead to a need for more books, and hence paper and pulp. With this knowledge the company initiated a campaign to sell pulp to the Indonesians. Similarly, a New England printing equipment manufacturer found out that Malaysia's new consumer protection law required food products to be dated. The company saw Malaysian food processing companies as a potential buyer of the firm's printing equipment.

To compete Americans must know more about their economic partners and competitors, allies and foes. To do business overseas Americans must understand the customer's language and customs.

Other countries have a long-standing commitment to international education. Donald R. Keough, president of Coca-Cola, contends, "There are millions of children overseas in country after country challenged to aspire toward the highest standards of education. We can do no less if we expect our leadership to continue as we are entering the twenty-first century. We must produce young people who will understand the world."

#### Other Evidence of Interdependence

World financial markets are increasingly interconnected. American banks provide capital to overseas countries and industries and American firms shop abroad for better financing. Stocks and bonds can be bought and sold on a twenty-four-hour basis around the world. The October 1987 stock market crash illustrated the degree of integration. The crash reverberated internationally; following the sun's path, stock markets plummeted around the globe.

Table 1 Survey of the Strength of the United States Compared to Other Nations

Category	Excellent	Good	Fair	Poor
Productivity	6%	37%	40%	16%
Quality of products	2	39	49	9
Commercialization of technology	5	40	38	14
Quality of workforce	6	47	38	9
Business management	6	50	38	7
Labor-management relations	2	26	49	21
Higher education	36	50	7	7
Elementary/Secondary education	2	10	43	45
Private sector training	1	42	44	9

Source: Council on Competitiveness, *Challenges*, vol. 2, no. 1 (November, 1988), p. 4.

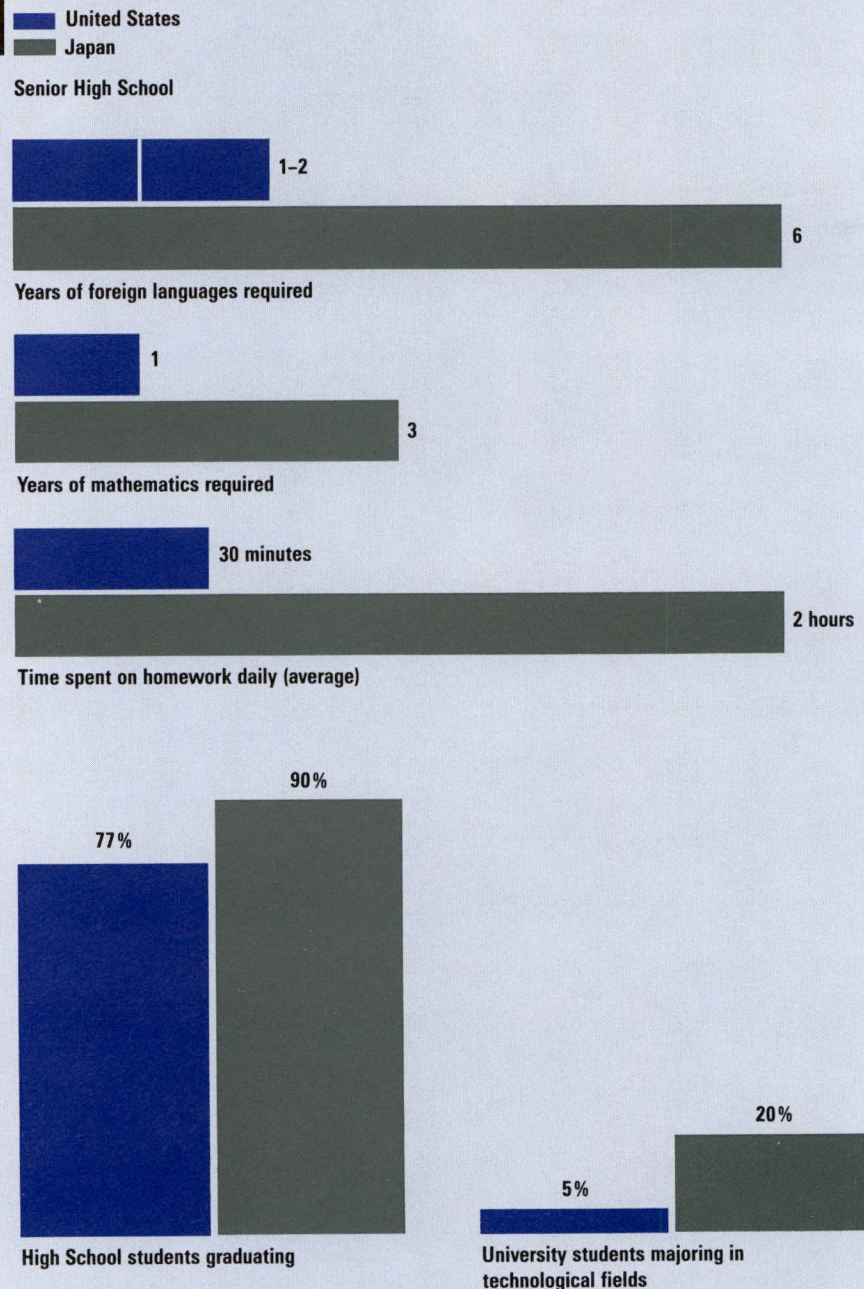
The nightly news resounds with events in distant countries. Although the names are familiar—Angola, Honduras, Vietnam—Americans know little about these places or the people who live there. Yet the continued viability of the democratic system depends on an informed citizenry. Peace and world stability are fostered through an understanding of and communication with other countries. Moorehead Kennedy, senior diplomatic official in Teheran at the time of the 1979 takeover of the U.S. embassy in Iran, said, “The misjudgments that paved the road to disaster in Teheran cannot be laid at the door of the Foreign Service alone. The Foreign Service is made up of Americans. We all need to grow up internationally, to mature in important ways. . . in order to offer a foreign policy worthy of the best we represent.”

### Diversity Within the United States

Americans are an incredibly diverse people, a mixture of nationalities and cultures from across the globe. When disaster strikes—whether through hurricanes in Jamaica, floods in Bangladesh, or earthquakes in Armenia—American families are affected. Eighty-four languages are spoken on the streets of Los Angeles. Dade County, Florida, school children represent more than 100 nationalities. A fall 1985 survey reveals that a majority of California’s school-age children are minorities, many of whom are first- or second-generation Americans. An increased emphasis on international education in schools and colleges will help everyone understand and interact with their neighbors, classmates, and coworkers.

Figure 3

### Educational Indicators: U.S. vs. Japan



Source: *Japan Update*. Infographics, North American Syndicate, Inc., 1988.

“America needs to go beyond the goals of international education to achieve international literacy. International literacy means an understanding of culture, language, geography, history, and current events.

Moreover, it means being able to see the world in new ways and appreciating other points of view as well as we understand our own. It means being a *world citizen*.”

Governor John Waihee, Hawaii

## Critical Issues

**“There are millions of children overseas in country after country challenged to aspire toward the highest standards of education. We can do no less if we expect our leadership to continue as we are entering the twenty-first century. We must produce young people who will understand the world.”**

Donald R. Keough, president of Coca-Cola

## Critical Issues

There is evidence that the U.S. education system is now providing more language, geographic, and international studies opportunities. Colleges and universities are beginning to address international education.

- Two-thirds of four-year colleges and universities require graduates to meet a foreign language requirement, though only one-sixth of these schools require a language course for admission.
- More than half of the four-year institutions report that their libraries have increased their international resources and materials, they have hired more faculty with international expertise, and they are offering more courses with an international focus. Study and travel abroad programs for faculty and students have increased.

Evidence of improvement is visible at the elementary and secondary levels as more states institute foreign language requirements and standards and add an international component or courses to the curriculum.

- Foreign language enrollments are increasing. Virginia reports the highest foreign language enrollments since 1945, while Wisconsin's are the highest since World War I.
- Forty-four percent of Connecticut students and one-half of those in New York are taking foreign language courses in high school. Nearly 100,000 elementary students are engaged in foreign language study in Florida. Indiana has initiated programs in Japanese and Chinese in thirty schools.

States and school districts have received support from many sources for these efforts. The federal government funds several programs that support international education, including the Fulbright program, an exchange program for scholars and students, and Title VI of the Higher Education Act, which has historically supported foreign language study. Recent trade legislation created several additional programs to enhance international education, including support for model and exemplary elementary and secondary school language programs, Presidential awards for outstanding foreign language teachers, and support for Centers for International Business at selected postsecondary institutions.

## Obstacles to Success

As important as these good ideas and valiant efforts are, they aren't nearly enough to effect widespread change. There are significant roadblocks to broader success.

- Teachers lack adequate international preparation. Students in teacher preparation programs take fewer international education-related courses, including foreign languages, than any other college majors.
- Textbooks have been simplified and made less substantive. Real issues in social sciences, history, geography, and literature are either omitted or glossed over. In a recent analysis and critique of textbooks, Harriet Tyson-Bernstein argues that today's textbooks suffer two major flaws: "writing is poor, and books treat most topics so superficially that students can't make sense of what they are reading." Social studies and



history textbooks particularly suffer from attempts to cover too many topics in a brief space.

- Student assessments frequently do not include concepts or skills pertaining to global awareness. Forty-seven states require students to be tested at certain grades on specified topics. However, only twenty-seven states test students on social studies skills and it is not clear how many of those tests address international education concepts or skills such as geography and world cultures. Unless the tests assess students on their global knowledge and geographic skills, teachers are unlikely to devote time to these topics.
- Resources are often limited. New courses, materials, and additional teachers will require additional funds.

- The secrets of international trade are frequently a mystery to businesses. Many small and mid-sized businesses do not know where to get the information and resources that will help them compete in the international marketplace.

Table 2 **U.S. Involvement in a Changing World  
(in 1985 dollars)**

	1970	1985
Number of overseas travelers to the U.S.	2.288 million	7.54 million
Expenditures by foreign visitors to the U.S.	\$6.18 billion	\$12.91 billion
U.S. travelers abroad	5.26 million	12.31 million
Expenditures by U.S. travelers abroad	\$11.02 billion	\$16.5 billion
U.S. exports of goods and services	\$180.4 billion	\$369.9 billion
U.S. imports of goods and services	\$197.8 billion	\$449.2 billion
Value of agricultural exports	\$19.2 billion	\$29.0 billion
Value of agricultural imports	\$19.0 billion	\$20.0 billion

Notes: The consumer price index was used to adjust dollar amounts for travelers' expenditures. Dollar amounts for exports and imports were adjusted by the use of implicit price deflators for export and imports of goods and service. In nominal terms, the United States showed a trade surplus in 1970.

Sources: *Statistical Abstract of the United States: 1988* (Washington, D.C.: U.S. Government Printing Office, 1988).

*Economic Report of the President 1988* (Washington, D.C.: U.S. Government Printing Office, 1988), Tables B-3, B-20, and B-58.

Adapted from table in *The United States Prepares for its Future; Global Perspectives in Education* by the Study Commission on Global Education (New York: American Forum, 1988), p. 43.

**“Knowledge, learning,  
research, information, and  
skilled intelligence are  
the raw materials of com-  
merce in a global  
society.”**

**Governor George Sinner,  
North Dakota**

## **The State Role State Action Agenda**

**"Either we respond to international competition, or we doom ourselves, and we doom our children, to a dramatic slide to second-rate status in the world."**

**Governor Booth Gardner,  
Washington**

## **The State Role**

An effective program to improve international education must begin in the elementary schools and continue throughout the formal education process. It must also focus on increasing public awareness of the nature of the international economy and address the immediate needs of businesses by improving the knowledge and skills of current employees. State government can play an important role in each of these areas.

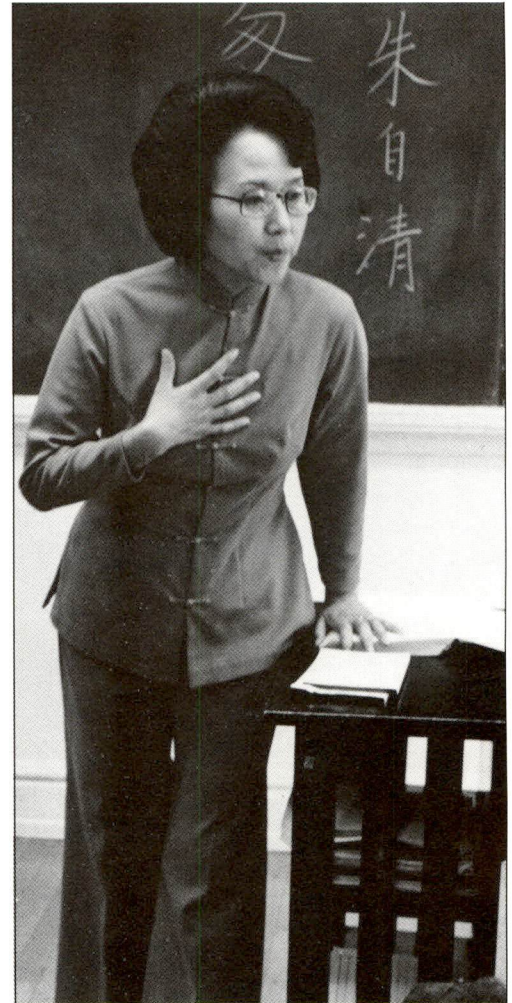
### **State Role in Education**

Over the past decade, the Governors have been in the forefront of education reform. States are uniquely situated to influence the coursework offered at both the elementary and secondary level. States also assist in the training and recruitment and certification of the teachers needed in critical areas.

States influence the direction of public colleges and universities. But there are limits to this influence. They can not dictate the curriculum that is offered on state campuses nor mandate cooperation between the college classroom and business.

### **State Role in International Trade**

States are playing a greater role in economic development activities and in the promotion of foreign trade and tourism. As states develop a better understanding of foreign markets, and the impact of national cultures and customs, they are able to share this information with businesses that are looking for international markets.



## State Action Agenda



Governors have been key leaders in reforming America's schools, colleges, and universities. Governors are also their states' chief diplomats and trade promoters and work to attract foreign investment and tourists to their states. Governors have learned first-hand the importance of understanding the culture and customs of other nations and communicating in the language of the customer. Thus, Governors sit at the critical juncture where policy on economic development and growth, trade, education, and the labor force meet.

Now it is time for Governors to take the lead in creating an international focus in the U.S. education system. Governors and states can build upon their accomplishments in leading education reform to expand international education for children, youth, and adults in all settings—elementary and secondary schools, postsecondary institutions, and businesses.

To achieve this, Governors can develop a comprehensive statewide strategy for international education that reaches all agencies and levels of education, as well as the private sector. An effective strategy should be based on specific goals and define the various roles of those in state government and education. Critical to the success of this effort is the involvement of a broad range of individuals—teachers, school administrators, school board members, university presidents, college faculty, and the business community—in developing a comprehensive plan.

There are many successful programs and ideas that Governors and their states can consider for every sector of education.

### Elementary and Secondary Education

**OBJECTIVE:** International education must become part of the basic education of all of our students.

In an age of world economic competition, knowledge of other countries, political systems, and cultures cannot be reserved just for those who complete high school, or those who pursue postsecondary education. To become fully functioning citizens, all children, starting from the earliest grades, must learn of the broader world.

States can:

- Require separate study units on world culture and world history in the basic curriculum. A basic course in world history can lay the foundation for more advanced knowledge in international education. The state of New York has recently taken action in this area. Global studies is a required course for all ninth and tenth grade students in New York's public and private schools. The curriculum is recommended by the state. For purposes of curricular study, the world is divided into seven geographic areas: Africa, South Asia, East Asia, Latin America, Western Europe, the Soviet Union and Eastern Europe, and the Middle East. Each area has five key focuses: historical geography, history from the colonial period, contemporary nations and cultures, economic development, and international relations.
- Incorporate an international focus in the entire curriculum. International education can be infused into every aspect of education. Ninety-one public

schools in Dade County, Florida, are attempting to infuse the curriculum with a global perspective. The county has entered into a partnership with Florida International University to “institutionalize” international education in the schools by training teachers, media specialists, and administrators.

- Expand assessment systems to include geography and international education topics, such as world history and cultures. The Governors’ leadership in evaluating school and student performance by assessing what students are learning is transforming all aspects of American education. If international education is measured as a part of ongoing assessment systems it will be necessary for teachers to focus on these topics. In New York, for example, successful completion of a statewide mandatory test on global studies is necessary for graduation.

**OBJECTIVE:** More of our students must gain proficiency in foreign languages.

Knowledge of other languages is essential for business and trade with economic competitors. Foreign language study also can be an important bridge to the understanding of other countries and cultures.

States can:

- Offer opportunities to elementary school students for foreign language instruction beginning as early as first grade. All students should have the opportunity to learn to speak a second language in their early years. Studies demonstrate not only that students most easily learn to speak another language in their early years, but also that

foreign language learning enhances cognitive development and basic skills performance for elementary school children.

By 1993 in North Carolina, all public school children from kindergarten through fifth grade must take a second language. Currently, language instruction is available to many North Carolina elementary school students. In kindergarten through third grade, all instruction is based on speaking, listening, and learning about foreign cultures. Reading and writing instruction follows in grades four and five.

- Expand the opportunity for students to learn a second language during the summer months or in after-school or weekend programs. Intensive language programs can be introduced and existing courses can be supplemented through special programs outside the usual school schedule. For example, the Governor’s Foreign Language Academies, offered in the summer, are successful in Virginia. In 1988, six academies (French, German, Spanish, Asian Studies, Russian Studies, and Latin) served 310 high school students during a four- to six-week period. The academies offer a total language immersion experience in addition to covering culture, geography, and history.

International Language Villages operate during the summer months in Minnesota. Student villagers are immersed in the language and the culture of another country during their stay. There are ten villages, one each for German, French, Norwegian, Spanish, Russian, Swedish, Finnish, Danish, Chinese, and Japanese on lakeside sites

in Minnesota. Each summer, 4,300 students, generally of high school age, become part of these villages. Most students stay for two-week sessions, with classroom study of another language for ninety minutes a day, and conversation in that language during the rest of the day. Six hundred students stay for four weeks and spend six hours a day formally studying the language.

**OBJECTIVE:** Teachers must know more about international issues.

Governors recognize the professional nature and demands of teaching. They also recognize that education is a “bottom heavy” enterprise, where the most important activity—that of teaching and learning—occurs in millions of classrooms around the nation. No group of individuals is more important than teachers for enhancing the international perspective of schools.

States can:

- Provide in-service training for current teachers in both international studies and foreign languages. These courses can provide information on new resources and materials and help teachers developing new curriculums and professional expertise. Several states have already taken action.

In Florida, foreign language instruction has been declared a critical teacher shortage area. Through the state-funded Critical Teacher Shortage Program, present and future teachers are eligible for a variety of incentives including grants, loan forgiveness, and tuition reimbursement. The summer institutes

provide sixty hours of rigorous content instruction to foreign language teachers currently teaching in other fields or pursuing an add-on to their certificate. In 1986, twenty-one school districts participated in summer institutes for foreign language teachers, providing instruction to 459 teachers.

The California International Studies Project (CISP) consists of nine regional international studies resource centers, funded by the state, to strengthen international education in the state's elementary and secondary schools. The centers provide teachers with the opportunity for training and study in such subject areas as world geography; regional studies of Asia, Africa, and Latin America; international economics; and the environment. The centers also offer skill development training and support services to foreign language teachers. Increasingly, this education includes the study of the culture or cultures where those languages are spoken. CISP also organizes study tours for master teachers to provide teachers with direct experience in other cultures. The individual centers are operated by collaborating groups of school districts and local international resource organizations—colleges and universities, and world affairs and community organizations.

- Strengthen teacher education to include study of geography, world history, communications skills in foreign languages, and international studies. To reinforce this goal, teacher certification testing programs must test prospective teachers for their international awareness.

Funded by the Ford Foundation, the University of Iowa has developed a program to encourage college sophomores to earn a teaching degree in Japanese, Chinese, or Russian. This five-year plan includes a year of study in the country of the chosen language. Students who participate in the program must teach in Iowa for a minimum of three years after completion.

**OBJECTIVE:** Schools and teachers need to know of the wealth of resources and materials, besides standard textbooks, that are available for international education.

States can:

- Find other resources to augment standard textbooks. Resources for enhancing international studies may be close at hand although not obvious. Drawing on alternative sources to supplement textbooks may enliven the curriculum at little cost.

The Arkansas Retired Teachers' Association is gathering books and materials for use in global studies classes throughout Arkansas. A range of materials are being collected: postcards



and stamps, maps and travel books, newspapers and magazines from other countries, and pictures, tapes, and slides. The association is selecting and cataloguing the items for use in the school setting.

- Use new technology to enhance foreign language and international education instruction. Technology expands opportunities for students in language instruction, including less commonly taught languages, and other internationally oriented subjects, regardless of their schools' accessibility to teachers with these specializations.

Language students in Hawaii, through participation in a unique TELECLASS language system, are able to communicate directly with other children in target countries via a telephone. The communication includes direct conversation and slide and video presentations. Through TELECLASS, students in Hawaii have talked to students in Canada, China, France, Germany, Japan, Korea, Russia, Spain, and Tahiti.

In Arkansas four school districts are currently receiving Spanish instruction from the Utah Department of Education/IBM Distance Accelerated Learning program, while nineteen school districts are using the Oklahoma State University German by Satellite program.

- Publicize and coordinate alternative resources that teachers can draw on to help internationalize the curriculum. Returned Peace Corps volunteers, exchange students, and former Fulbright scholars can offer students an exciting and realistic global perspective. A good

example is the Peace Corps' Volunteers in Development Education (VIDE) program. This program was first implemented in Virginia in 1987 and expanded to Ohio in 1988. Five returning volunteers spend six weeks teaching classes and giving presentations to civic and business groups statewide about their experience. Each volunteer is assigned a region and works with an educator and business person.

- Promote or disseminate information about student and teacher exchanges. Teachers and students need more direct experiences with other cultures. Teachers are interested in and will benefit from exchanges with their counterparts outside the United States. The New Jersey Division of International Trade and the New Jersey Department of Education are sponsoring a teacher exchange between New Jersey and China for the 1989-90 school year. Two New Jersey teachers will teach English as a second language, along with U.S. literature and culture, to teachers in China. Zhejiang Province, New Jersey's "sister state," will send Chinese teachers to work in selected New Jersey schools.

Indiana teachers can go abroad for new instruction or for refresher courses in language and culture through the Ambassadors in Education program. The state provides 50 percent in matching funds.

The Alaska Sister Schools Exchange Network was launched in 1984 as a collaborative effort of the Alaska Department of Education and the University of Alaska-Fairbanks. Ap-



proximately 150 schools have been matched with schools in Pacific Rim countries. Social studies curricula in each school develop a deeper understanding of these countries.

- Take teachers along as members of official state trade delegations.

This experience could be particularly useful to foreign language teachers or area specialists who could benefit from a quick "brush-up" in language, culture, or international economics. The associated prestige and publicity for teachers would promote both international education and the teaching profession.

### Higher Education

**OBJECTIVE:** All college and university graduates must be knowledgeable about the broader world and conversant in another language.

The higher education system educates America's future science, business, government, and education leaders. In the twenty-first century, the world will demand American leaders who can participate in international dialogues and in worldwide markets.

States can:

- Increase language and social studies requirements for admission to state colleges and universities. Several states have recently strengthened admissions standards at public colleges and universities. Upgraded admissions requirements that include foreign language and social studies knowledge and skills will press high schools to improve and increase course offerings in those subjects.

The Maryland State College system will require one year of foreign language study for admission in 1991, increasing to two years in 1992. The University of Minnesota recently increased its admissions requirements to include three years of a second language.

- Require an international element in all majors. All majors from physics to economics will benefit in their work lives from this exposure. Business school curriculums, in particular, should have an international focus and be linked with foreign language and area studies programs.

The College of Business Administration at the University of Hawaii focuses on the study of business in the Pacific Basin. The college offers a master's in business administration degree with a concentration in international business, as well as a joint

M.B.A. and M.A. in Asian studies. The Pacific Asian Management Institute (PAMI) at the college develops cross-cultural international management programs. Since 1977 PAMI has trained managers, government officials, students, and teachers from more than twenty-two countries representing 170 companies and 200 institutions.

- Reward programs that have an international emphasis. Incentives can be an effective means for states to encourage new and varied programs with an international focus.

Ramapo College of New Jersey received a \$3.4 million state challenge grant to become the state college specializing in international education. The college is enhancing its undergraduate education by infusing its curriculum, program, and activities with multicultural and international perspectives. Similarly, the New Jersey Department of Higher Education has an international and foreign language education grant program. In 1988, twenty-five projects received almost \$400,000 for everything from curriculum and faculty development to projects that improve language skills through video-assisted instruction.

- Help institutions of higher education share their academic expertise with school districts and the business community. Academics with years of research experience and in-depth knowledge about international trade, politics, economics, world history, and literature, are often an untapped treasure trove.

The Pennsylvania International Education Collaboratives have been effective in promoting discussion and interaction between higher education faculty and elementary and secondary teachers. The ten collaboratives throughout the state receive small program grants from the Pennsylvania Department of Education. Collaboratives are located at universities, within school district buildings, and at regional education centers. Volunteer faculty from both higher education and elementary and postsecondary education serve as staff for education and business collaboratives. Each collaborative determines its own particular focus. Some are heavily involved with in-service teacher training while others organize international education events for students.

- Develop opportunities for students to participate in international exchange study programs and for international students to study in the United States. Roughly .4 percent of American college and university students study abroad each year. In contrast, in preparation for the integration of the European Economic Community in 1992, European countries are planning to send 10 percent of their students to study abroad.

In Florida, a public-private partnership was forged between state government, postsecondary institutions, and the private sector to provide scholarships for economically and academically deserving students from Central America and the Caribbean to study on Florida campuses. State appropriations are matched with private sector contributions, both cash and in-kind. Through the program, Florida's government,

academic institutions, business community, and citizenry have developed strong personal and professional relationships with their counterparts in Central America and the Caribbean.

Institutions may have difficulty organizing overseas programs on their own. The University of Missouri-Kansas City and People to People International, a nonprofit exchange organization, have collaborated to offer summer overseas studies programs for university credit. Courses, which are taught by UMKC faculty, attract students from throughout the United States. Because students receive academic credit, they are eligible for federal student aid for the courses. The university also has established a scholarship program to encourage minority students to study abroad. Faculty who teach benefit from the opportunity to conduct research and establish contacts overseas.

## Business

**OBJECTIVE:** Business and community support of international education should be increased.

Much of the success in the education reform movement is due to the collaborative support of the business community and the Governors. Given the profound importance of international education to America's economic competitiveness, the business community may be called upon to support international education in the nation's schools and to help promote a global perspective on the nation's campuses. In return, education must be responsive to the international needs of the business community.



States can:

- Establish state, business, and education advisory councils to foster support for international education and ensure that these are relevant to business needs. In South Carolina, the state superintendent of education has appointed a state International Education Advisory Council composed of business, civic, and education leaders.
- Encourage communities to engage in a dialogue on the importance of international education. The general community needs to determine for itself and be convinced that international education is of vital importance to the survival and prosperity of the community. Governors can be instrumental in beginning that discussion that will lead to consensus for political action as well as partnerships for immediate action. In

Hawaii, a recent Governor's Congress on Hawaii's International Role drew 750 registrants from all walks of life to begin building a community agenda.

**OBJECTIVE:** The business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures.

Manufacturers and service industries, which have been concentrating on domestic markets, cannot be expected to know the subtleties of international trade.

States can:

- Sponsor centers that reach out to the business community and better forge the link between business and the higher education community.

The New Jersey Center for International Business and Education at Rutgers, the state university, will link executives from small and medium-sized companies with faculty and other international experts to obtain the information they need to start and expand overseas trade. It also will serve as the state's focal point for international education for business. The center surveyed small to mid-sized firms in order to discover the firms' most important international education needs.

The Intermountain-Pacific Rim Trade Project (IMPART) at the University of Utah seeks to improve and extend commercial and economic relationships between the mountain states and the Pacific Rim. A data center available to users nationwide provides businesses, public agencies, and educators with information to help them locate, understand, and develop Pacific Rim markets.

- Offer workshops and seminars to local businesses on international trade and related topics. The Minnesota Trade Office in the Department of Trade and Economic Development sponsors about seventy-five workshops a year. Examples of program topics include methods of selling products in foreign markets, methods of adapting sales literature for export markets, and ways that agriculture and service industries will be affected by the General Agreement on Tariffs and Trade.

The Nebraska Department of Economic Development is the state's lead agency in promoting international trade. As part of its services to business, the department offers seminars and workshops on international topics.

- Provide technical and marketing assistance to firms interested in developing overseas trade. New Mexico's U.S. and Foreign Commercial Service International Trade Office offers technical and marketing assistance to small business firms.

### Conclusion

There is much progress to report in the area of international education. Isolated examples of creative and inventive efforts to expand international education in our schools, colleges, and businesses abound. Yet there is much to be done. With gubernatorial leadership these programs and efforts can multiply, so that they are no longer unique or unusual. In summary, Governors need to:

- develop strategic plans for international education at the elementary, secondary, and postsecondary levels;
- create coalitions of education, business, and government;
- promote the alignment of curriculum, instruction, and assessment;
- use the bully pulpit to promote international education; and
- remain responsive to changing needs in international education.

These efforts are essential. American business and world harmony and prosperity in the twenty-first century depend in large measure on the seeds that are planted in the next decade.



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