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CHAPTER FOURTEEN

HUMOROUS ANECDOTES

BOOKS

An English newspaper recently headlined a story: "Books for the Backward–An Exhibition for Teachers."

When the librarian questioned the little boy's book choice, *Advice to Young Mothers,* he explained, 'I'm collecting moths.'"

Parents who scorn the "See, See, See" tedium of "basely readers" have long cherished the story about the first-grade teacher who steps out of her wrecked car to cry, "Oh, Oh, Oh,–Damn, Damn, Damn." Now the gag has grown to an entire parody of the best known reader, *Fun with Dick and Jane. Fun with Hamlet and His Friends.* Excerpts: See Hamlet run. Run, Hamlet, Run. He is going to his mother's room. "I have something to tell you, mother," says Hamlet. "Uncle Claudius is bad. He gave my father poison. Poison is not good. I do not like poison. Do you like poison?" "Oh, no indeed!" says his mother. "I do not like poison." "Oh, there is Uncle Claudius," says Hamlet. "He is hiding behind the curtain. Why is he hiding behind the curtain? Shall I stab him? What fun it would be to stab him through the curtain." See Hamlet draw his sword. See Hamlet stab. Stab, Hamlet, Stab. See Uncle Claudius' blood. See Uncle Claudius' blood gushing. Gush, Blood, Gush. See Uncle Claudius fall. How funny he looks, stabbed. Ha, Ha, Ha. But it is not Uncle Claudius. It is Polonius. Polonius is Ophelia's father. "You are naughty, Hamlet," says Hamlet's mother. "You have stabbed Polonius." But Hamlet's mother is not cross. She is a good mother. Hamlet loves his mother very much. Hamlet loves his mother very, very much. Does Hamlet love his mother a little too much? Perhaps. See Hamlet run. Run, Hamlet, Run. "I am on my way to find Uncle Claudius," Hamlet says. On the way he meets a

man. "I am Laertes," says the man. "Let us draw our swords. Let us duel." See Hamlet and Laertes duel. See Laertes stab Hamlet. See Hamlet stab Laertes. See Hamlet's mother drink poison. See Hamlet stabbing Claudius. See everybody wounded and bleeding and dying and dead. What fun they are having! Wouldn't you like to have fun like that?

TEACHERS, TEACHING AND INSTRUCTION

Instruction

Some educators say it won't be long before they will teach without books. Then you will really see some football teams!

And one student told the teacher that an adjective is a word, phrase, or clause that mortifies a noun or pronoun.

"People seem so worried these days that they have forgotten how to relax," said the college professor. "Why, sometimes as I look around the room while teaching, I can see hardly anyone napping."

Teacher was warming to her subject and, laying down her book, said: "Now you all understand that the trunk is the middle part of the body, don't you?" "Yes, ma'am," chorused the class with one exception. "You understand it, too?" asked the teacher of the boy who had not answered. "No, ma'am, because it isn't so." "Why, my boy, what do you mean?" "Well," replied the boy, "you ought to go to the circus and see the elephant."

A few days ago I overheard my small grandson doing his arithmetic homework. "Three plus two, the son of a bitch is five. Three plus three, the son of a bitch is six." And so on. Horrified, I asked him where on earth he had picked up that language. "Oh, that's the way they teach us at school," he replied. The following day I went to see his teacher and asked her about it. At first she was equally horrified, then her face broke into a grin. "I get it!" she cried. "We teach the children to say 'Three plus one, the sum of which is four. Three plus two, the sum of which is five.'"

The teacher had asked the class to list, in their opinion, the eleven greatest Americans. After a while she stopped at one desk and asked: "Have you finished your list yet, Bobby?" "Not yet, teacher," Bobby replied. "I can't decide on the fullback."

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A class of six-year-olds was
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Teachers and Teaching

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After several synonyms had been given for the word "jubilant" in the sixth-grade spelling hour, one boy added: "Oh, I know what you mean now–it's like jubilant delinquency!"

A class of six-year-olds was being instructed in the use and value of coins. The teacher placed a penny on her hand, showed it to a small boy and asked: "What is it?" After a close scrutiny the child replied, "Heads."

The teacher was trying to make the pupils think, so asked some tricky questions. "Johnny," said the teacher, "give me an example of 'nothing.'" Johnny did not hesitate. "Nothing," he said, "is a balloon with its skin off."

Lecture: something that can make you feel numb on one end and dumb on the other.

Whistler was strolling among the members of his class one day, while they were engaged in sketching from a living model. He suddenly stopped and stared at one drawing in startled fashion. After a moment's silence he turned from the picture to the student and wryly observed: "Oh well! You can hardly expect me to teach you morals."

It was one of those blistering Alabama days. I had called on a student to read aloud a brief paragraph from an essay. This he did, laboriously. When he finished, I asked him to comment on the significance of the passage which he had just read. His earnest reply brought even the sleepiest student to a hilarious awakening. For he said, "I am sorry, sir, but I wasn't listening."

During an English class for foreign born, the sentence to be changed to the past tense was, "He gives her a present." One earnest gentleman's prompt reply was, "He gave her a past."

Teacher: "I have went. That's wrong, isn't it?"
Johnny: "Yes, ma'am."
Teacher: "Why is it wrong?"
Johnny: "Because you ain't went yet."

Teachers and Teaching

To whip or not to whip? That is the question. Whether 'tis easier in the mind to suffer the deaf'ning clamor of some fifty urchins, or

take birch and ferrule, 'gainst the rebels, and by opposing end it? To whip–to flog–each day, and by a whip to say we end the whispering, shuffling, and ceaseless buzzing which a school is heir to–'tis a consummation devoutly to be wished. To whip, to flog. To whip, and not reform–aye, there's the rub. For by severity what ills may come, when we've dismissed and to our lodging gone, must give us pain . . .

A university professor is a person whose words are so long they paragraph them.

A professor is a man whose job it is to tell students how to solve the problems of life which he himself has tried to avoid by becoming a professor.

If you copy anything out of one book, it is plagiarism. If you copy it out of two books, it is research. If you copy it out of six books, you are a professor.

Professor's research work . . . consists principally of hunting for his spectacles.

He was a very learned professor. In a few minutes he could make the simplest matter completely incomprehensible.

A good teacher is one whose ears get as much exercise as his mouth.

Professor Charles Townsend Copeland of Harvard was once asked why he persisted in living in his pokey little rooms at the top of Hollie Hall. "Well," he replied, "it's the only place in Cambridge where God alone is above me." Then he added, "He's busy–but he's quiet."

A midwestern Chamber of Commerce was giving a banquet for the teachers in the school system. Toward the end of the evening, one official arose and proposed a toast. "Long live our teachers!" he shouted. To which a voice from the back of the room inquired "On what?"

The college professor was in his bathroom shaving when Lindbergh landed in Paris on the occasion of his historic solo flight across the Atlantic Ocean. His wife, anxious to break the news to him shouted through the closed door: "Lindbergh has flown the ocean alone." She was, however, somewhat disappointed that the professor did not

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share her enthusiasm when he shouted back: "It would have been much more remarkable if a committee had done it."

"Why did you break your engagement with that school teacher?" "I didn't show up, one night, and she wanted me to bring a written excuse signed by my mother."

An elderly woman strolled calmly out into the street after a cop had flagged her to stay on the sidewalk. "Lady," he roared, "don't you know what it means when I hold up my hand?" "I ought to," she snapped. "For the last 25 years I've been a school teacher!"

A school teacher was given a ticket for driving through a stop light which called for her appearance in traffic court the following Monday. She went at once to the judge, explained that she had to teach on Monday, and asked for immediate disposal of her case. "So you're a school teacher," said the judge. "Madam, your presence here fulfills a long-standing ambition of mine. You sit right down at that table and write 'I went through a stop sign' 500 times."

Yesterday we heard positively the last one on our friend, the absent-minded professor. He slammed his wife and kissed the door.

The absent-minded professor was busy in his study. "Have you seen this?" said his wife, entering. "There's a report in the paper of your death." "Is that so?" returned the professor without looking up. "We must remember to send a wreath."

Absent-minded Professor–"I forgot to take my umbrella this morning." Wife–"When did you miss it?" Professor–"When I reached up to close it after the rain had stopped."

Absent-minded Professor to Servant–"You say there is a collector at the door. Did you tell him I was out?" Servant–"Yes, sir, but he didn't believe me." Absent-minded professor–"Well, I guess I will have to go and tell him myself."

There is a story being told about the absent-minded professor in a revolving door. He couldn't remember whether he was coming in or going out.

Wife: "Do you realize, dear, that it was 25 years ago today that we became engaged?" Absent-minded Professor: "Twenty-five years! Bless my soul! You should have reminded me before. It's certainly time we got married."

A professor is one who talks in someone else's sleep.

O ye! who teach the ingenious youth of nations, Holland, France, England, Germany or Spain, I pray ye flag them upon all occasions. It mends their morals, never mind the pain.

Professor–"Young man, are you the teacher of this class?"
Student–"No, sir."
Professor–"Then don't talk like an idiot."

"I shall now illustrate what I have in mind," said the Professor as he erased the board.

Mother: "The teacher complains you have not had a correct lesson for a month; why is it?"
Son: "She always kisses me when I get them right."

Father (meaningly): "Who is the laziest member of your class, Tommy?"
Tommy: "I don't know Pa."
Father: "I should think you should know. When all the others are industriously studying or writing their lesson, who is it sits idly in his seat and watches the rest, instead of working himself?"
Tommy: "The teacher."

Teacher: "Now, Robert, what are you doing–learning something?"
Robert: "No, sir; I'm listening to you."

A school teacher who had been telling a class of small pupils the story of the discovery of America by Columbus ended with: "And all this happened more than 400 years ago." A little boy, his eyes wide open with wonder, said, after a moment's thought: "Gee! What a memory you've got."

A teacher entered the classroom and noticed a girl student sitting with her feet in the aisle and chewing gum. "Ethel," exclaimed the teacher, "take that gum out of your mouth and put your feet in."

Even though Whistler took teaching very seriously, he also believed that a bit of humor relieved the pressure and monotony in the classroom. He apparently thought the students' interest was lagging one lazy afternoon for suddenly he rapped for attention and asked, "Do you know what I mean when I say tone, value, light, shade, quality, movement, construction, etc.?"

The class chorused as with
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than I do myself."

Mike: "Hey Sam! Did you hea
Sam: "No! What's new?"
Mike: "They turned all the
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Sam: "What are they going to
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Learning and Scholarship

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medicine, my son," he blurted
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A ranch-reared city man, who h
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The class chorused as with one voice, "Oh, yes, Mr. Whistler!" "I'm glad then," sighed Whistler in a relieved tone, "for it's more than I do myself."

Mike: "Hey Sam! Did you hear the latest news?"
Sam: "No! What's new?"
Mike: "They turned all the inmates loose from the insane asylums in Poland."
Sam: "What are they going to do with these poor people?"
Mike: "Send them to the U.S.A. for school teachers."

A good teacher has three rules in teaching: He talks realistically, he convinces students that he is genuinely interested in them, and he makes it clear that he'll break their blooming necks if they don't work. *

University professor–Any eccentric person in horn-rimmed glasses wearing a baggy tweed suit and a gold key.

The teacher in the first-grade classroom had given one group of youngsters some modeling clay while she was working with another group. Finishing her work, she gave this second group some clay also. As she stood in the middle of the room, thinking about what she would do next, one of her bright pupils noticed her and said, "Why don't you get busy and do something, Mrs. Cunic? We're all busy."

The candidate for heaven rapped at the pearly gates.
"Who's there?" asked St. Peter.
"It is I," replied the candidate.
"You go to hell; you're an English teacher."

Learning and Scholarship

A quack killed one of his patients and as a result, was bound hand and foot by the bereaved family. At night he struggled loose, dived into a river and made his escape. When he got home he found his son deep in the study of a medical tome. "Never mind studying medicine, my son," he blurted out. "It is much more important that you learn swimming."

A ranch-reared city man, who had farmed out his teen-aged son to an old rancher friend, inquired about his son's progress. "Well," said

the rancher, "he's a good worker, and already he speaks cow language. But he ain't learned yet to think like a cow."

In these days when droves of students are going abroad on exchange scholarships, one superintendent reported he received the following letter: "I am interested in one of these here Fulbright scholarships and I wonder if you can tell me if I can't get a full bright one, can I get a half bright one?"

SCHOOLS

School days are the happiest of your life–provided, of course, your youngsters are old enough to go.

Englishman (patronizingly)–"Your school facilities are excellent, I am told." American (suavely)–"Well, I should say. See the Smithsonian Institution over there? Think of a building like that just to educate the Smiths."

Contrary Mary: "It ain't the school I don't like; it's the principal of the thing."

In my day nobody went away to school. In fact, they came and got you.

In an American school, if you ask for the salt in good French, you get an 'A.' In France, you get the salt.

Colleges and Universities

The president of a small college was approached by the father of a prospective pupil. "Can't you simplify the course?" he asked. "My boy will never take all that in. He wants to get through by a shorter route." "Certainly," answered the college president, "I can arrange for that. It all depends of course, on what you want to make of him. When God wants to make an oak, He takes a hundred years; but when He wants to make a squash, He requires only two months.

An advanced course in statistics at Texas Technological College was designed to be completed in one semester. But the casualty rate was unusually high, for the professor's method as he lectured was to fill the blackboard with highly complex mathematical equations, then immediately erase them in order to make room for more.

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Son: "How to open beer bottles

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A student's hope of passing depended on his ability to copy everything the professor wrote, then study it after class. One day as the professor started erasing, a distressed student cried out, "Wait! I don't have all that copied yet." "Don't worry about it," the professor replied as he continued erasing. "You can get it next semester."

"You college men seem to take life pretty easy." "Yes, even when we graduate we do it by degrees."

A guide was showing a group of tourists around some of the Oxford Colleges. Pointing out Trinity Hall, he said, "This is where the famous Benjamin Jowett, the translator of Plato and the President of the college lives." The tourists stopped in their tracks and gaped. Then the guide picked up a handful of gravel and threw it against an upper window. Immediately, a large face, crimson with fury, appeared at the window.
"I come first. My name is Jowett.
There's no knowledge, but I know it.
I am the Master of this College.
What I don't know is not knowledge."

There is the story of the Oxford professor who always tipped his hat to every student he passed. Some thought him eccentric but when asked for the reason he replied: "I never know when I am greeting the next Prime Minister of England."

Father: "What was the hardest thing you learned at college?"
Son: "How to open beer bottles with a half dollar."

"Were you ever in a position where you had to talk about something about which you were ignorant?" "Sure, I've been through college!"

Doctor: "I'm afraid I have bad news for you. You will never be able to work again." College student: "Whadda you mean, bad news?"

Visitor: "What does the chaplain do here?" Freshman: "Oh, he gets up and looks over the student body and then prays for the college."

Frosh: "Professor, I can't go to class today." Professor: "Why?" Frosh: "I don't feel well." Professor: "Where don't you feel well?" Frosh: "In class."

Grad.: "This university certainly takes an interest in a fellow, doesn't it?" Tad: "How's that?" Grad.: "Well, I read in a grad-

uate magazine that they will be very glad to hear of the death of any of their alumni."

Said the friend to the proud father of a college graduate who had just been awarded an A.M. degree. "I suppose Robert will be looking for a Ph.D. next?" "No, he will be looking for a J.O.B."

The first thing we read this morning was the comment of a noted educator who said there are two kinds of colleges in America. Undoubtedly, there are—those that wish they had fired the coach last fall, and those that wish they hadn't.

In a post-graduate course at Yale University the students were not required to attend the lectures. One student attended only the first lecture and did not return until the examination, on which he made 95. The professor was so impressed that he said to the student, "How could you hear only one of my lectures and then make a 95 on the examination?" The student replied, "Well, professor, it was this way: I could have made 100, but your lecture confused me."

A girl considers college a success if she quits to get married.

Still if nobody dropped out at the eighth grade, who would be ready to hire the college graduates?

College football and basketball get the headlines, but they can't hold a scandal to college tennis and golf.

Theodore Roosevelt said a thorough knowledge of the Bible was worth more than a college education. A thorough knowledge of anything is worth more than a college education.

A modern college seems to be a place where 2,000 can sit in the classroom and 50,000 in the stadium.

Nothing irks a genuine college boy any more than shaking out the envelope from home and finding nothing in it but news and love.

Mother writes to know what to do for a growing boy who is straining his eyes through overstudy. Our advice would be to send him to college.

It's a shame to waste a college education on a freshman who already knows everything.

Four years at college may sometimes be wasted, but name a better way for a father to get an education.

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Any time you think a college
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Teachers and Pupils

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The first thing a pickpocket learns is not to fritter away his time on a man with three

The first thing a pickpocket learns is not to fritter away his time on a man with three children in college.

Any time you think a college freshman is a dumbbell, we suggest you try a college entrance examination.

During a contemporary-history class at California, Pa., State College, the professor was discussing the 'population explosion.' Intending to show a correlation between the birth rate and prevailing economic conditions in the United States, he used as examples the epochs immediately following World War II and the Korean War. Both periods were comparatively high in production, employment and wages, and there was also a noticeable increase in the birth rate. One coed seemed to be ignoring the lecture. In order to get her attention and to determine whether she understood the point being made, the professor asked her to mention the factors that led to the population increase. The coed answered calmly and simply, 'The soldiers came home.'

When I first went to Yale to coach football, many of my friends from the South tried to help me out by sending me players. Unfortunately, they didn't realize Yale's strict academic entrance requirements. One day a couple of my Tennessee friends brought a big tackle into my office, and I could see immediately that he was going to have a very tough time getting into Yale. So, partly to impress my friends, I said, 'How's his Greek?' 'He *is* Greek,' my friends shot back. 'It's his English we're worried about.'

Teachers and Pupils

Said the professor: "If there are any dumbbells in the room, please stand up." A long pause and then a lone freshman stood up. "What, do you consider yourself a dumbbell?" "Well, not exactly that, sir, but I do hate to see you standing by yourself."

One of the prettiest of our young teachers had just announced her engagement. Fellow teachers and pupils heaped good wishes upon her, but she was hardly prepared for a note from one eight-year-old, which read: "Dear Miss Smith, I hope you have a happy and sexful married life. Your friend, Mary!"

From a harassed teacher comes this tale: Initiating my young pupils into the mysteries of the French language, I explained that "Madame" was used in speaking of a married woman; "Mademoiselle," an unmarried woman; and "Monsieur," a gentleman. To see if the children understood, I turned to a boy who seemed rather bored and asked: "What is the difference between 'Madame' and 'Mademoiselle'?" "Monsieur," came his prompt reply.

Teacher: "Tommy, how many wars was Spain engaged in during the 17th century?"
Tommy: "Seven."
Teacher: "Seven? Enumerate them."
Tommy: "One, two, three, four, five, six, seven."

Teacher: "What happened to Lot's wife when she looked back?"
Small pupil: "She was turned into a pillar of salt."
Teacher: "And what did Lot do?"
Small pupil: "Looked around for a fresh wife."

Teacher: "What is the difference between a flea and an elephant?"
Tommy: "Well, an elephant can have fleas, but a flea can't have elephants."

"Children," said a teacher, "be diligent and steadfast, and you will succeed. Take the case of George Washington. Do you remember my telling you of the great difficulty George Washington had to contend with?"
"Yes, Miss," said a little boy. "He couldn't tell a lie."

The teacher wrote on the blackboard: "I ain't had no fun all summer." Then she asked a youngster in the front row: "Harry, what should I do to correct that?" "Mebba–get a boy friend?" he suggested helpfully.

A pupil roused his teacher's wrath by laughing louder the more he punished him. "What are you laughing at you rascal?" said the teacher. "Because you're whipping the wrong boy," replied the lad.

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In a physiology class the teacher said, "Joey, can you give a familiar example of the human body as it adapts itself to changed conditions?" "Yes, ma'am," answered Joey. "My aunt gained 50 pounds last year, and her skin never cracked."

"Mother," said little Tobey," today our teacher asked me whether or not I had any brothers or sisters, and I told her I was the only child." "What did she say?" asked his mother. "She said, Thank goodness."

Teacher (shaking George by the arm)–"I believe the devil has hold of you." "Ss– s – so – d – do I," stammered George.

The teacher played the "Star Spangled Banner" and asked her class to identify it. "That's easy," shouted a pupil. "It's what they play every Friday on TV just before the fights."

A teacher was conducting a lesson in history, "Tommy Jones," she said, "what was there about George Washington which distinguished him from all other famous Americans?" "He didn't lie," was the prompt answer.

Teacher: "Johnny, can you tell me what a grudge is?"
Johnny: "A grudge is place where they keep automobiles."

A teacher asked his class to give examples of coincidence. There was a long silence, then a small boy said: "My mother and my father were married on the same day."

"Dear me, Johnny," exclaimed the teacher, "you look as if you haven't been washed for a week! Whatever would you say if *I* came to school looking like that?" "Please, Miss," murmured Johnny, "I'd be too polite to mention it."

Professor: "Can you tell me anything about the great chemists of the 17th century?" Coed: "They are all dead, sir."

Dean: "Where are your parents?" Coed: "I have none."
Dean: "Where are your guardians?" Coed: "I have none."
Dean: "Where are your supporters?" Coed: "Sir, you are forgetting yourself."

Professor: "Wake up that fellow next to you." Student: "You do it, Prof. You put him to sleep!"

Professor of Economics: "You boys of today want to make too much money. Why, do you know what I was getting when I got married?" Voice from the last row: "No, and I'll bet you didn't either."

Professor: "You can't sleep in my class." Student: "If you didn't talk so loud I could."

Professor: "A fool can ask more questions than a wise man can answer." Student: "No wonder so many of us flunk in our exams."

Professor: "Gentlemen, I am dismissing you ten minutes early today. Please go out quietly so as not to wake the other classes."

"Sedentary work," said the college lecturer, "tends to lessen the endurance." "In other words," butted in the smart student, "the more one sits, the less one can stand." "Exactly," retorted the lecturer; "and if one lies a great deal, one's standing is lost completely."

Professor: "Oxygen is essential to all animal existence. There could be no life without it. It was discovered only a century ago." Student: "What did they do before it was discovered?"

Math Professor: "Now, Mr. Zilchguard, if I lay three eggs here and five eggs, how many eggs will I have?" Mr. Zilchguard (with a questioning glance): "I don't believe you can do it, sir."

Professor of Political Economy: "Who's the speaker of the House?" Student: "Mother."

Teacher: "Johnny, can you tell me what a hypocrite is?"
Johnny: "Yes'm; it's a boy who comes to school these days with a smile on his face."

Teacher: "Sonny, why are you late for school every morning?"
Sonny: "Every time I come to the corner a sign says, 'School–Go Slow!' "

Teacher: "Johnny, to what class of the animal kingdom do I belong?"
Johnny: 'I don't know, teacher. Pa says you're an old hen and Ma says you're an old cat."

"What is the plural of man, Willie?" asked the teacher. "Men," answered Willie. "And, the plural of child?" "Twins," was the unexpected reply.

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Teacher: "I hope I didn't see you looking at Fred's book, Tommy."
Tommy: "I hope you didn't, too, Sir."

Student: "Teacher, will you help me with this problem?"
Teacher: "I would, only I don't think it would be right."

Teacher: "Robert, explain what are the functions of the skin."
Bobby: "The chief function of the skin is to keep us from looking raw."

A teacher asked her class to draw a picture of that which they wished to be when they grew up. The pupils went diligently to work with paper and pencil, some drawing pictures of soldiers, policeman, fine ladies, etc. They all worked hard, except one little girl who sat quietly holding her pad and pencil in hand. The teacher, observing her, asked: "Don't you know what you want to be when you grow up, Anna?" "Yes, I know," replied the little girl, "but I don't know how to draw it. I want to be married."

Teacher (brightly): "As we walk out-of-doors on a cold winter's morning and look about us, what do we see on every hand?" Class: Gloves!"

Teacher: "Everyday we breathe oxygen. What do we breathe at night, Willie?" Willie: "Nitrogen."

Teacher: "Tommy, where was the Declaration of Independence signed?"

Tommy: "At the bottom, I guess."

"Now," said the teacher impressively, "Why should we endeavor to rise by our own efforts?" "Because," replied Tommy, "there's no knowing when the alarm clock will go wrong."

Teacher: "Well, how stupid you are, to be sure! Can't multiply eighty-eight by twenty-five! I'll wager that Charles can do it in less than no time." Abused pupil: "I shouldn't be surprised. They say that fools multiply very rapidly these days."

Teacher: "What was George Washington noted for?" Johnny: "His memory." Teacher: "What makes you think his memory was so great?" Johnny: "They erected a monument to it."

Teacher (in history class): "Johnny, for what was Louis XIV chiefly responsible?" Johnny: "Louis XV, Ma'am."

Teacher: "Tommy, come up here and give me what you've got in your mouth." Tommy: "I wish I could–it's the toothache."

Teacher: "Which is farther away, England or the moon?" Johnny: "England." Teacher: "England? What makes you think that?" Johnny: "Cause we can see the moon and we can't see England."

"Why are you late, Freddie?" asked the teacher angrily. "Please, Ma'am. It was late when I started from home." "Then why didn't you start early?" "Please, Ma'am. It was too late to start early."

Teacher: "What do you call the last teeth we get."
Pupil: "False teeth."

Teacher: "Children, there will only be a half-day of school this morning." Johnny (in back seat): "Whoopee! Hurray!" Teacher: "Silence. We'll have the other half this afternoon."

"Bobby," said the teacher sternly, "do you know that you have broken the seventh commandment by stealing James's apple?" "Well," explained Bobby, "I might just as well break the seventh and have the apple as to break the tenth and only covet it."

Teacher: "Johnny, would you like to go to heaven?"
Johnny: "Yes, but mother told me to come right home after school."

Stern Schoolmaster: "Now then, young man; tell me how you can prove that the earth is round." Timid Pupil: "Please, Sir, I didn't say it was round."

Teacher: "What does unaware mean?" Susie: "It's the last thing you take off at night."

Teacher: "Tell me something about oysters, Johnny."
Johnny: "They are very lazy. They are always found in beds."

Teacher (warning her pupils against catching cold): I had a little brother seven years old, and one day he took his new sled out in the snow. He caught pneumonia, and three days later he died." Silence for ten minutes. Voice from the rear: "Where is his sled?"

The teacher was giving the youngsters a mental drill. "Now, Bobby, tell me which month has 28 days in it?" Bobby had forgotten. After a moment he had the answer. "They all have."

Teacher: "Johnny, who was Ann Bolyn?" Johnny: "Ann Bolyn was a flat iron." Teacher, "What on earth do you mean?" Johnny:

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"Well, it says here in the history book, 'Henry, having disposed of Catherine, pressed his suit with Ann Boleyn.'"

First Student: "Why is teaching like a Model T Ford?" Second Student: "Why?" First Student: "A room full of nuts and a crank up front."

Even though Whistler took teaching very seriously he also believed that a bit of humor relieved the pressure and monotony in the classroom. He apparently thought the students' interest was lagging one lazy afternoon for suddenly he rapped for attention and asked, "Do you know what I mean when I say tone, value, light, shade, quality, movement, construction, etc.?" The class chorused as with one voice, "Oh, yes, Mr. Whistler!" "I'm glad then," sighed Whistler in a relieved tone, "for it's more than I do myself."

Hunter, the great Glasgow teacher of medicine, once had only one student attend his lecture. He sent the attendant to bring in the skeleton in order that he might begin his address with "Gentlemen."

At Boston College during a lecture by a young priest, the professor, after a long discourse, asked for questions. A student arose and demanded documentary proof of various statements made in the lecture. The professor admitted he had no proof with him, although it was easily obtainable. Unabashed, the show-off replied, "Well, sir, until you can produce documentary evidence, do you mind if, for the time being, I call you a liar?" The stunned audience waited for the professor to find his voice. Then he quietly asked the student for his parents' marriage certificate. Unable to produce it, the student sat dumbfounded as the professor said, "Well, sir, until you can produce the documentary evidence, would you mind if I called you an impertinent young bastard?"

Just before Christmas a college professor read the following on an examination paper: "God only knows the answer to this question. Merry Christmas." Across the paper the professor wrote: "God gets an A; you get an F. Happy New Year."

The little girl had done unusually good work in the second grade, and was promoted to the third. On meeting her former teacher, whom she dearly loved, her first words were "I wish you knew enough to teach me next year."

Economics Professor: "Name some production in which the supply exceeds the demand." Student: "Trouble."

Dean: "And where have you been the last week?" Student: "Stop me, if you've heard this one!"

Professor: "Mr. Smart, what is work?" Sleepy Student (stretching and opening one eye): "Everything's work." Professor (not irate): "Do you mean to tell me that this table is work?" Student (closing eye and resuming former attitude): "Sure, woodwork."

Professor: "Jones, what is the cause of cancer?" Jones: "I did know, sir, but I've forgotten." Professor: "What a pity! The only man that ever knew the cause of cancer and he's forgotten it!"

Indignant Professor (to student): "Well, if you're not sure of some points, ask me questions on the subject." Student: "But I don't know enough about it to ask questions."

Teacher: "Define trickle." Boy: "To run slowly." Teacher: "Define anecdote." Boy: "A short funny tale." Teacher: Use both words in a sentence." Boy: "The dog trickled down the street with a can tied to his anecdote."

A conscientious young Sunday school teacher had been telling her class of little boys about the crowns of glory and the rewards in heaven for good people. "And now, tell me," she said, "who will get the biggest crown?" There was a moment of deep silence and then, a voice piped out: "Him what's got th' biggest head."

Teacher: "You'll have to stay in after school and work on your geography lesson. You didn't locate one of the cities." Willie: "I can't locate them, but with my radio I can tune in on the whole blame lot."

Teacher: "Now, boys, there is a wonderful example in the life of the ant. Every day the ant goes to work and works all day. Every day the ant is busy. And in the end what happens?" Edward: "Someone steps on him."

Teacher: "Now, boys, can any of you tell me something about Good Friday?" Tommy: "Yes, ma'am. He was the feller that done the housework for Robinson Crusoe."

Teacher: "In what battle did General Wolfe, when hearing of victory, cry, 'I die happy.'" Johnny: "I think it was his last battle."

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"What's the shape of the earth?" asked the teacher, calling suddenly up on Willie. "Round." "How do you know it's round?" "All right," said Willie, "it's square then, I don't want to start any argument about it."

"Where is the island of Cuba situated?" asked the teacher of a foreign-looking boy." "I dunno, ma'am." "Don't you know where your sugar comes from?" "Yes, ma'am, we borrow it from next door."

The pastor was examining one of the younger classes and asked the question, "What are the sins of omission?" After a little silence one young lady offered: "Please, sir, they're sins we ought to have committed and haven't."

"Iceland," said teacher in the geography class, "is about as large as Siam." "Iceland," wrote John at examination time, "is about as large as teacher."

English Professor: "Jones, why are you not prepared?" Jones: "I am prepared; you said, 'Read *Twelfth Night* or *What You Will*' so I read *The Beautiful and Damned.*"

Secretary of State Dean Rusk, who as a college professor married a student in his class, defines a diplomat as "an instructor who can persuade one of his students to marry him without threatening to flunk her if she refuses."

Parent – Child

Among my pupils in a high school chemistry class was a lad who had a tendency to monopolize discussions. I decided that such a troublesome habit should be called to the attention of his parents. On his report card I wrote: "Allan is a good student but he talks too much." Several days later the report card was returned. Underneath my comment the boy's father had added: "You should meet his mother."

A second-grade teacher tells us that every year she pins the following note to the children's jackets: "Dear Parents–if you'll promise not to believe everything your child tells you that happens at school, I'll promise not to believe everything I hear about what happens at home."

A small boy returned home from school and told his father that he was second in his class. Top place was held by a girl. "Surely, John," said the father, "you're not going to be beaten by a mere girl!" "Well, you see, Father," explained John, "girls are not nearly so mere as they used to be."

The modern child quizzed her mother as to her origin and was given the traditional answer: "God sent you." "And how did you get here, Mother? Did God send you, too?" "Yes, dear." "And grandma?" "Yes, dear." "And great-grandma?" "Yes, dear." "Do you mean to say, Mother, that there have been no sex relations in this family for over 200 years."

Michael had taken a strong dislike to kindergarten. All persuasion failed, and finally his mother, in desperation, told him firmly that he would have to go. "All right, Mother," retorted Michael, "if you want me to grow up into a damn bead-stringer, I'll go."

Today's young engineer is like the small boy in the story I read recently. His young parents had spent some weeks preparing their son psychologically for his first day of school. Ricky entered the schoolhouse without a whimper, and when his parents questioned him anxiously later that day, he replied that he liked school just fine. The next morning his mother wakened Ricky at an early hour with the words, "Time to go to school." Ricky opened one sleepy eye and said indignantly, "What–again?"

Mother: "Well, Tommy, did you learn much on your first day at school?"
Tommy: "Not enough. I have to go back tomorrow."

Johnny's report cards had been far from satisfactory. One day one arrived a little worse even than those which had preceded it. Johnny's father announced that it would be subject for discussion after dinner. When the time came, the father appeared with the card in hand and, after reviewing it once more, said, "Well, Johnny, how do you account for such a miserable showing in your schoolwork?" "I'm sure I don't know," answered Johnny. "What do you think it is? Heredity or environment?"

"Didn't you promise me to be a good boy?" "Yes, Father." "And didn't I promise you a thrashing if you weren't?" "Yes, Father, but as I've broken my promise, you needn't keep yours."

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Teacher: (who has found Tommy out before) "Did your father write this essay on 'Why I love Teacher'?" Tommy: "No, he didn't; mother stopped him."

Son: "Pop, I got into trouble at school today an' it's all your fault." Pop: "How's that?" Son: "Remember I asked you how much $500,000 was?" Pop: "Yes, I remember." Son: "Well, a helluva lot ain't the right answer!"

Johnny: "Papa, would you be glad if I saved a dollar for you?" Papa: "Certainly, my son." Johnny: "Well, I saved it for you, all right. You said if I brought a first-class report card from my teacher this week you would give me a dollar, and I didn't bring it."

It was the first day of the new term, and the teacher asked a small girl in her class—a new pupil—what her father's name was. "Daddy," replied the child. "Yes, I know," said the teacher. "But what does your mother call him?" "She doesn't call him anything," was the quick answer. "She likes him."

Mother: "Why were you kept after school today, Johnny?" Johnny: "Teacher told us to write an essay on 'The Result of Laziness,' and I turned in a blank sheet of paper."

Father: "I got a note from your teacher today." Son: "That's all right, Pa. I'll keep it quiet."

The teacher was explaining to the class the meaning of the word "recuperate." "Now, Tommy," she said to a small boy, "when your father has worked hard all day, he is tired and worn out, isn't he?" "Yes, Ma'am." "Then, when night comes and his work is over for the day, what does he do?" "That's what mother wants to know," Tommy explained.

"Hard work never killed anybody," said the father. "That's the trouble, Dad," returned the son, just out of college. "I want to engage in something that has the spice of danger in it."

Bob, now in his freshman year at college, wrote home to dad: "Dad, I've decided to cut school and get married. I'm engaged to a regular peach." Dad replied: "Better take my advice, my son, and leave the peach on the parent stem until you are able to preserve it."

"They tell me your son in college is quite an author. Does he write for money?" "Yes, in every letter."

The young man had just driven home from college at the close of the term. "Did you pass everything?" asked his mother anxiously. "Everything but two Studebakers and a Pierce-Arrow. Darned it; they must have had airplane motors in them!"

"Parents are only human," said a fifteen year old girl panelist on a youth forum. "They can't be right all the time any more than we can."

A teacher had been telling her class about the weather in different seasons. Now she was talking about the variable weather in March. "What is it," she questioned, "that comes in like a lion and goes out like a lamb?" A small girl raised her hand and volunteered, "Father!"

Junior: "There's a special P.T.A. meeting tonight–just you, my teacher, and the principal."

A father who had been finding it rather expensive keeping a popular son in high school, returned home one evening to be met at the door by his wife. Beaming broadly, she gave him a quick kiss and then burst out, "I can't wait to tell you, dear! You know these economy lessons you've been giving Junior? Well, they're finally beginning to bear fruit. He told me today what he wants for his birthday, and it will only cost seventy-five cents!" "Well, well!" beamed the delighted father. "And what does he want?" "Just one little thing," the wife responded. "He wants his own set of keys to the car!"

Parents used to strike children to discipline them. Now it is usually in self-defense.

We can fly jet airplanes, broadcast color television, make atomic power, but we're not sure how to bring up children.

The behavior of some children suggests that their parents embarked on the sea of matrimony without a paddle.

Scene: A father, trailed by his small son who is wearing a smug smile on his face, turns to his wife and says, "I give up. I quoted Spock and HE quoted Freud."

Conversation between a first-grader and her father: "Daddy, I need fifty cents to take to school today." "What for?" "My teacher is resigning, and we're raising money to give her a little momentum."

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Student – Pupil

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"Well, son," asked the father, "how are your marks at school?" "Under water," was the cryptic response. "And what do you mean by that?" persisted the parent. "Well," said the son reluctantly, "they are all below 'C' level."

Student – Pupil

A coed is a girl who didn't get her man in high school.

The human brain is wonderful. It starts right in working the moment you wake up in the morning and doesn't stop until you are called on in class.

"Oh, I know a few things!" exclaimed the haughty senior. "Well, you haven't anything on me," retorted the freshman confidently: "I guess I know as few things as anyone."

It was a sleepy sort of day, the class was about half the usual size and the Professor was calling the roll in a half-absent manner. To each name someone had answered "Here" until the name Smith was called. Silence reigned supreme for a moment only to be broken by the Professor's voice. "My word! Hasn't Mr. Smith any friends here?"

The pupil was asked to paraphrase the sentence: "He was bent on seeing her." He wrote, "The sight of her doubled him up."

Applicant for Room: "What are your terms for students?" Landlady (in college town): "Bums, loafers, dead beats, and wonderful promisers."

Her: "Have you been up before the Dean?" Him: "Oh, I don't know. What time does he get up?"

I see by the paper that nine professors and one student were killed in a wreck. Poor chap.

Roommate (during intermission): "How do you like the date I dug up for you?" Ditto: "Rotten! Throw her back and start digging some place else!"

"Our economics Professor talks to himself. Does yours?" "Yes, but he doesn't realize it. He thinks we're listening."

A teacher called for sentences using the word "beans." "My father grows beans," said the bright boy of the class. "My mother cooks

beans," said another pupil. Then a third popped out with "We're all human beans."

First Beta: "This butter is so strong it walks over to the cup of coffee and says, 'How do you do?'" Second Loafer: "Yes, but the coffee is too weak to answer."

"Now, I want Albert to have a thoroughly modern and up-to-date education," said his mother, "including Latin." "Yes, of course," said the headmaster, "though Latin is, as you know, a dead language." "Well, all the better. Albert's going to be an undertaker."

Beggar: "Have you got enough money for a cup of coffee?"
Student: "Oh, I'll manage somehow, thank you."

Teacher (answering the telephone): "You say Billy Smith has a bad cold and can't come to school? Who is this speaking?" Voice (with assumed hoarseness): "This is my father."

The little boy came to his mother. "Ma," he said, "I have something to tell you. My teacher kissed me." "Well, were you a good boy and did you kiss her back?" "Of course not!" he denied indignantly. "I kissed her face."

When teacher asked in what part of the world the most ignorant people were to be found, a small boy volunteered quickly, "In New York." The teacher was amazed, and questioned the lad as to where he had obtained such information. "Well," he replied, "the geography says that's where the population is most dense."

The Kindergarten teacher handed out sheets of colored paper and told the children to share the lone pair of scissors she placed on each table. "What does share mean?" I heard one five-year-old ask his neighbor. "Share," his friend whispered back, "is what you do when you only have one of something and the teacher is looking."

It is difficult to say which course of study is most important for young people. With a girl, we know her history isn't as important as her geography.

A ranch-reared city man, who had farmed out his teen-aged son to an old rancher friend, inquired about his son's progress. "Well," said the rancher, "he's a good worker, and already he speaks cow language. But he ain't learned yet to think like a cow."

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Coed: "Why didn't you find out who he was when the professor called the roll?" Another Coed: "I did try to, but he answered for four different names."

A freshman at Indiana University, taking out a permit to use his car while in residence, found himself confronted by the following question–"Purpose for which car is to be used?" In the blank he wrote: "To ride in."

After terrific struggles the freshman finally finished his examination paper, and then at the end, he wrote: "Dear Professor, If you sell any of my answers to the funny papers I expect you to split fifty-fifty with me."

"What is your brother in college?" "A half-back." "I mean in studies." "Oh, in studies, he's away back."

Small boy: "If I'm noisy they give me a spanking . . . and if I'm quiet they take my temperature."

Two Scotsmen were discussing the son of one of them. Said McPherson: "I thought your son was studying to be an ear specialist. Now he's told me he's studying dentistry. What changed his mind?" "I dunno, Mac," replied Sandy. "All I ever said was People have 32 teeth and only two ears."

A schoolboy was making a speech on the national debt. He said, "It's too bad that future generations can't be here at this time to see the wonderful things we're doing with their money."

Sally, a kindergarten pupil, was learning the alphabet. "What comes after T?" asked the teacher. The little girl didn't hesitate a minute. "V," she replied.

"I don't know what to do, Pop," sighed the young son. "Teacher says I have to write more legible, but if I do she'll find out I can't spell."

Genius, Talent, Etc.

Piscem natare doces. (You teach a fish how to swim.) A Latin proverb which describes the self-sufficiency of those who know better how to do everything than the experts themselves.

The school administrator is not an angel Gabriel watching over a flock that can do no wrong; more often than not, his job is to keep the inhabitants of a Hades within their own jurisdiction.

We must have respect for both our plumbers and our philosophers, or neither our pipes nor our theories will hold water.

It is said that the teacher fears the principal and superintendent; the principal fears the superintendent and is suspicious of the supervisor; the supervisor is suspicious of the principal and fears the superintendent; the superintendent fears the school board; the school board fears the parents, and the parents fear the children. The children do not fear anyone.

PrinciPULL–a name dropper and influence peddler, who, chances are, has a father, or a brother on the school board. Can be easily recognized by his favorite phrases "confidentially and I told him." PrinciPILL–bad medicine and real pain in the neck. This fellow acts as though the worst will happen and is seldom disappointed. PrinciPULP–obviously lacking a backbone, this jelly-like individual is shaped by whatever is current. PRINCE-a-Pal–a right guy who puts the good of the kids and his staff first.

The Mathematician who said the lesser can never contain the greater never worked in a woman's shoe store.

What is a highbrow? He is a man that has found something more interesting than women.

Institutions and Educational Ceremonies

The story goes that several college presidents were discussing what they would do after they retired. What would they be fit for, was the question. "Well," said one of them, "I don't know that I'd be fixed for anything, but I know what I'd like to do. I'd like to be superintendent of an orphan asylum so I'd never get any letters from parents." "I've a much better ambition," exclaimed another. "I want to be warden of a penitentiary. The alumni never come back."

There can be drawbacks in teaching men to read and write. One inmate of the State Reformatory at Olympia, Washington spent six months in there and during that period learned to read and write. He was paroled. Six months later he was back, convicted on a charge of forgery.

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Professor Gilbert Murray, the classical scholar, accepted an invitation to address the inmates of an insane asylum. When he arrived, the superintendent warned him that often a member of the audience interrupted the speaker but that he was to ignore anything like that and proceed as if nothing had happened. Everything was peaceful until the professor was very near the end of his lecture. Then a woman sprang up in the middle of the hall and shrieked, "My God! I can't stand this another minute!" She was promptly escorted out of the hall by attendants and all went well for the rest of the evening. Later, in apologizing for the woman's behavior, the superintendent said, "I hope it didn't disturb you too much." "Oh, no," said the professor, "you had prepared me, so I really didn't mind at all." "Well, I was sorry for your sake," went on the superintendent, "but we were pleased as it was the first lucid interval that the woman has had for three years."

Soon after arriving at a small town where he was scheduled to lecture, Mark Twain dropped into a barber shop for a shave. "Are you a stranger here?" asked the barber, knowing perfectly well that he was. "Yes," replied Mark Twain, "this is the first time I've been here." "You came just at the right time, then," the barber informed him, "Mark Twain is going to read and lecture at the town hall here tonight. Are you going?"
"I suppose so."
"Have you bought your ticket?"
"No, not yet."
"But everything will be sold out. You may have to stand."
"I wouldn't be at all surprised," said Mark Twain, "I have yet to see the time when I could sit when that fellow lectures."

Mark Twain was just beginning a lecture when the steam pipes began to give forth the most unearthly racket. Every time he opened his mouth to speak, the pipes beat him to it with a loud bang. Finally, he roared above the din. "Will someone please go down in the cellar and tell that janitor to stop gnashing his teeth!"

Mark Twain, in making an after-dinner speech, once said: "Speaking of fresh eggs, I'm reminded of the town of Squash. In my early lecturing days I went to Squash to lecture in Temperance Hall, arriving in the afternoon. The town seemed poorly billed. I thought I'd find

out if the people knew anything at all about what was in store for them. So I turned in at the general store.

"Good afternoon, friend," I said to the storekeeper, "any entertainment here tonight to help a stranger while away an evening?"

The storekeeper, who was sorting mackerel, straightened up, wiped his hands on his apron, and said: "I expect there's goin' to be a lecture. I been sellin' eggs all day."

Last year I received the humanitarian award and this year "Doctor of Humane Relations" . . . if I can just stay human for one year I get to keep 'em.

There's a dangerous side to these honorary doctorates. The last time I was sick I took two aspirins and called myself in the morning.

Thank you very much for this degree. I can hardly wait to get home so my son can read it to me.

"Doctor of Humane Relations" . . . makes me feel like the Ben Casey of the veterinarians.

This is a very important day in your lives and very important to the nation, too. After today, you can all go to work and help support the government.

But I know you're going to do great. There are so many things open to you . . . arts . . . science . . . government . . . and if any of you want to live dangerously, you can go into steel.

And remember, ask not what your country can do for you, but what you can do for your country. That's a line I picked up from Billy Sol Estes."

But I'd like to offer a word of advice to you young people about to go out into the world . . . don't.

One can't blame the graduating senior for being skeptical. If the guy up there making the commencement oration is so smart, how come he doesn't know when to stop talking.

The graduation day speaker was delivering the commencement address. Point by point, he was both colorful and dynamic as he kept hammering home to the graduating class the importance of aggressive energy in attaining one's goal in life. Finally, in dramatic fashion he highlighted his point. Thrusting his arm and forefinger far out to

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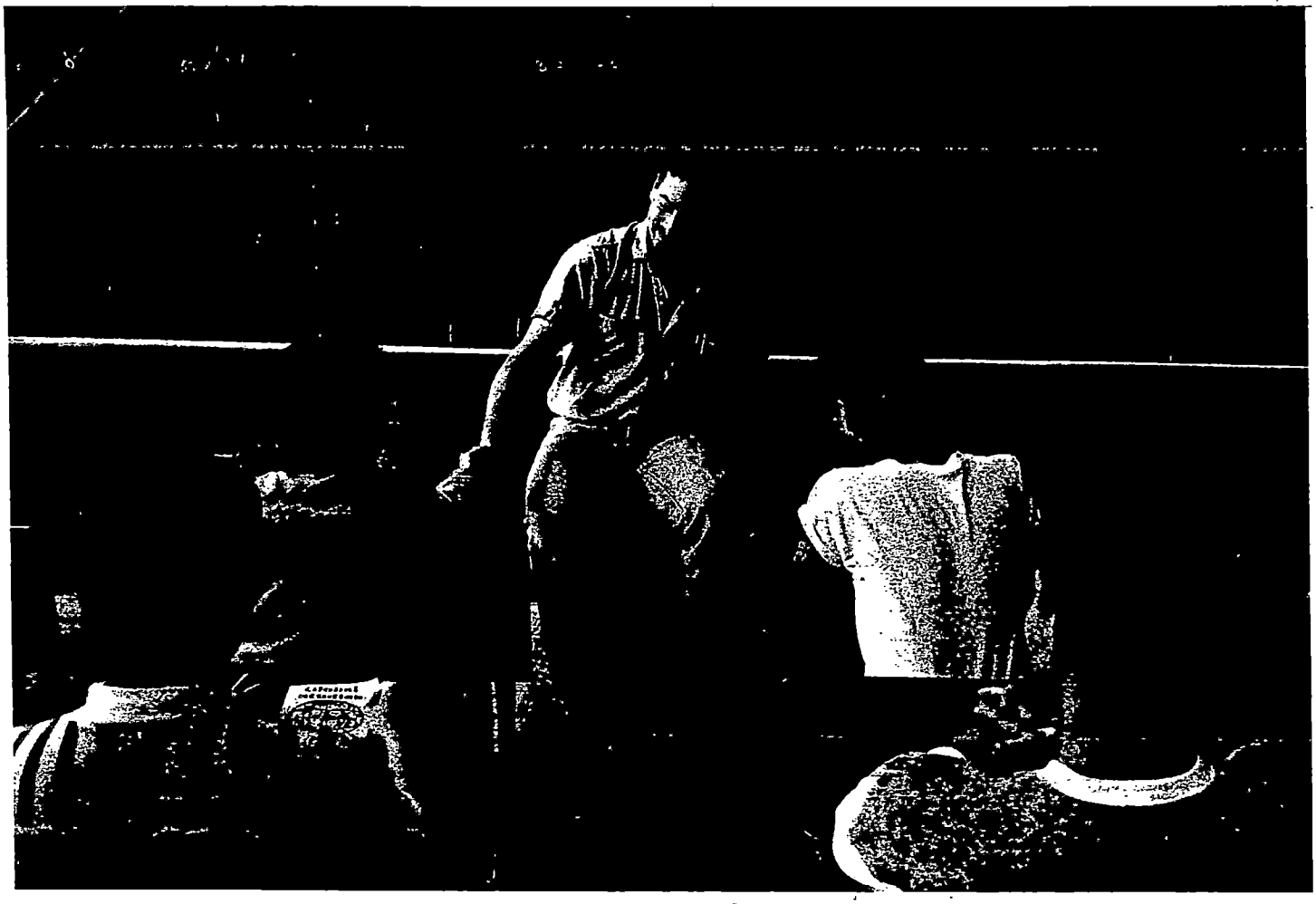
his right he thundered: "What I am trying to tell you is that you're going to need an awful lot of what's written right there on the door!" All eyes turned right as though at a given command and there, in bold black letters on the door was the single word "PULL." The speaker had quite forgotten which side of the door faced the assembly hall.

QUOTABLE QUOTES ON EDUCATION

AUGUST KERBER
Wayne State University

A Savoyard Book

1968
WAYNE STATE UNIVERSITY PRESS
DETROIT



INSIDE A NEW YORK CITY HIGH SCHOOL

SNAPSHOTS OF HOPE

By Samuel G. Freedman

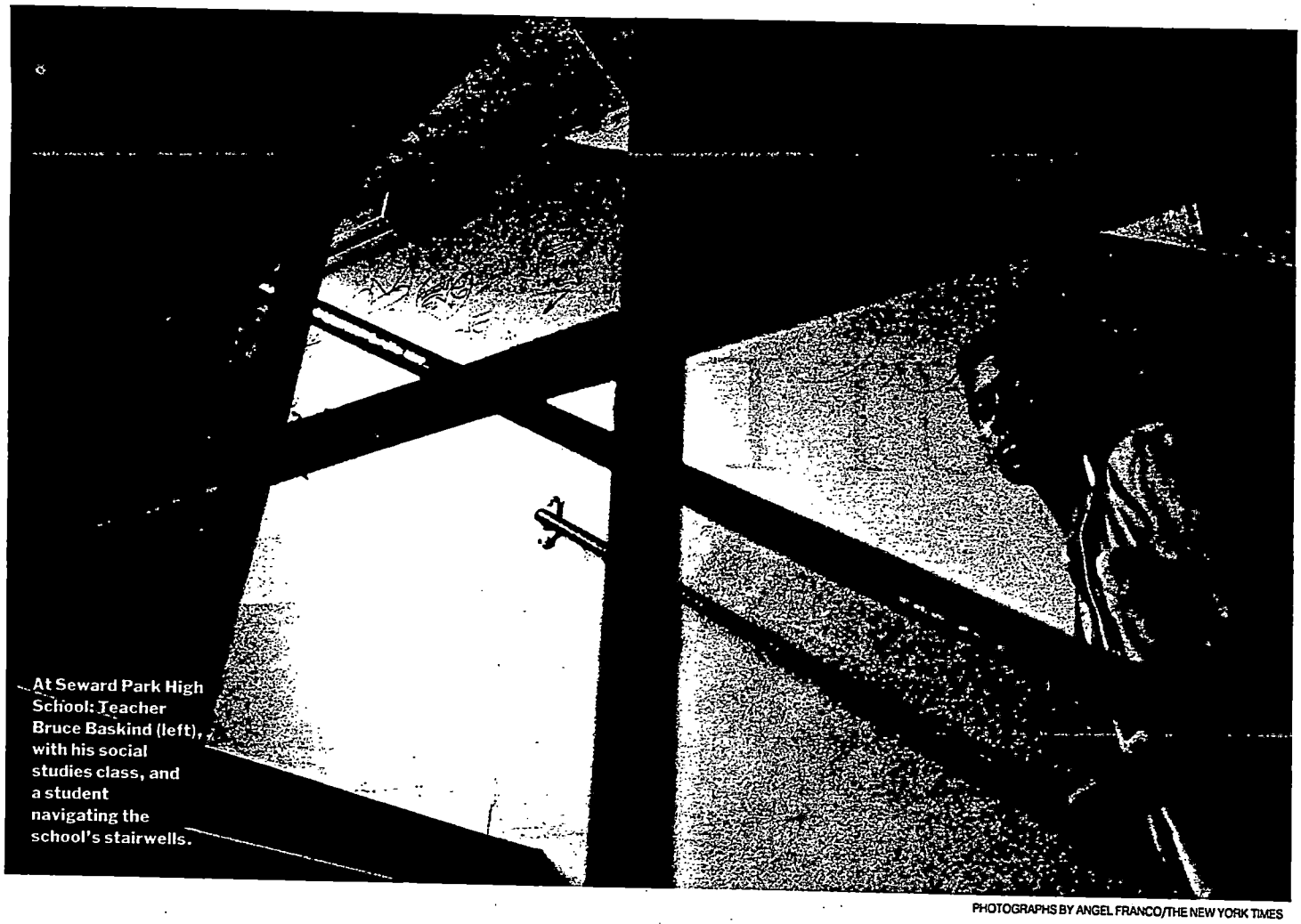
WHEN NEW YORK City Schools Chancellor Richard Green died abruptly of a heart attack last May, more than 5,000 mourners thronged the memorial service and lined the streets leading to the Cathedral of St. John the Divine. Clearly they were grieving not only for the man, who had only been in office 14 months and was not a native New Yorker, but for the city's public school system. It was as if the problems Green had faced were so massive, so overwhelming that they had literally killed him.

Over the last decade, the New York City public schools, which serve nearly a million students, have been afflicted with racial and ethnic politicking, union strong-arming, managerial incompetence, fiscal chicanery, drug abuse, gang violence, a high dropout rate and an epidemic of other woes. In the last year alone, nearly one-third of the city's 32 community school boards have come under criminal investigation and a principal has been arrested for possession of the drug crack. The entire system of decentralized control, installed as an answer to the bitter conflict between parents and teachers in Ocean Hill-Brownsville 20 years ago, is now likely to be jettisoned by the same State Legislature that created it.

Confronted almost daily by reports of academic and institutional chaos, most people imagine they have at least a general idea of life within an urban school, though few have set foot inside one since their own student days. Nowhere is this more true than in New York City, where the public school system is still romanticized in our collective memory as the great uplifter of the immigrant masses.

But what actually happens inside a public school in New York? What is one like? With such questions in mind, I set out in September 1987 to spend an entire year in Seward Park High School on the Lower East Side of Manhattan. I did not intend to teach or to disguise myself as a student, but simply to function as a kind of reporter in residence, absorbing and recording what happened around me, trying to understand public education from the bottom up rather than from the top down, as it seemed so many of its critics did.

What I discovered during my tenure at Seward Park made me both more hopeful and more hopeless — hopeful because the number of committed teachers, administrators and students can hardly be imagined, hopeless because the obstacles placed before them are so immense and so intractable. Having returned to Seward Park dozens of times in the 15 months since my year there came to an end, I found that not much had changed. The lessons I learned, and their larger consequences, re-



At Seward Park High School: Teacher Bruce Baskind (left), with his social studies class, and a student navigating the school's stairwells.

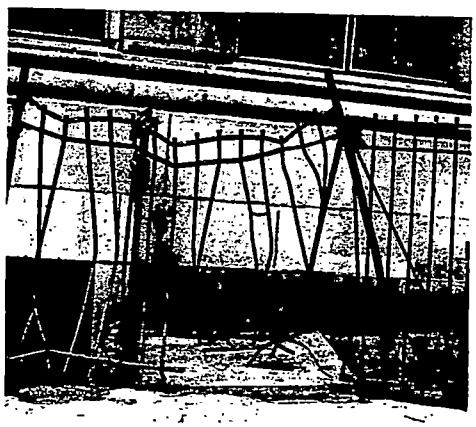
PHOTOGRAPHS BY ANGEL FRANCO/THE NEW YORK TIMES

AND HOPELESSNESS

main applicable to the school system as a whole. The incidents that follow, snapshots of a sort, illustrate the kind of contradictions that plague public education in New York to this day.

SEPT. 14. On the first day of classes, Seward Park is already operating with 900 pupils more than its capacity of 2,600. If recent years provide any indication, then as many as 700 more will register before the year is out, most of them new immigrants from Asia and Latin America. Several hundred current pupils, meanwhile, will transfer, drop out or vanish. Simply updating the register is no small accomplishment.

The freshmen and sophomores report to an 80-year-old annex, a converted elementary school with dim and narrow classrooms, a gymnasium interrupted by structural columns and a battered metal fence that the Board of Education has not managed to repair in a decade. The juniors and seniors, meanwhile, populate a 60-year-old main



Seward Park's fence, unrepaired for 10 years

building with shortages of desks and lockers, classes being held in an auxiliary gym; there is a gaping hole in the roof, left by a contractor who stalked off the job in a payment dispute with the board. Given such surroundings, it is not surprising to hear that one boy ran for president of the student government the previous spring with the slogan, "Are you ashamed to go to Seward?"

As a neighborhood school without special programs to recruit superior pupils or an admissions test to weed out lesser ones, Seward Park must contend with a student body skewed toward failure from the moment of enrollment. When the current juniors started at Seward Park, for instance, only 7.5 percent were reading at *(Continued on Page 67)*

Samuel G. Freedman is a former reporter for The New York Times. His book about one year in New York City's Seward Park High School, "Small Victories," will be published by Harper & Row in the spring of 1992.

HIGH SCHOOL

Continued from Page 59

grade level; for the seniors, the figure was 13.8 percent. Approximately 85 percent come from households where English is not the dominant language, 60 percent from families eligible for some form of public assistance, 50 percent from single-parent homes and perhaps 5 percent from homes without any parents.

It is one thing, of course, to recite statistics, another to see what they mean in terms of aptitude. I find one 16-year-old freshman who was promoted into Seward Park after having failed every class and missed 145 days of school as an eighth-grader, although he was commended on his report card for "good conduct." I visit an English class for seniors in which the teacher asks each pupil to write one paragraph about why he or she took the course. The answers range from the sensitive and humorous to the barely literate: "I did of wrong thought. To me it was just another class for me to pass even if you was hard or not. I didn't her nothing about you this the first time I heard about you, so I thought you was a old lady that can't teach."

SEPT. 17. As an introduction to the Board of Education, I accompany Bruce P. Baskind, an innovative and popular social studies teacher, and Kathryn Sidner, his volunteer aide, to the hiring hall at 65 Court Street in Brooklyn.

While Baskind has taught full-time at Seward Park since 1983, he has yet to be fully licensed or permanently assigned to the school. As a result, he has lost a $500 pay raise this semester and four years of credit toward pension and sabbatical benefits. His dilemma is that the Board of Examiners, the agency entrusted with the testing and recommendations for licensing of prospective teachers, went nearly five years without offering an examination for high school social studies instructors. When it finally did so in February 1987, reportedly under pressure from the State Legislature, Baskind passed easily with a mark of 85. But he learns today that he still cannot be appointed to Seward Park — despite his experience at the school, despite a written request from the principal — because as a civil service protection against patronage the dozen teachers citywide who had higher marks than he must be placed first. Any one of them, in fact, could conceivably be awarded his job.

"Is there any way of telling when I'll be called?" Baskind begs the presiding bureaucrat.

"No one could tell you that," she answers.

Five floors beneath Baskind, Sidner is trying to initiate the process of becoming a teacher, and finding it equally Byzantine. Having earned an acting degree from Carnegie-Mellon University and taught in the summer theater program at Northwestern University, she planned to apply for a temporary license in drama. The man who reviews her college transcript says she can only become accredited in speech improvement; an *acting* degree, he insists, does not prepare her for teaching drama. That Sidner tells him she has no experience teaching speech is irrelevant.

Sidner thinks about it overnight, then calls the board to register for the speech test. She is told her transcript has been lost. Several days later it is found, and she takes the examination, and predictably enough she fails. Thus deemed unfit for New York's public schools, she finds other employment, assisting on a critically acclaimed film about the Lodz ghetto and teaching art appreciation courses at a Brooklyn gallery to visiting groups of public school children.

OCT. 7. In the middle of an English class, an administrator arrives, bearing the names of two pupils. Although the semester is already three weeks old, they must now attend a different class taught by a different teacher. They march out the door, books under their arms, one muttering as he goes, "But I really liked this class."

This disruption is part of a process called "equalization," a perfect example of how good intentions without adequate resources become self-defeating. Under an agreement between the Board of Education and the United Federation of Teachers, no high school class may contain more than 34 students. It is an undeniably laudable goal. The problem in practice is that as long as a school like Seward Park must operate at 150 percent or more of capacity and must enroll hundreds of newcomers during the academic year, certain required courses are bound to exceed the enrollment limit. Yet the board had not provided extra money for the additional classes made necessary by the limit.

The school that does not "equalize" expeditiously may become the subject of a formal union grievance. The school that prunes its class sizes will inevitably treat a number of its students like pieces in a board game. But at least it will "stay out of trouble," as the disconcertingly common refrain has it.

OCT. 14. Jessica Siegel, an English and journalism teacher, brings me to a meeting of high school newspaper advisers from throughout the city. Two years earlier, a computer had turned up the statistic that several printers were earning more than $15,000 annually in Board of Education funds by producing school newspapers. Thus, under state law, the contract had to be competitively bid. So the board drew up specifications and solicited competing shops and selected one for all 116 high schools, from Co-op City's Harry S. Truman in the Bronx to Tottenville on Staten Island. The advisers howled in protest and the board retreated, but only for a few months. This afternoon it is announcing a "compromise" rule — five approved printers, one for each borough.

The 45 advisers at the meeting appear less than grateful. The edict is not exactly Draconian, but it is rigid and intrusive enough to remind these teachers why they reflexively distrust the Board of Education. [illegible]

Siegel, are prepared to go to press with their fall issue, they must change printers, despite widely varying funds and needs.

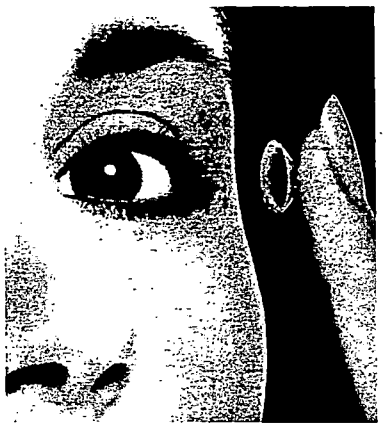
Some advisers, for instance, receive as little as $800 annually for their newspapers, others as much as $4,000. One has a principal who insists the paper be printed on glossy stock. Another has for years used a printer who hires students for part-time jobs. When one asks the board representative responsible for implementing the new policy if the approved printers can set type from computer diskettes, he replies, "I want you to understand something: I know nothing about printing."

Siegel sits next to Laura Miller, the adviser for A. Philip Randolph High School, newly returned to New York City after 20 years of teaching in London. "I have never seen anything like this in my professional life," Miller whispers. "The only thing I've ever seen to compare to this is the Mexican postal system."

OCT. 17. The annual High School Fair is held in the auditorium of Martin Luther King Jr. High School on the Upper West Side. The event is meant, almost literally, to be a marketplace of ideas, as dozens of schools set up booths and exhibits to recruit potential students and their parents. Looking around the room, I see bolts of fabric (Fashion Industries), silkscreens (Graphic Communication Arts), petit-fours (Park West) and even dental plates (Mabel Dean Bacon Vocational). You can hardly get to the Stuyvesant display, so thick is the throng around its station. Seward Park, meanwhile, dispenses only explanatory brochures, back issues of the school newspaper, bumper stickers and pins. It cannot afford the embossed pencils it had the previous year.

The fair illustrates the Board of Education's system of favoring certain high schools at the expense of others, all but guaranteeing some success and all but condemning others to failure. The 81 academic high schools in the city fall into three distinct strata. At the very top, Stuyvesant, Bronx Science and Brooklyn Tech screen prospective students by admissions tests, and Music and Art winnows by audition. Fifty-six of the remaining 77 high schools are permitted by the board [illegible]

IRLENE GOTTESFELD



how to handle the touchy problem of wrinkles even if you wear contact lenses.

If you're concerned about wrinkles and crow's feet around your eyes, you know it makes good sense to moisturize that delicate area with an eye cream. But there's a catch. If you wear contact lenses, you can't take chances with anything that might cause redness, puffiness, bumps, or tears.

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Neutrogena Eye Cream has a hydrophilic (water-loving) formula that attracts and holds all the moisture the eye area needs...to cushion the pressure every time you squint. So your skin resists creasing, and lines appear to fade more quickly and completely.

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Excerpt from Neutrogena Skin Care Institute Report

The Last Word on Safety: Ophthalmologists urge you to avoid contaminating the products you use around your eyes. Neutrogena Eye Cream is packaged in a tube with a special ophthalmic tip, so the unused portion is never touched by fingers or applicators.

Neutrogena Eye Cream. Dermatologist-tested and ophthalmologist-tested to be safe even for contact lens wearers.

HIGH SCHOOL

Continued from Page 67

tional options" programs in such specialized fields as communications and finance. These programs are generally accompanied by selective admissions criteria and impressive new facilities.

At the bottom of the system languish 21 neighborhood, or "zoned" schools, including Seward Park, which are required to answer the door for whomever knocks. Not surprisingly, these schools tend to be the most overcrowded and the most violent in the city. They generally record the highest dropout rates and the lowest scores on standardized tests. They contend with a disproportionate number of bilingual, remedial, special education and chronically truant pupils. And they receive less money per student than the selective schools — on average, $1,631 versus $1,795 as of 1985, the most recent year for which I could find precise statistics — although the board has been narrowing the funding gap in response to criticism from such watchdog groups as the Education Priorities Panel.

The folly of the system, and of the High School Fair that typifies it, is that such schools are then expected to compete for promising pupils as if the playing field were level. "We take kids who are way below grade level in their skills and bring them up to where they aren't so far behind," a Seward Park guidance counselor puts it. "How are you supposed to sell that?"

NOV. 18. Lights burn in Seward Park for Open School Night, but the halls and classrooms are unsettlingly silent. Ostensibly the occasion for parents to meet teachers and form an educational partnership, Open School Night in this public high school reveals how few families even attempt to get involved. To put it numerically, teachers who see 160 different children in classes each day are fortunate to have 20 or 25 adults appear.

Many parents work nights, it is true, but Seward Park had set aside the previous afternoon for conferences with teachers. Many parents do not speak English, but the notice for Open School Night was sent to every household in both Spanish and Chinese translation. Even the climate has cooperated, with temperatures in the 60's for the past two days. The most charitable interpretation of the low turnout, then, is that parents assume that if their child is not being suspended or held back, all is well and there is no reason to put in an appearance.

But clearly the students themselves care to know about their academic progress: Dozens of them have found substitutes for their missing mothers and fathers. One senior brings his girlfriend to consult with his teachers. Another boy's surrogate father has to slap his head when informed that he sometimes dozes in class. A girl, having fled an abusive home for a group shelter, is represented by a nun.

DEC. 8. A tall, bespectacled girl named Elena registers to begin classes. A year earlier, she had defected to West Germany while on a school trip from her native Bulgaria, and only one day ago she arrived to live with an aunt in Chelsea. She is, in Seward Park parlance, an "over-the-counter" student, and she is hardly alone. They come to Seward Park most commonly from the Dominican Republic and the People's Republic of China, but also from India, Pakistan, Indonesia, Jamaica, Haiti, Hungary, Yugoslavia and Yemen, among other countries. The scene outside the guidance office, where the enrollment procedure begins, often resembles a frontier border crossing.

In one sense, this influx assists Seward Park, for the school is buoyed by immigrant energy, immigrant dreams. In another sense, the task of educating so many foreign-born pupils forms Seward Park's heaviest burden. Every single newcomer is screened personally by Helen Cohen, the assistant principal for guidance, then given a test for English aptitude, and finally evaluated individually in a half-dozen subject areas by department chairmen. During the 1987-88 academic year, 1,112 new arrivals and holdovers are found to be eligible for bilingual classes, based on scoring in the lowest 20th percentile on the language test.

What cannot be quantified is the role Seward Park must play in bridging the social and cultural chasms between Old World and New. A girl falls behind in her studies because, an administrator finds, her parents are threatening to send her abroad for an arranged marriage. A boy defaces a bulletin board decorated with photographs of Leningrad with the lone word "Infidels!" A boy writes in a journal for his bilingual English class: "Right now I am listening to the radio and thinking what am I going to do in Christmas Eve. I guess I'll be sleeping because I have no Friends to give presents or cousins, uncles or aunts to give presents. They are all in my native country Guatemala. I guess this Christmas I'll be very sad."

DEC. 23. On the day before Christmas vacation begins, when a school ought to be at its most genial, a trail of blood runs across the third-floor hallway. In the middle of fifth period, one student slashed another across the forehead with a box cutter, and it took paramedics an hour to control the bleeding enough to move the victim to a hospital. The incident leads me to a surprising discovery: that violence is rare at Seward Park.

Seward Park files 28 "incident reports" with the Board of Education, or one for every 128 pupils. The most troubled high schools submit the reports at rates of one to every 30 or 50 pupils. The vast majority of Seward Park's incidents involve trespassing, small thefts and false alarms. As for today's slashing, it was the product of a convoluted feud between two extended families, which began in a housing project and evolved through insults and threats to various cousins, nephews and brothers-in-law. Seward Park simply had the misfortune of being the convenient crossroads for these Montagues and Capulets.

That is a distinction worth remembering. "School violence" is a misnomer, at least at Seward Park, because the school stands as a comparative refuge from the incessant violence and drug trafficking in the surrounding neighborhoods. The number of serious incidents in schools citywide, for that matter, was actually *declining* until the crack epidemic struck in the late 1980's. Should it surprise anyone, or reflect any sudden breakdown in school security, that the same drug that caused an abrupt upsurge in violent crime across New York has made its presence felt in the city's schools?

The method of discipline popularized by Joe Clark — the New Jersey principal who patrolled his high school with a baseball bat and a bullhorn — may appeal to our visceral sense of outrage. But it cannot stop rival gangs from brawling at a weekend dance or teen-age drug dealers from circling a school in their BMW's. Yet such events constantly threaten to infiltrate a school. Without arming its security guards, without searching lockers and bookbags for weapons, Seward Park administrators rely on subtler means — maintaining good relations with the precinct police, encouraging tips from neighborhood merchants, disciplining the most minor infractions inside school to establish a sense of order, insuring that no parking space outside the building is left vacant to be filled by some young criminal's car.

"You can't bar the 'mean streets' at the schoolhouse door," says Dr. Noel N. Kriftcher, who was the principal of Seward Park until September 1988, when he was appointed superintendent of high schools for Staten Island and a portion of Brooklyn. "But you want to get across the idea that this is not 'Out There.' This is 'In Here.' "

FEB. 14. Fulbright scholar in Korea and doctoral candidate at Columbia University, originator and instructor of Seward Park's advanced placement history course, John McNamara drives to his weekend job at a catering hall. As his own wife and infant son wait at home, Valentine's Day notwithstanding, John will serve as maitre d' for the wedding of two strangers. He will earn $100 for a 10-hour day. Multiplied by 52 weekends, this income is all that keeps his family out of debt and allows him to remain a teacher.

After 19 years in the public schools, John takes home $24,855 a year (not including his annuity contribution). Once he pays mortgage installments of nearly $9,000, commuting costs of $1,500, his wife's college loan of $1,560 and his own tuition and books, he is left with slightly more than $10,000 for a year's worth of food, clothing, utilities and other routine expenses. While many suburbs give tuition grants to their faculties, neither the Board of Education nor the United Federation of Teachers has underwritten a dollar of the nearly $20,000 John has spent in pursuing advanced degrees in history and education to make himself a better teacher.

"If I wasn't educated," John likes to joke, "I'd be a rich man." As it is, during his teaching career he has moonlighted as a mail sorter, truck driver, cabbie, waiter, men's clothing salesman, restaurant counterman, camp counselor and private tutor. Various colleagues at Seward Park chaperone bicycle trips, write record reviews, sell tennis shorts, design jewelry and wait on tables.

School officials estimate that 35 to 40 percent of the youngsters who entered Seward Park as freshmen in 1984 did not graduate with their class.

Despite recent advances, the median teacher's salary in New York City remains, at $37,756 annually, anywhere from $3,000 to $12,000 behind the level in most surrounding communities. The city of Rochester in upstate New York pays veteran teachers up to $70,000 annually if they work for part of the summer, serve as mentors to younger colleagues, and counsel a small group of students. John McNamara, among many other New York City teachers, already does those things for free.

MAY 10. The biennial election for Seward Park's United Federation of Teachers chapter chairman is held. By itself, the event might not seem significant outside school, except that it crystallizes what I suspect is a widely felt estrangement between the union and its membership. All year long, I have heard and seen indications that teachers find the union, both inside the school and at the citywide level, a remote and insensitive bureaucracy rather than an advocate for "teacher empowerment," to use the U.F.T.'s own battle cry.

A great many of Seward Park's younger teachers, it develops, have never even been invited to join the union, although their dues are automatically deducted. Those who are members complain that little news of the chapter's activities is ever disseminated. In a program called Teacher's Choice, which allows instructors to purchase up to $200 in supplies, the union chapter has been accused by some teachers of pressuring them to adopt its own shopping list, agenda, at least in Seward Park, consists largely of maintaining power.

The longtime incumbent chairperson handpicks the members of the committee charged with overseeing an impartial election. These members, in turn, refuse to provide Bruce Baskind, the opposition candidate, with a list of eligible voters (i.e., union members) on the faculty. When Baskind distributes his platform, including creating a grievance committee and establishing a chapter newsletter, the incumbent denounces him as "a phony and a dissembler" without offering alternatives of her own. At the same time, rumors spread through the school that Baskind favors the creation of a Palestinian state in the Middle East, which happens to be correct but has no evident bearing on the campaign except as a smear against him with Seward Park's sizeable number of Jewish teachers.

After enduring such tactics for two weeks, a delegation of teachers who support Baskind deliver a letter to the U.F.T.'s Manhattan headquarters, asking for it to monitor the election. The union does not respond until after the balloting is over. By then, the point is moot: Baskind has defeated the incumbent, 160 votes to 68.

JUNE 24. Three hundred fourteen seniors are graduated from Seward Park High School.

By one interpretation, this proves the school is a failure. After all, 83 pupils who began the year as seniors are not wearing cap and gown, having transferred, dropped out or been held back in the intervening months. And although an exact figure is impossible to reckon in a school whose population is as transient as Seward Park's, school administrators estimate that 35 to 40 percent of the youngsters who entered as freshmen in September 1984 did not graduate with their class.

But after spending a year inside Seward Park, after witnessing close up all the forces that conspire against the school, the bureaucracy and domestic friction and social engineering, I consider it something of a miracle that so many did survive to graduate. The only thing more miraculous, I think, is that almost all of the teachers who worked so hard against such odds to salvage those students returned to Seward

ANGEL FRANCO/THE NEW YORK TIMES

Thomas Jefferson on Public Education and an Enlightened Society:

Selected Quotations

Prepared by
Jennings L. Wagoner, Jr.
Professor, History of Education
University of Virginia
September, 1989

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."
Thomas Jefferson to Col. Charles Yancey, 1816

"It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This it is the business of the state to effect, and on a general plan."
Thomas Jefferson to George Washington, Jan. 4, 1786

"I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness."
Thomas Jefferson to George Wythe, Aug. 13, 1786

"Preach, my dear Sir, a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against these evils [tyranny, oppression, etc.] and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance."
Thomas Jefferson to George Wythe, Aug. 13, 1786

"Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty."

Thomas Jefferson to James Madison, 1787

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Thomas Jefferson to William C. Jarvis, 1820

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers & be capable of reading them."

Thomas Jefferson to Edward Carrington, Jan. 16, 1787

"We wish to establish in the upper country [of Virginia], and more centrally for the State, a University on a plan so broad and liberal and modern, as to be worth patronizing with the public support, and be a temptation to the youth of other States to come and drink of the cup of knowledge and fraternize with us."

Thomas Jefferson to Dr. Joseph Priestley, Jan. 18, 1800

"I hope the necessity will, at length, be seen of establishing institutions here, as in Europe, where every branch of science, useful at this day, may be taught in its highest degree."

Thomas Jefferson to John Adams, July 5, 1814

The aims of elementary education for the general population:

"To give to every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve by reading, his morals and faculties;

To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either;

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those

candor, and judgment;

And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed."

Thomas Jefferson, Report of the Commissioners Appointed to Fix the Site of the University of Virginia ("The Rockfish Gap Report"), August 4, 1818

The aims of higher education:

"To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend;

To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation, which, banishing all arbitrary and unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

To harmonize and promote the interests of agriculture, manufactures and commerce, and by well informed views of political economy to give a free scope to the public industry;

To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order;

To enlighten them with mathematical and physical sciences, which advance the arts, and administer to the health, subsistence, and comforts of human life;

And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves."

Thomas Jefferson, "The Rockfish Gap Report," August 4, 1818

On education and the future of mankind:

"Education. . . grafts a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth. And it cannot be but that each generation succeeding to the knowledge acquired by all those who preceded it, adding to it their own acquisitions and discoveries, and handing the mass down for successive and constant accumulation, must advance the knowledge and well-being of mankind, not <u>infinitely</u>, as some have said, but <u>indefinitely</u>, and to a term which no one can fix and foresee."

Thomas Jefferson, "The Rockfish Gap Report," August 4, 1818

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BYLINE: By A. BARTLETT GIAMATTI, Distributed By UPI; A. Bartlett Giamotti is president of Yale University, New Haven, Conn. This commentary was excerpted from his annual report.

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BODY:

I believe that as a matter of public policy the government in America must wish, as Thomas Jefferson wished, to have an educated citizenry to defend and cherish a free republic. I think, therefore, that the government has a role now, as it had a role throughout of history, in promoting access to education by people who merit it and desire it.

Our instincts as a people for the good of education and for education as a means to the good cannot be ignored except at our peril. If one wishes, as I do, to argue for the defense of America and of her freedoms and traditions of liberty, then it is not enough to spend public money only on armament; we must spend also public money on education, or the values of liberty and justice, defined and strengthened through education, will be weakened from within.

There is no point to yet another missile if the classroom or lecture hall it guards has decayed and the values education transmits have lost their vitality.

Education was ever the acknowledged best way to enlighten us to cherish our freedom. Perhaps the most passionate of those who reflected and molded our beliefs was Jefferson, and Jefferson saw education as essential to our life as a free people.

''Preach, my dear sir, a crusade against ignorance; establish and improve the law for educating the common people.'' (To George Wythe, August 13, 1786.)

And he wrote similar words on December 20, 1787, to James Madison: ''Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.''

Jefferson had not only an eighteenth century rationalist's faith in the perfectibility of man; he had not only an aristocrat's enlightened concern for the less fortunate; he had not only a cultivated thinker's awareness of the

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educational principles of his humanistic heritage, he also had the American's fundamental conviction that ''on the good sense'' of an educated citizenry we could build and defend a country of liberty and justice. He was placing his faith in education as essential to a free and orderly society.

The retreat sounded from such first principles, as enunciated by the architects of our nation and built into our history, presents Americans with a grave situation now rightly receiving national attention and congressional concern.

Already the amount the university is devoting this year out of its operating budget for aid to undergraduates and graduate students totals over $18 million from money available to Yale that comes from the endowment and restricted funds and from the generosity of our graduates through the alumni fund. This sum represents about 10 percent of the university's total expenditures from endowments and general appropriations for the 1981-82 academic year.

Many Yale College students graduate with debts amounting to about $10,000. Most professional schools at Yale and elsewhere build financial aid around the assumption of a minimal annual loan of $5,000. As a result, one can, if one wants to become liberally and professional educated, owe a great deal of money.

Yale's policies in the College encourage people of talent to apply regardless of financial circumstances, and assist people of talent to enroll regardless of financial background. The policy and procedure of admission and of financial aid states no qualified student will be denied the opportunity to attend Yale because they and their families cannot, by reasonable efforts, provide the full cost. It is a policy that assumes merit, not wealth, as the determining factor in pursuing an education.

Our policy of need-blind admissions means that the child of a poor family and th child of a rich family both knows something very important: whatever the reasons for their presence at Yale, it was not family wealth or the absence of wealth that brought them here. They came by reason of merit, and their obligation is to make good on that promise and share the fruits of thir privilege.

The pressure from Washington on the university that might prevent us from maintaining an adequate financial aid policy is very real and very disturbing. In the last two years Yale has lost 18 percent, or about $800,000, in funds that the government gives the university to administrater on behalf of needy undergraduates ... The current administration's policy on aid to education presents us with a great challenge as we continue our own policy of encouraging and promoting talent and diversity from everywhere.

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Report of the Commissioners for the University of Virginia[1]

[*August 4, 1818*]

2. The Board having thus agreed on a proper site for the University, to be reported to the Legislature, proceed to the second of the duties assigned to them—that of proposing a plan for its buildings—and they are of opinion that it should consist of distinct houses or pavilions, arranged at proper distances on each side of a lawn of a proper breadth, and of indefinite extent, in one direction, at least; in each of which should be a lecturing room, with from two to four apartments, for the accommodation of a professor and his family; that these pavilions should be united by a range of dormitories, sufficient each for the accommodation of two students only, this provision being deemed advantageous to morals, to order, and to uninterrupted study; and that a passage of some kind, under cover from the weather, should give a communication along the whole range. It is supposed that such pavilions, on an average of the larger and smaller, will cost each about $5000; each dormitory about $350, and hotels of a

[1] The commission appointed by the governor to choose the site and develop a plan for the University of Virginia met in a tavern at Rockfish Gap on the Blue Ridge, August 1–4, 1818. Jefferson chaired the meeting and wrote the Report. It is perhaps the best comprehensive statement of his educational philosophy. The commissioners chose Central College, near Charlottesville, as the site (this first recommendation of the Report is omitted here) and went on to other matters. [Ed.]

single room, for a refectory, and two rooms for the tenant, necessary for dieting the students, will cost about $3500 each. The number of these pavilions will depend on the number of professors, and that of the dormitories and hotels on the number of students to be lodged and dieted. The advantages of this plan are: greater security against fire and infection; tranquillity and comfort to the professors and their families thus insulated; retirement to the students; and the admission of enlargement to any degree to which the institution may extend in future times. It is supposed probable, that a building of somewhat more size in the middle of the grounds may be called for in time, in which may be rooms for religious worship, under such impartial regulations as the Visitors shall prescribe, for public examinations, for a library, for the schools of music, drawing, and other associated purposes.

3, 4. In proceeding to the third and fourth duties prescribed by the Legislature, of reporting "the branches of learning, which should be taught in the University, and the number and description of the professorships they will require," the Commissioners were first to consider at what point it was understood that university education should commence? Certainly not with the alphabet, for reasons of expediency and impracticability, as well from the obvious sense of the Legislature, who, in the same act, make other provision for the primary instruction of the poor children, expecting, doubtless, that in other cases it would be provided by the parent, or become, perhaps, subject of future and further attention of the Legislature. The objects of this primary education determine its character and limits. These objects would be,

To give to every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve, by reading, his morals and faculties;

To understand his duties to his neighbors and country,

and to discharge with competence the functions confided to him by either;

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment;

And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.

To instruct the mass of our citizens in these, their rights, interests and duties, as men and citizens, being then the objects of education in the primary schools, whether private or public, in them should be taught reading, writing and numerical arithmetic, the elements of mensuration, (useful in so many callings,) and the outlines of geography and history. And this brings us to the point at which are to commence the higher branches of education, of which the Legislature require the development; those, for example, which are,

To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend;

To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation, which, banishing all arbitrary and unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

To harmonize and promote the interests of agriculture, manufactures and commerce, and by well informed views of political economy to give a free scope to the public industry;

To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order;

To enlighten them with mathematical and physical sciences, which advance the arts, and administer to the health, the subsistence, and comforts of human life;

And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves.

These are the objects of that higher grade of education, the benefits and blessings of which the Legislature now propose to provide for the good and ornament of their country, the gratification and happiness of their fellow-citizens, of the parent especially, and his progeny, on which all his affections are concentrated.

In entering on this field, the Commissioners are aware that they have to encounter much difference of opinion as to the extent which it is expedient that this institution should occupy. Some good men, and even of respectable information, consider the learned sciences as useless acquirements; some think that they do not better the condition of man; and others that education, like private and individual concerns, should be left to private individual effort; not reflecting that an establishment embracing all the sciences which may be useful and even necessary in the various vocations of life, with the buildings and apparatus belonging to each, are far beyond the reach of individual means, and must either derive existence from public patronage, or not exist at all. This would leave us, then, without those callings which depend on education, or send us to other countries to seek the instruction they require. But the Commissioners are happy in considering the statute under which they are assembled as proof that the Legislature is far from the abandonment of objects so interesting. They are sensible that the advantages of well-directed education, moral, political and economical, are truly above all estimate. Education generates habits of application, of order, and the love of virtue; and controls, by the force of habit, any innate obliquities in our moral organization. We should be far, too, from the discouraging persuasion that man is fixed, by the law of his nature,

at a given point; that his improvement is a chimera, and the hope delusive of rendering ourselves wiser, happier or better than our forefathers were. As well might it be urged that the wild and uncultivated tree, hitherto yielding sour and bitter fruit only, can never be made to yield better; yet we know that the grafting art implants a new tree on the savage stock, producing what is most estimable both in kind and degree. Education, in like manner, engrafts a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth. And it cannot be but that each generation succeeding to the knowledge acquired by all those who preceded it, adding to it their own acquisitions and discoveries, and handing the mass down for successive and constant accumulation, must advance the knowledge and well-being of mankind, not *infinitely*, as some have said, but *indefinitely*, and to a term which no one can fix and foresee. Indeed, we need look back half a century, to times which many now living remember well, and see the wonderful advances in the sciences and arts which have been made within that period. Some of these have rendered the elements themselves subservient to the purposes of man, have harnessed them to the yoke of his labors, and effected the great blessings of moderating his own, of accomplishing what was beyond his feeble force, and extending the comforts of life to a much enlarged circle, to those who had before known its necessaries only. That these are not the vain dreams of sanguine hope, we have before our eyes real and living examples. What, but education, has advanced us beyond the condition of our indigenous neighbors? And what chains them to their present state of barbarism and wretchedness, but a bigotted veneration for the supposed superlative wisdom of their fathers, and the preposterous idea that they are to look backward for better things, and not forward, longing, as it should seem, to return to the days of eating acorns and roots, rather than indulge in the degeneracies of civilization? And how much more encouraging to the achievements of science and improvement is this, than the desponding view that the condition of man cannot be ameliorated, that what has been must ever be, and that to secure ourselves where we are, we must tread with awful reverence in the footsteps of our fathers. This doctrine is the genuine fruit of the alliance between Church and State; the tenants of which, finding themselves but too well in their present condition, oppose all advances which might unmask their usurpations, and monopolies of honors, wealth, and power, and fear every change, as endangering the comforts they now hold. Nor must we omit to mention, among the benefits of education, the incalculable advantage of training up able counsellors to administer the affairs of our country in all its departments, legislative, executive and judiciary, and to bear their proper share in the councils of our national government; nothing more than education advancing the prosperity, the power, and the happiness of a nation.

Encouraged, therefore, by the sentiments of the Legislature, manifested in this statute, we present the following tabular statement of the branches of learning which we think should be taught in the University, forming them into groups, each of which are within the powers of a single professor:

I. Languages, ancient:
   Latin,
   Greek,
   Hebrew.

II. Languages, modern:
   French,
   Spanish,
   Italian,
   German,
   Anglo-Saxon.

III. Mathematics, pure:
   Algebra,
   Fluxions,

Geometry, Elementary, Transcendental.
Architecture, Military, Naval.

IV. Physico-Mathematics:
Mechanics,
Statics,
Dynamics,
Pneumatics,
Acoustics,
Optics,
Astronomy,
Geography.

V. Physics, or Natural Philosophy:
Chemistry,
Mineralogy.

VI. Botany,
Zoology.

VII. Anatomy,
Medicine.

VIII. Government,
Political Economy,
Law of Nature and Nations,
History, being interwoven with Politics and Law.

IX. Law, municipal.

X. Ideology,
General Grammar,
Ethics,
Rhetoric,
Belles Lettres, and the fine arts.

Some of the terms used in this table being subject to a difference of acceptation, it is proper to define the meaning and comprehension intended to be given them here:

Geometry, Elementary, is that of straight lines and of the circle. Transcendental, is that of all other curves; it includes, of course, *Projectiles*, a leading branch of the military art. Military Architecture includes Fortification, another branch of that art.

Statics respect matter generally, in a state of rest, and include Hydrostatics, or the laws of fluids particularly, at rest or in equilibrio.

Dynamics, used as a general term, include
Dynamics proper, or the laws of *solids* in motion; and
Hydrodynamics, or Hydraulics, those of *fluids* in motion.

Pneumatics teach the theory of air, its weight, motion, condensation, rarefaction, &c.

Acoustics, or Phonics, the theory of sound.

Optics, the laws of light and vision.

Physics, or Physiology, in a general sense, mean the doctrine of the physical objects of our senses.

Chemistry is meant, with its other usual branches, to comprehend the theory of agriculture.

Mineralogy, in addition to its peculiar subjects, is here understood to embrace what is real in geology.

Ideology is the doctrine of thought.

General Grammar explains the construction of language.

Some articles in this distribution of sciences will need observation. A professor is proposed for ancient languages, the Latin, Greek, and Hebrew, particularly; but these languages being the foundation common to all the sciences, it is difficult to foresee what may be the extent of this school. At the same time, no greater obstruction to industrious study could be proposed than the presence, the intrusions and the noisy turbulence of a multitude of small boys; and if they are to be placed here for the rudiments of the languages, they may be so numerous that its character and value as an University will be merged in those of a Grammar school. It is therefore, greatly to be wished, that

preliminary schools, either on private or public establishment, could be distributed in districts through the State, as preparatory to the entrance of students into the University. The tender age at which this part of education commences, generally about the tenth year, would weigh heavily with parents in sending their sons to a school so distant as the central establishment would be from most of them. Districts of such extent as that every parent should be within a day's journey of his son at school, would be desirable in cases of sickness, and convenient for supplying their ordinary wants, and might be made to lessen sensibly the expense of this part of their education. And where a sparse population would not, within such a compass, furnish subjects sufficient to maintain a school, a competent enlargement of district must, of necessity, there be submitted to. At these district schools or colleges, boys should be rendered able to read the easier authors, Latin and Greek. This would be useful and sufficient for many not intended for an University education. At these, too, might be taught English grammar, the higher branches of numerical arithmetic, the geometry of straight lines and of the circle, the elements of navigation, and geography to a sufficient degree, and thus afford to greater numbers the means of being qualified for the various vocations of life, needing more instruction than merely menial or prædial labor, and the same advantages to youths whose education may have been neglected until too late to lay a foundation in the learned languages. These institutions, intermediate between the primary schools and University, might then be the passage of entrance for youths into the University, where their classical learning might be critically completed, by a study of the authors of highest degree; and it is at this stage only that they should be received at the University. Giving then a portion of their time to a finished knowledge of the Latin and Greek, the rest might be appropriated to the modern languages, or to the commencement of the course of science for which they should be destined. This would generally be about

the fifteenth year of their age, when they might go with more safety and contentment to that distance from their parents. Until this preparatory provision shall be made, either the University will be overwhelmed with the grammar school, or a separate establishment, under one or more ushers, for its lower classes, will be advisable, at a mile or two distant from the general one; where, too, may be exercised the stricter government necessary for young boys, but unsuitable for youths arrived at years of discretion.

The considerations which have governed the specification of languages to be taught by the professor of modern languages were, that the French is the language of general intercourse among nations, and as a depository of human science, is unsurpassed by any other language, living or dead; that the Spanish is highly interesting to us, as the language spoken by so great a portion of the inhabitants of our continents, with whom we shall probably have great intercourse ere long, and is that also in which is written the greater part of the earlier history of America. The Italian abounds with works of very superior order, valuable for their matter, and still more distinguished as models of the finest taste in style and composition. And the German now stands in a line with that of the most learned nations in richness of erudition and advance in the sciences. It is too of common descent with the language of our own country, a branch of the same original Gothic stock, and furnishes valuable illustrations for us. But in this point of view, the Anglo-Saxon is of peculiar value. We have placed it among the modern languages, because it is in fact that which we speak, in the earliest form in which we have knowledge of it. It has been undergoing, with time, those gradual changes which all languages, ancient and modern, have experienced; and even now needs only to be printed in the modern character and orthography to be intelligible, in a considerable degree, to an English reader. It has this value, too, above the Greek and Latin, that while it gives the radix of the mass of our

language, they explain its innovations only. Obvious proofs of this have been presented to the modern reader in the disquisitions of Horn Tooke[2]; and Fortescue Aland[3] has well explained the great instruction which may be derived from it to a full understanding of our ancient common law, on which, as a stock, our whole system of law is engrafted. It will form the first link in the chain of an historical review of our language through all its successive changes to the present day, will constitute the foundation of that critical instruction in it which ought to be found in a seminary of general learning, and thus reward amply the few weeks of attention which would alone be requisite for its attainment; a language already fraught with all the eminent science of our parent country, the future vehicle of whatever we may ourselves achieve, and destined to occupy so much space on the globe, claims distinguished attention in American education.

Medicine, where fully taught, is usually subdivided into several professorships, but this cannot well be without the accessory of an hospital, where the student can have the benefit of attending clinical lectures, and of assisting at operations of surgery. With this accessory, the seat of our University is not yet prepared, either by its population or by the numbers of poor who would leave their own houses, and accept of the charities of an hospital. For the present, therefore, we propose but a single professor for both medicine and anatomy. By him the medical science may be taught, with a history and explanations of all its successive theories from Hippocrates to the present day; and anatomy may be fully treated. Vegetable pharmacy will make a part of the botanical course, and mineral and chemical pharmacy of those of mineralogy and chemistry.

[2] John Horne Tooke, English philologist, author of *The Diversions of Purley* (1786–1805). [Ed.]

[3] Sir John Fortescue Aland, whose eighteenth-century edition of his ancestor's *The Difference between Absolute and Limited Monarchy* contained a plea for the study of the Saxon language. [Ed.]

This degree of medical information is such as the mass of scientific students would wish to possess, as enabling them in their course through life, to estimate with satisfaction the extent and limits of the aid to human life and health, which they may understandingly expect from that art; and it constitutes such a foundation for those intended for the profession, that the finishing course of practice at the bed-sides of the sick, and at the operations of surgery in a hospital, can neither be long nor expensive. To seek this finishing elsewhere, must therefore be submitted to for a while.

In conformity with the principles of our Constitution, which places all sects of religion on an equal footing, with the jealousies of the different sects in guarding that equality from encroachment and surprise, and with the sentiments of the Legislature in favor of freedom of religion, manifested on former occasions, we have proposed no professor of divinity; and the rather as the proofs of the being of a God, the creator, preserver, and supreme ruler of the universe, the author of all the relations of morality, and of the laws and obligations these infer, will be within the province of the professor of ethics to which adding the developments of these moral obligations, of those in which all sects agree, with a knowledge of the languages, Hebrew, Greek, and Latin, a basis will be formed common to all sects. Proceeding thus far without offence to the Constitution, we have thought it proper at this point to leave every sect to provide, as they think fittest, the means of further instruction in their own peculiar tenets.

We are further of opinion, that after declaring by law that certain sciences shall be taught in the University, fixing the number of professors they require, which we think should, at present, be ten, limiting (except as to the professors who shall be first engaged in each branch,) a maximum for their salaries, (which should be a certain but moderate subsistence, to be made up by liberal tuition fees, as an excitement to assiduity,) it will be best to leave to the discretion of the visitors, the grouping of these sci-

ences together, according to the accidental qualifications of the professors; and the introduction also of other branches of science, when enabled by private donations, or by public provision, and called for by the increase of population, or other change of circumstances; to establish beginnings, in short, to be developed by time, as those who come after us shall find expedient. They will be more advanced than we are in science and in useful arts, and will know best what will suit the circumstances of their day.

We have proposed no formal provision for the gymnastics of the school, although a proper object of attention for every institution of youth. These exercises with ancient nations, constituted the principal part of the education of their youth. Their arms and mode of warfare rendered them severe in the extreme; ours, on the same correct principle, should be adapted to our arms and warfare; and the manual exercise, military manœuvres, and tactics generally, should be the frequent exercises of the students, in their hours of recreation. It is at that age of aptness, docility, and emulation of the practices of manhood, that such things are soonest learnt and longest remembered. The use of tools too in the manual arts is worthy of encouragement, by facilitating to such as choose it, an admission into the neighboring workshops. To these should be added the arts which embellish life, dancing, music, and drawing; the last more especially, as an important part of military education. These innocent arts furnish amusement and happiness to those who, having time on their hands, might less inoffensively employ it. Needing, at the same time, no regular incorporation with the institution, they may be left to accessory teachers, who will be paid by the individuals employing them, the University only providing proper apartments for their exercise.

The fifth duty prescribed to the Commissioners, is to propose such general provisions as may be properly enacted by the Legislature, for the better organizing and governing the University.

In the education of youth, provision is to be made for, 1, tuition; 2, diet; 3, lodging; 4, government; and 5, honorary excitements. The first of these constitutes the proper functions of the professors; 2, the dieting of the students should be left to private boarding houses of their own choice, and at their own expense; to be regulated by the Visitors from time to time, the house only being provided by the University within its own precincts, and thereby of course subjected to the general regimen, moral or sumptuary, which they shall prescribe. 3. They should be lodged in dormitories, making a part of the general system of buildings. 4. The best mode of government for youth, in large collections, is certainly a desideratum not yet attained with us. It may be well questioned whether *fear* after a certain age, is a motive to which we should have ordinary recourse. The human character is susceptible of other incitements to correct conduct, more worthy of employ, and of better effect. Pride of character, laudable ambition, and moral dispositions are innate correctives of the indiscretions of that lively age; and when strengthened by habitual appeal and exercise, have a happier effect on future character than the degrading motive of fear. Hardening them to disgrace, to corporal punishments, and servile humiliations cannot be the best process for producing erect character. The affectionate deportment between father and son, offers in truth the best example for that of tutor and pupil; and the experience and practice of other[4] countries, in this respect, may be worthy of enquiry and consideration with us. It will then be for the wisdom and discretion of the Visitors to devise and perfect a proper system of government, which, if it be

[4] A police exercised by the students themselves, under proper discretion, has been tried with success in some countries, and the rather as forming them for initiation into the duties and practices of civil life.

founded in reason and comity, will be more likely to nourish in the minds of our youth the combined spirit of order and self-respect, so congenial with our political institutions, and so important to be woven into the American character. 5. What qualifications shall be required to entitle to entrance into the University, the arrangement of the days and hours of lecturing for the different schools, so as to facilitate to the students the circle of attendance on them; the establishment of periodical and public examinations, the premiums to be given for distinguished merit; whether honorary degrees shall be conferred, and by what appellations; whether the title to these shall depend on the time the candidate has been at the University, or, where nature has given a greater share of understanding, attention, and application; whether he shall not be allowed the advantages resulting from these endowments, with other minor items of government, we are of opinion should be entrusted to the Visitors. . . .

IV

Letters

The last of them particularly is an enjoiment, the deprivation of which with us cannot be calculated. I am almost ready to say it is the only thing which from my heart I envy them, and which in spight of all the authority of the decalogue I do covet. . . .

To John Banister, Jr.

Paris Oct. 15. 1785.

DEAR SIR

I should sooner have answered the paragraph in your favor of Sep. 19. respecting the best seminary for the education of youth in Europe, but that it was necessary for me to make enquiries on the subject. The result of these has been to consider the competition as resting between Geneva and Rome. They are equally cheap, and probably are equal in the course of education pursued. The advantage of Geneva is that students acquire there the habits of speaking French. The advantages of Rome are the acquiring a local knowledge of a spot so classical and so celebrated; the acquiring the true pronuntiation of the Latin language; the acquiring a just taste in the fine arts, more particularly those of painting, sculpture, Architecture, and Music; a familiarity with those objects and processes of agriculture which experience has shewn best adapted to a climate like ours; and lastly the advantage of a fine climate for health. It is probable too that by being boarded in a French family the habit of speaking that language may be obtained. I do not count on any advantage to be derived in Geneva from a familiar acquaintance with the principles of it's government. The late revolution has rendered it a tyrannical aristocracy more likely to give ill than good ideas to an American. I think the balance in favor of Rome. Pisa is sometimes spoken of as a place of education. But it does not offer the 1st. and 3d. of the advantages of Rome.

But why send an American youth to Europe for education? What are the objects of an useful American education? Classical knowlege, modern languages and chiefly French, Spanish, and Italian; Mathematics; Natural philosophy; Natural History; Civil History; Ethics. In Natural philosophy I mean to include Chemistry and Agriculture, and in Natural history to include Botany as well as the other branches of those departments. It is true that the habit of speaking the modern languages cannot be so well acquired in America, but every other article can be as well acquired at William and Mary College as at any place in Europe. When College education is done with and a young man is to prepare himself for public life, he must cast his eyes (for America) either on Law or Physic. For the former where can he apply so advantageously as to Mr. Wythe? For the latter he must come to Europe; the medical class of students therefore is the only one which need come to Europe. Let us view the disadvantages of sending a youth to Europe. To enumerate them all would require a volume. I will select a few. If he goes to England he learns drinking, horse-racing and boxing. These are the peculiarities of English education. The following circumstances are common to education in that and the other countries of Europe. He acquires a fondness for European luxury and dissipation and a contempt for the simplicity of his own country; he is fascinated with the privileges of the European aristocrats, and sees with abhorrence the lovely equality which the poor enjoys with the rich in his own country: he contracts a partiality for aristocracy or monarchy; he forms foreign friendships which will never be useful to him, and loses the season of life for forming in his own country those friendships which of all others are the most faithful and permanent: he is led by the strongest of all the human passions into a spirit for female intrigue destructive of his own and others happiness, or a passion for whores destructive of his health, and in both cases learns to consider fidelity to the marriage bed as an un-

gentlemanly practice and inconsistent with happiness: he recollects the voluptuary dress and arts of the European women and pities and despises the chaste affections and simplicity of those of his own country; he retains thro' life a fond recollection and a hankering after those places which were the scenes of his first pleasures and of his first connections; he returns to his own country, a foreigner, unacquainted with the practices of domestic œconomy necessary to preserve him from ruin; speaking and writing his native tongue as a foreigner, and therefore unqualified to obtain those distinctions which eloquence of the pen and tongue ensures in a free country; for I would observe to you that what is called style in writing or speaking is formed very early in life while the imagination is warm, and impressions are permanent. I am of opinion that there never was an instance of a man's writing or speaking his native tongue with elegance who passed from 15. to 20. years of age out of the country where it was spoken. Thus no instance exists of a person writing two languages perfectly. That will always appear to be his native language which was most familiar to him in his youth. It appears to me then that an American coming to Europe for education loses in his knowledge, in his morals, in his health, in his habits, and in his happiness. I had entertained only doubts on this head before I came to Europe: what I see and hear since I come here proves more than I had even suspected. Cast your eye over America: who are the men of most learning, of most eloquence, most beloved by their country and most trusted and promoted by them? They are those who have been educated among them, and whose manners, morals and habits are perfectly homogeneous with those of the country.—Did you expect by so short a question to draw such a sermon on yourself? I dare say you did not. But the consequences of foreign education are alarming to me as an American. I sin therefore through zeal whenever I enter on the subject. You are sufficiently American to pardon me for it. Let me hear

of your health and be assured of the esteem with which I am Dear Sir Your friend & servant.

To James Madison

Fontainebleau Oct. 28. 1785.

Dear Sir

Seven o'clock, and retired to my fireside, I have determined to enter into conversation with you; this is a village of about 5,000 inhabitants when the court is not here and 20,000 when they are, occupying a valley thro' which runs a brook, and on each side of it a ridge of small mountains most of which are naked rock. The king comes here in the fall always, to hunt. His court attend him, as do also the foreign diplomatic corps. But as this is not indispensably required, and my finances do not admit the expence of a continued residence here, I propose to come occasionally to attend the king's levees, returning again to Paris, distant 40 miles. This being the first trip, I set out yesterday morning to take a view of the place. For this purpose I shaped my course towards the highest of the mountains in sight, to the top of which was about a league. As soon as I had got clear of the town I fell in with a poor woman walking at the same rate with myself and going the same course. Wishing to know the condition of the labouring poor I entered into conversation with her, which I began by enquiries for the path which would lead me into the mountain: and thence proceeded to enquiries into her vocation, condition and circumstance. She told me she was a day labourer, at 8. sous or 4 d. sterling the day; that she had two children to maintain, and to pay a rent of 30 livres for her house (which would consume the hire of 75 days), that often she could get no emploiment, and of course was without bread. As we had walked together near a mile and she had so far served me as a guide, I gave her, on parting 24 sous. She burst into tears of a gratitude which I could

being not sun enough to ripen the plumbpeach and the best of their soft peaches being like our autumn peaches. Their cherries and strawberries are fair, but I think less flavoured. Their plumbs I think are better; so also the gooseberries, and the pears infinitely beyond any thing we possess. They have no grape better than our sweet-water. But they have a succession of as good from very early in the summer till frost. I am tomorrow to go to Mr. Malsherbes (an uncle of the Chevalr. Luzerne's) about 7. leagues from hence, who is the most curious man in France as to his trees. He is making for me a collection of the vines from which the Burgundy, Champagne, Bourdeaux, Frontignac, and other the most valuable wines of this country are made. Another gentleman is collecting for me the best eating grapes, including what we call the raisin. I propose also to endeavor to colonize their hare, rabbet, red and grey partridge, pheasants of different kinds, and some other birds. But I find that I am wandering beyond the limits of my walk and will therefore bid you Adieu. Yours affectionately.

To George Wythe

Paris Aug. 13. 1786.

. . . The European papers have announced that the assembly of Virginia were occupied on the revisal of their Code of laws. This, with some other similar intelligence, has contributed much to convince the people of Europe, that what the English papers are constantly publishing of our anarchy, is false; as they are sensible that such a work is that of a people only who are in perfect tranquillity. Our act for freedom of religion is extremely applauded. The Ambassadors and ministers of the several nations of Europe resident at this court have asked of me copies of it to send to their sovereigns, and it is inserted at full length in several books now in the press; among others, in the new Encyclopedie. I think it will produce considerable

good even in these countries where ignorance, superstition, poverty and oppression of body and mind in every form, are so firmly settled on the mass of the people, that their redemption from them can never be hoped. If the almighty had begotten a thousand sons, instead of one, they would not have sufficed for this task. If all the sovereigns of Europe were to set themselves to work to emancipate the minds of their subjects from their present ignorance and prejudices, and that as zealously as they now endeavor the contrary, a thousand years would not place them on that high ground on which our common people are now setting out. Ours could not have been so fairly put into the hands of their own common sense, had they not been separated from their parent stock and been kept from contamination, either from them, or the other people of the old world, by the intervention of so wide an ocean. To know the worth of this, one must see the want of it here. I think by far the most important bill in our whole code is that for the diffusion of knowlege among the people. No other sure foundation can be devised for the preservation of freedom, and happiness. If any body thinks that kings, nobles, or priests are good conservators of the public happiness, send them here. It is the best school in the universe to cure them of that folly. They will see here with their own eyes that these descriptions of men are an abandoned confederacy against the happiness of the mass of people. The omnipotence of their effect cannot be better proved than in this country particularly, where notwithstanding the finest soil upon earth, the finest climate under heaven, and a people of the most benevolent, the most gay, and amiable character of which the human form is susceptible, where such a people I say, surrounded by so many blessings from nature, are yet loaded with misery by kings, nobles and priests, and by them alone. Preach, my dear Sir, a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against

these evils, and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance. . . .

To Maria Cosway

Paris Octob. 12 1786

MY DEAR MADAM

Having performed the last sad office of handing you into your carriage at the Pavillon de St. Denis, and seen the wheels get actually into motion, I turned on my heel and walked, more dead than alive, to the opposite door, where my own was awaiting me. Mr. Danquerville was missing. He was sought for, found, and dragged down stairs. We were crammed into the carriage, like recruits for the Bastille, and not having soul enough to give orders to the coachman, he presumed Paris our destination, and drove off. After a considerable interval silence was broke with a '*je suis vraiment affligé du depart de ces bons gens.*' This was the signal for a mutual confession of distress. We began immediately to talk of Mr. and Mrs. Cosway, of their goodness, their talents, their amability, and tho we spoke of nothing else, we seemed hardly to have entered into matter when the coachman announced the rue St. Denis, and that we were opposite Mr. Danquerville's. He insisted on descending there and traversing a short passage to his lodgings. I was carried home. Seated by my fire side, solitary and sad, the following dialogue took place between my Head and my Heart.

Head. Well, friend, you seem to be in a pretty trim.

Heart. I am indeed the most wretched of all earthly beings. Overwhelmed with grief, every fibre of my frame distended beyond it's natural powers to bear, I would willingly meet whatever catastrophe should leave me no more to feel or to fear.

Head. These are the eternal consequences of your warmth and precipitation. This is one of the scrapes into which you are ever leading us. You confess your follies indeed: but still you hug and cherish them, and no reformation can be hoped, where there is no repentance.

Heart. Oh my friend! This is no moment to upbraid my foibles. I am rent into fragments by the force of my grief! If you have any balm, pour it into my wounds: if none, do not harrow them by new torments. Spare me in this awful moment! At any other I will attend with patience to your admonitions.

Head. On the contrary I never found that the moment of triumph with you was the moment of attention to my admonitions. While suffering under your follies you may perhaps be made sensible of them, but, the paroxysm over, you fancy it can never return. Harsh therefore as the medecine may be, it is my office to administer it. You will be pleased to remember that when our friend Trumbull used to be telling us of the merits and talents of these good people, I never ceased whispering to you that we had no occasion for new acquaintance; that the greater their merit and talents, the more dangerous their friendship to our tranquillity, because the regret at parting would be greater.

Heart. Accordingly, Sir, this acquaintance was not the consequence of my doings. It was one of your projects which threw us in the way of it. It was you, remember, and not I, who desired the meeting, at Legrand & Molinos. I never trouble myself with domes nor arches. The Halle aux bleds might have rotted down before I should have gone to see it. But you, forsooth, who are eternally getting us to sleep with your diagrams and crotchets, must go and examine this wonderful piece of architecture. And when you had seen it, oh! it was the most superb thing on earth! What you had seen there was worth all you had yet seen in Paris! I thought so too. But I meant it of the lady and gentleman to whom we had been presented, and not of a parcel of sticks and chips put together in pens. You then,

question, like a fire-bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper. I can say, with conscious truth, that there is not a man on earth who would sacrifice more than I would to relieve us from this heavy reproach, in any *practicable* way. The cession of that kind of property, for so it is misnamed, is a bagatelle which would not cost me a second thought, if, in that way, a general emancipation and *expatriation* could be effected; and, gradually, and with due sacrifices, I think it might be. But as it is, we have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other. Of one thing I am certain, that as the passage of slaves from one State to another, would not make a slave of a single human being who would not be so without it, so their diffusion over a greater surface would make them individually happier, and proportionally facilitate the accomplishment of their emancipation, by dividing the burden on a greater number of coadjutors. An abstinence too, from this act of power, would remove the jealousy excited by the undertaking of Congress to regulate the condition of the different descriptions of men composing a State. This certainly is the exclusive right of every State, which nothing in the Constitution has taken from them and given to the General Government. Could Congress, for example, say, that the non-freemen of Connecticut shall be freemen, or that they shall not emigrate into any other State?

I regret that I am now to die in the belief, that the useless sacrifice of themselves by the generation of 1776, to acquire self-government and happiness to their country, is to be thrown away by the unwise and unworthy passions

of their sons, and that my only consolation is to be, that I live not to weep over it. If they would but dispassionately weigh the blessings they will throw away, against an abstract principle more likely to be effected by union than by scission, they would pause before they would perpetrate this act of suicide on themselves, and of treason against the hopes of the world. To yourself, as the faithful advocate of the Union, I tender the offering of my high esteem and respect.

To John Adams

Monticello, August 15, 1820.

I am a great defaulter, my dear Sir, in our correspondence, but prostrate health rarely permits me to write; and when it does, matters of business imperiously press their claims. I am getting better however, slowly, swelled legs being now the only serious symptom, and these, I believe, proceed from extreme debility. I can walk but little; but I ride six or eight miles a day without fatigue; and within a few days, I shall endeavor to visit my other home, after a twelvemonth's absence from it.[1] Our University, four miles distant, gives me frequent exercise, and the oftener, as I direct its architecture. Its plan is unique, and it is becoming an object of curiosity for the traveler. I have lately had an opportunity of reading a critique on this institution in your North American Review of January last, having been not without anxiety to see what that able work would say of us; and I was relieved on finding in it much coincidence of opinion, and even where criticisms were indulged, I found they would have been obviated had the developments of our plan been fuller. But these

[1] Poplar Forest, some eighty miles south of Monticello. Jefferson was still recovering from an illness suffered in the fall of 1818. [Ed.]

were restrained by the character of the paper reviewed,[2] being merely a report of outlines, not a detailed treatise, and addressed to a legislative body, not to a learned academy. For example, as an inducement to introduce the Anglo-Saxon into our plan, it was said that it would reward amply the *few weeks* of attention which alone would be requisite for its attainment; leaving both term and degree under an indefinite expression, because I know that not much time is necessary to attain it to an useful degree sufficient to give such instruction in the etymologies of our language as may satisfy ordinary students, while more time would be requisite for those who should propose to attain a critical knowledge of it. In a letter which I had occasion to write to Mr. Crofts, who sent you, I believe, as well as myself, a copy of his treatise on the English and German languages, as preliminary to an etymological dictionary he meditated, I went into explanations with him of an easy process for simplifying the study of the Anglo-Saxon, and lessening the terrors and difficulties presented by its rude alphabet, and unformed orthography. But this is a subject beyond the bounds of a letter, as it was beyond the bounds of a report to the legislature. Mr. Crofts died, I believe, before any progress was made in the work he had projected.

The reviewer expresses doubt, rather than decision, on our placing military and naval architecture in the department of pure mathematics. Military architecture embraces fortification and fieldworks, which, with their bastions, curtains, hornworks, redoubts, etc., are based on a technical combination of lines and angles. These are adapted to offence and defence, with and against the effects of bombs, balls, escalades, etc. But lines and angles make the sum of elementary geometry, a branch of pure mathematics; and the direction of the bombs, balls, and other projectiles, the necessary appendages of military

[2] *The Report of the Commissioners for the University of Virginia.* See p. 332. [Ed.]

works, although no part of their architecture, belong to the conic sections, a branch of transcendental geometry. Diderot and D'Alembert, therefore, in their *Arbor Scientiæ*, have placed military architecture in the department of elementary geometry. Naval architecture teaches the best form and construction of vessels; for which best form it has recourse to the question of the solid of least resistance; a problem of transcendental geometry. And its appurtenant projectiles belong to the same branch, as in the preceding case. It is true, that so far as respects the action of the water on the rudder and oars, and of the wind on the sails, it may be placed in the department of mechanics, as Diderot and D'Alembert have done; but belonging quite as much to geometry, and allied in its military character to military architecture, it simplified our plan to place both under the same head. These views are so obvious, that I am sure they would have required but a second thought, to reconcile the reviewer to their *location* under the head of pure mathematics. For this word *location*, see Bailey, Johnson, Sheridan, Walker, etc. But if dictionaries are to be the arbiters of language, in which of them shall we find *neologism?* No matter. It is a good word, well sounding, obvious, and expresses an idea, which would otherwise require circumlocution. The reviewer was justifiable, therefore, in using it; although he noted at the same time, as unauthoritative, *centrality*, *grade*, *sparse;* all which have been long used in common speech and writing. I am a friend to *neology*. It is the only way to give to a language copiousness and euphony. Without it we should still be held to the vocabulary of Alfred or of Ulphilas; and held to their state of science also: for I am sure they had no words which could have conveyed the ideas of oxygen, cotyledons, zoophytes, magnetism, electricity, hyaline, and thousands of others expressing ideas not then existing, nor of possible communication in the state of their language. What a language has the French become since the date of their revolution, by the free introduction of new words!

The most copious and eloquent in the living world; and equal to the Greek, had not that been regularly modifiable almost *ad infinitum*. Their rule was, that whenever their language furnished or adopted a root, all its branches, in every part of speech, were legitimated by giving them their appropriate terminations. Αδελφος, αδελφη, αδελφιδιον, αδελφοτης, αδελφιξις, αδελφιδους, αδελφικος, αδελφιζω, αδελφικως.[3] And this should be the law of every language. Thus, having adopted the adjective *fraternal*, it is a root which should legitimate *fraternity, fraternation, fraternisation, fraternism, to fraternate, fraternise, fraternally*. And give the word *neologism* to our language, as a root, and it should give us its fellow substantives, *neology, neologist, neologisation;* its adjectives, *neologous, neological, neologistical;* its verb, *neologise;* and adverb, *neologically*. Dictionaries are but the depositories of words already legitimated by usage. Society is the workshop in which new ones are elaborated. When an individual uses a new word, if ill formed, it is rejected in society; if well formed, adopted, and after due time, laid up in the depository of dictionaries. And if, in this process of sound neologisation, our trans-Atlantic brethren shall not choose to accompany us, we may furnish, after the Ionians, a second example of a colonial dialect improving on its primitive.

But enough of criticism: let me turn to your puzzling letter of May the 12th, on matter, spirit, motion, etc. Its crowd of scepticisms kept me from sleep. I read it, and laid it down; read it, and laid it down, again and again; and to give rest to my mind, I was obliged to recur ultimately to my habitual anodyne, "I feel, therefore I exist." I feel bodies which are not myself: there are other existences then. I call them *matter*. I feel them changing place. This gives me *motion*. Where there is an absence of matter, I call it *void*, or *nothing*, or *immaterial space*.

[3] Brother, sister, little brother, brotherly love, brotherhood, nephew, brotherly (adj.), adopt as a brother, brotherly (adv.). [Ed.]

On the basis of sensation, of matter and motion, we may erect the fabric of all the certainties we can have or need. I can conceive *thought* to be an action of a particular organization of matter, formed for that purpose by its Creator, as well as that *attraction* is an action of matter, or *magnetism* of loadstone. When he who denies to the Creator the power of endowing matter with the mode of action called *thinking*, shall show how He could endow the sun with the mode of action called *attraction*, which reins the planets in the track of their orbits, or how an absence of matter can have a will, and by that will put matter into motion, then the Materialist may be lawfully required to explain the process by which matter exercises the faculty of thinking. When once we quit the basis of sensation, all is in the wind. To talk of *immaterial* existences, is to talk of *nothings*. To say that the human soul, angels, God, are immaterial, is to say, they are *nothings*, or that there is no God, no angels, no soul. I cannot reason otherwise: but I believe I am supported in my creed of materialism by the Lockes, the Tracys and the Stewarts. At what age of the Christian Church this heresy of *immaterialism*, or masked atheism, crept in, I do not exactly know. But a heresy it certainly is. Jesus taught nothing of it. He told us, indeed, that "God is a Spirit," but He has not defined what a spirit is, nor said that it is not *matter*. And the ancient fathers generally, of the three first centuries, held it to be matter, light and thin indeed, an etherial gas; but still matter. . . .

Rejecting all organs of information, therefore, but my senses, I rid myself of the pyrrhonisms with which an indulgence in speculations hyperphysical and antiphysical, so uselessly occupy and disquiet the mind. A single sense may indeed be sometimes deceived, but rarely; and never all our senses together, with their faculty of reasoning. They evidence realities, and there are enough of these for all the purposes of life, without plunging into the fathomless abyss of dreams and phantasms. I am satisfied, and

sufficiently occupied with the things which are, without tormenting or troubling myself about those which may indeed be, but of which I have no evidence. I am sure that I really know many, many things, and none more surely than that I love you with all my heart, and pray for the continuance of your life until you shall be tired of it yourself.

To the President of the United States (James Monroe)

Monticello, October 24, 1823.

DEAR SIR

The question presented by the letters you have sent me, is the most momentous which has ever been offered to my contemplation since that of Independence.[1] That made us a nation, this sets our compass and points the course which we are to steer through the ocean of time opening on us. And never could we embark on it under circumstances more auspicious. Our first and fundamental maxim should be, never to entangle ourselves in the broils of Europe. Our second, never to suffer Europe to intermeddle with cis-Atlantic affairs. America, North and South, has a set of interests distinct from those of Europe, and peculiarly her own. She should therefore have a system of her own, separate and apart from that of Europe. While the last is laboring to become the domicile of despotism, our endeavor should surely be, to make our hemisphere that of freedom. One nation, most of all, could disturb us in this pursuit; she now offers to lead, aid, and accompany us in it. By acceding to her proposition, we detach her from the bands, bring her mighty weight into the scale of free

[1] That is, the question of whether the United States should join with Britain in declaring the Western Hemisphere off limits to European expansion. The Monroe Doctrine was proclaimed unilaterally on December 2, 1823. [Ed.]

government, and emancipate a continent at one stroke, which might otherwise linger long in doubt and difficulty. Great Britain is the nation which can do us the most harm of any one, or all on earth; and with her on our side we need not fear the whole world. With her then, we should most sedulously cherish a cordial friendship; and nothing would tend more to knit our affections than to be fighting once more, side by side, in the same cause. Not that I would purchase even her amity at the price of taking part in her wars. But the war in which the present proposition might engage us, should that be its consequence, is not her war, but ours. Its object is to introduce and establish the American system, of keeping out of our land all foreign powers, of never permitting those of Europe to intermeddle with the affairs of our nations. It is to maintain our own principle, not to depart from it. And if, to facilitate this, we can effect a division in the body of the European powers, and draw over to our side its most powerful member, surely we should do it. But I am clearly of Mr. Canning's opinion, that it will prevent instead of provoking war. With Great Britain withdrawn from their scale and shifted into that of our two continents, all Europe combined would not undertake such a war. For how would they propose to get at either enemy without superior fleets? Nor is the occasion to be slighted which this proposition offers, of declaring our protest against the atrocious violations of the rights of nations, by the interference of any one in the internal affairs of another, so flagitiously begun by Bonaparte, and now continued by the equally lawless Alliance, calling itself Holy.

But we have first to ask ourselves a question. Do we wish to acquire to our own confederacy any one or more of the Spanish provinces? I candidly confess, that I have ever looked on Cuba as the most interesting addition which could ever be made to our system of States. The control which, with Florida Point, this island would give us over the Gulf of Mexico, and the countries and isthmus border-

built parts of the town, and never known into the country. In these latter places it cannot be communicated. In order to catch it you must go into the local atmosphere where it prevails. Is not this a strong indication that we ought not to contend with the laws of nature, but should decide at once that all our cities shall be thin-built? You will perhaps remember that in 1793 yourself, the present governor Harrison with another young gentleman, dining with me in Philadelphia, the then late yellow fever being the subject of conversation, and its in-communicability in the country, I observed that in building cities in the U.S. we should take the chequer board for our plan, leaving the white squares open and unbuilt for ever, and planted with trees. Harrison treasured this idea in his mind, and having to lay off a city 2 or 3 years ago on the banks of Ohio, opposite to Louisville,[2] he laid it off on this plan. As it is probable that N. Orleans must be very soon enlarged, I inclose you the same plan for consideration. I have great confidence that howsoever the yellow fever may prevail in the old part of the town, it would not be communicable in that part which should be built on this plan; because this would be all like the thin-built parts of our towns, where experience has taught us that a person may carry it, after catching it in its local region, but can never communicate it out of that. Having very sincerely at heart, that the prosperity of N. Orleans should be unchecked, and great faith founded as I think in experience of the effect of this mode of building against a disease which is such a scourge to our close built cities, I could not deny myself the communication of the plan, leaving to you to bring it into real existence if those more interested should think as favorably of it as I do. For beauty, pleasure and convenience it will certainly be eminent. . . .

2 Jeffersonville, Indiana. [Ed.]

To Doctor Edward Jenner

Monticello, May 14, 1806.

SIR,

I have received a copy of the evidence at large respecting the discovery of the vaccine inoculation which you have been pleased to send me, and for which I return you my thanks. Having been among the early converts, in this part of the globe, to its efficiency, I took an early part in recommending it to my countrymen. I avail myself of this occasion of rendering you a portion of the tribute of gratitude due to you from the whole human family. Medicine has never before produced any single improvement of such utility. Harvey's discovery of the circulation of the blood was a beautiful addition to our knowledge of the animal economy, but on a review of the practice of medicine before and since that epoch, I do not see any great amelioration which has been derived from that discovery. You have erased from the calendar of human afflictions one of its greatest. Yours is the comfortable reflection that mankind can never forget that you have lived. Future nations will know by history only that the loathsome smallpox has existed and by you has been extirpated.

Accept my fervent wishes for your health and happiness and assurances of the greatest respect and consideration.

To William Hamilton

Washington, July, 1806

. . . Having decisively made up my mind for retirement at the end of my present term, my views and attentions are all turned homewards. I have hitherto been engaged in my buildings which will be finished in the course of the present year. The improvement of my grounds has been reserved for my occupation on my return home. For this

reason it is that I have put off to the fall of the year after next the collection of such curious trees as will bear our winters in the open air.

The grounds which I destine to improve in the style of the English gardens are in a form very difficult to be managed. They compose the northern quadrant of a mountain for about ⅔ of its height & then spread for the upper third over its whole crown. They contain about three hundred acres, washed at the foot for about a mile, by a river of the size of the Schuylkill. The hill is generally too steep for direct ascent, but we make level walks successively along it's side, which in it's upper part encircle the hill & intersect these again by others of easy ascent in various parts. They are chiefly still in their native woods, which are majestic, and very generally a close undergrowth, which I have not suffered to be touched, knowing how much easier it is to cut away than to fill up. The upper third is chiefly open, but to the South is covered with a dense thicket of Scotch broom (Spartium scoparium Lin.) which being favorably spread before the sun will admit of advantageous arrangement for winter enjoyment. You are sensible that this disposition of the ground takes from me the first beauty in gardening, the variety of hill & dale, & leaves me as an awkward substitute a few hanging hollows & ridges. This subject is so unique and at the same time refractory, that to make a disposition analogous to its character would require much more of the genius of the landscape painter & gardener than I pretend to. I had once hoped to get Parkins to go and give me some outlines, but I was disappointed. Certainly I could never wish your health to be such as to render travelling necessary; but should a journey at any time promise improvement to it, there is no one on which you would be received with more pleasure than at Monticello. Should I be there you will have an opportunity of indulging on a new field some of the taste which has made the Woodlands the only rival which I have known in America to what may be seen in England.

Thither without doubt we are to go for models in this art. Their sunless climate has permitted them to adopt what is certainly a beauty of the very first order in landscape. Their canvas is of open ground, variegated with clumps of trees distributed with taste. They need no more of wood than will serve to embrace a lawn or a glade. But under the beaming, constant and almost vertical sun of Virginia, shade is our Elysium. In the absence of this no beauty of the eye can be enjoyed. This organ must yield it's gratification to that of the other senses; without the hope of any equivalent to the beauty relinquished. The only substitute I have been able to imagine is this. Let your ground be covered with trees of the loftiest stature. Trim up their bodies as high as the constitution & form of the tree will bear, but so as that their tops shall still unite & yield dense shade. A wood, so open below, will have nearly the appearance of open grounds. Then, when in the open ground you would plant a clump of trees, place a thicket of shrubs presenting a hemisphere the crown of which shall distinctly show itself under the branches of the trees. This may be effected by a due selection & arrangement of the shrubs, & will I think offer a group not much inferior to that of trees. The thickets may be varied too by making some of them of evergreens altogether, our red cedar made to grow in a bush, evergreen privet, pyrocanthus, Kalmia, Scotch broom. Holly would be elegant but it does not grow in my part of the country.

Of prospect I have a rich profusion and offering itself at every point of the compass. Mountains distant & near, smooth & shaggy, single & in ridges, a little river hiding itself among the hills so as to shew in lagoons only, cultivated grounds under the eye and two small villages. To prevent a satiety of this is the principal difficulty. It may be successively offered, & in different portions through vistas, or which will be better, between thickets so disposed as to serve as vistas, with the advantage of shifting the scenes as you advance on your way.

You will be sensible by this time of the truth of my information that my views are turned so steadfastly homeward that the subject runs away with me whenever I get on it. I sat down to thank you for kindnesses received, & to bespeak permission to ask further contributions from your collection & I have written you a treatise on gardening generally, in which art lessons would come with more justice from you to me.

To John Norvell

Washington, June 14, 1807.

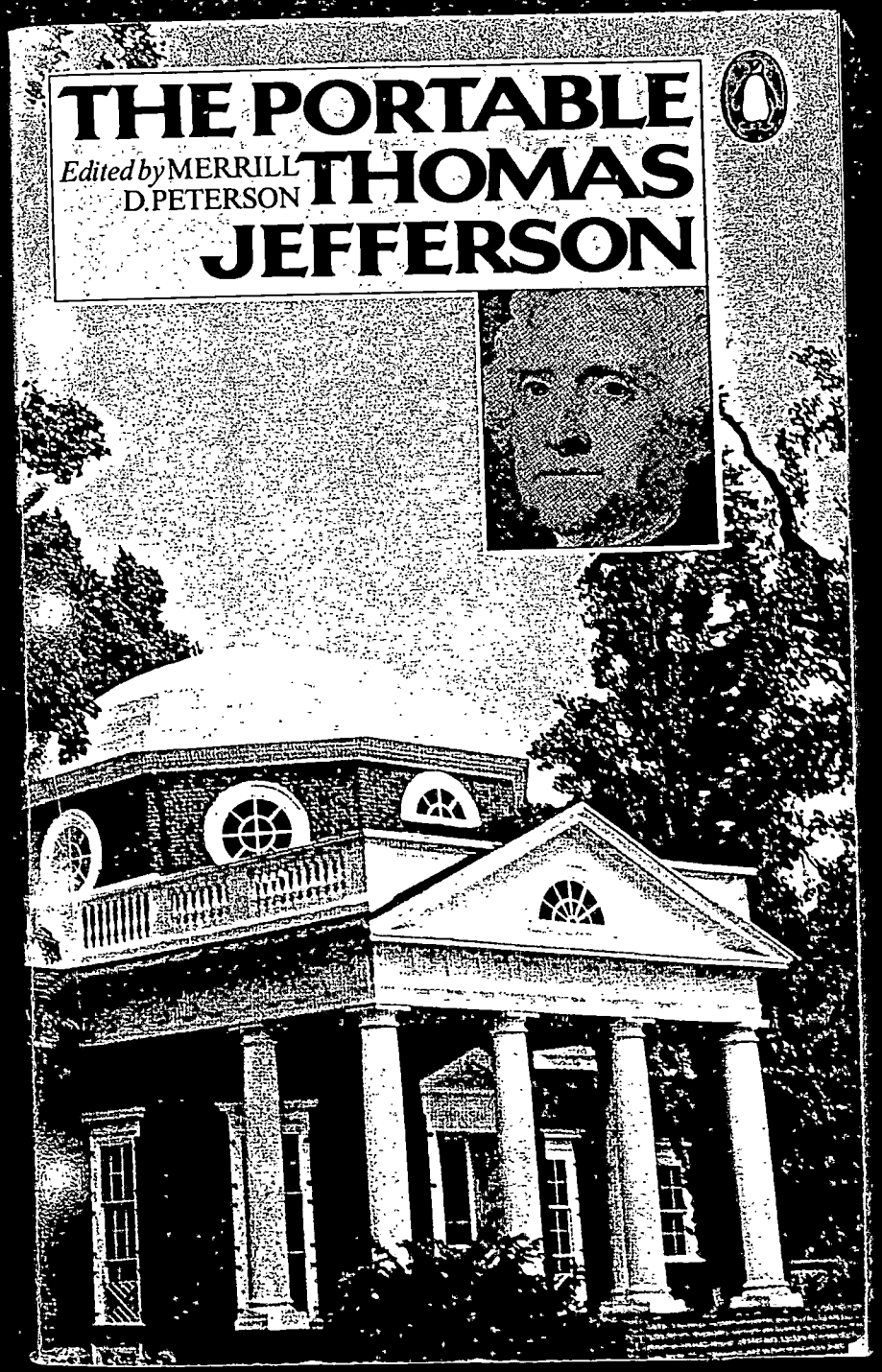
SIR

Your letter of May 9 has been duly received. The subject it proposes would require time & space for even moderate development. My occupations limit me to a very short notice of them. I think there does not exist a good elementary work on the organization of society into civil government: I mean a work which presents in one full & comprehensive view the system of principles on which such an organization should be founded, according to the rights of nature. For want of a single work of that character, I should recommend Locke on Government, Sidney, Priestley's Essay on the first Principles of Government, Chipman's Principles of Government, & the Federalist. Adding, perhaps, Beccaria on crimes & punishments, because of the demonstrative manner in which he has treated that branch of the subject. If your views of political inquiry go further, to the subjects of money & commerce, Smith's Wealth of Nations is the best book to be read, unless Say's Political Economy can be had, which treats the same subject on the same principles, but in a shorter compass & more lucid manner. But I believe this work has not been translated into our language.

History, in general, only informs us what bad government is. But as we have employed some of the best

materials of the British constitution in the construction of our own government, a knolege of British history becomes useful to the American politician. There is, however, no general history of that country which can be recommended. The elegant one of Hume seems intended to disguise & discredit the good principles of the government, and is so plausible & pleasing in it's style & manner, as to instil it's errors & heresies insensibly into the minds of unwary readers. Baxter has performed a good operation on it. He has taken the text of Hume as his ground work, abridging it by the omission of some details of little interest, and wherever he has found him endeavoring to mislead, by either the suppression of a truth or by giving it a false coloring, he has changed the text to what it should be, so that we may properly call it Hume's history republicanised. He has moreover continued the history (but indifferently) from where Hume left it, to the year 1800. The work is not popular in England, because it is republican; and but a few copies have ever reached America. It is a single quarto volume. Adding to this Ludlow's Memoirs, Mrs. M'Cauley's & Belknap's histories, a sufficient view will be presented of the free principles of the English constitution.

To your request of my opinion of the manner in which a newspaper should be conducted, so as to be most useful, I should answer, 'by restraining it to true facts & sound principles only.' Yet I fear such a paper would find few subscribers. It is a melancholy truth, that a suppression of the press could not more compleatly deprive the nation of its benefits, than is done by it's abandoned prostitution to falsehood. Nothing can now be believed which is seen in a newspaper. Truth itself becomes suspicious by being put into that polluted vehicle. The real extent of this state of misinformation is known only to those who are in situations to confront facts within their knolege with the lies of the day. I really look with commiseration over the great body of my fellow citizens, who, reading newspapers,


THE PORTABLE
Edited by MERRILL D. PETERSON
THOMAS JEFFERSON

804/924-3072

Christina —
Here is more
Jefferson info. !
KG

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE

OFFICE OF THE PRESIDENT

September 18, 1989

Mr. Kevin Moley
White House Staff
Pavilion II, East Lawn
University of Virginia

Dear Kevin:

Jennings Wagoner is a senior professor in the School of Education and he has written extensively on Thomas Jefferson's views on education. When we learned last month that you all would be coming here, the University Relations Office asked him to put some notes together that they could use as background for the press. With the thought that Jennings' notes might be useful to speech writers, I enclose a copy of his paper.

Sincerely,

Alexander G. Gilliam, Jr.
Assistant to the President

AGG:ls

Enclosure

Thomas Jefferson: America's First "Education President"

A Briefing Paper Prepared for the Presidential Summit

Jennings L. Wagoner, Jr.
University of Virginia
September, 1989

Education and Liberty

Thomas Jefferson might well be considered our nation's first "Education President." Jefferson never arranged for an "education summit" nor did he issue any ringing proclamations in behalf of education while president. However, the third president of the United States was the first American statesman to propose the establishment of a unified system of publicly supported schools. Moreover, he founded a distinctive state university, the University of Virginia, an achievement he considered as one of the three most important accomplishments of his life--the other two being his authorship of the Declaration of Independence and of the Statute of Virginia for Religious Freedom. Furthermore, Thomas Jefferson was foremost among the founding fathers in giving firm and consistent voice to the proposition that only an enlightened people can hope to maintain a free society. As he put the matter in a letter in 1816: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Education as a Public Responsibility

At a time when formal schooling was considered as basically a private matter, a privilege to be enjoyed by the few, Jefferson championed it as a public responsibility, an essential right and necessity for all citizens. In an era when most schooling was accessible only to those who could pay tuition fees, Jefferson advocated free access based upon public support. In a society in which the well-born often used the advantages of education to protect their privileged status, Jefferson advanced the idea that popular education should equalize opportunity and make it possible for all to engage in the pursuit of happiness. Driving Thomas Jefferson's commitment to popular education was a conviction he expressed to George Washington in 1786: "It is an axiom of my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This it is the business of the state to effect, and on a general plan."

Jefferson's Educational Proposals and Activities

The Context for Educational Reform

Thomas Jefferson's efforts in behalf of education began in the 1770s and continued throughout his lifetime. His initial labors in behalf of education were part and parcel of his larger effort to move Virginia and the emerging new nation from colonial status and mentality into governmental and social arrangements

befitting citizens of a free republic. In the fall of 1776, only months after drafting the Declaration of Independence, Jefferson was selected by his colleagues in the Virginia General Assembly to serve as chair of a small committee charged with the task of revising the laws of the Commonwealth. For the next several years Jefferson played a major role in drafting legislation that, as he phrased it, was designed to "lay the ax to the root of pseudo-aristocracy." Jefferson introduced bills that curtailed the practice of entailing estates and limiting inheritance to first-born sons. Other bills modernized the legal system, made more rational and humane the system of punishments for crimes, and liberalized provisions for the naturalization of foreigners. Not all of his legislative proposals were successful, as in the case of his advocacy of the gradual emancipation of slaves, and some of the 126 bills for which he was responsible, directly or indirectly, passed only after years of debate and sometimes in severely modified form.

A bill that did survive with only minor modifications, and one vastly important in its own right as well as in terms of its relation to Jefferson's educational views was the Virginia Statute for Religious Freedom. This act, which disestablished the Anglican church in Virginia, declared that no one could be compelled to attend any church or be made to support any religion not of his own choosing; that one could be made to suffer no reprisals for his belief or nonbelief in religion; that, in sum, "all men shall be free to profess, and by argument to maintain,

their opinions in matters of religion, and that the same shall in no wise diminish, enlarge, or affect their civil capacities." Jefferson wrote with understandable pride to James Madison that "it is honorable for us to have produced the first legislature who had the courage to declare that the reason of man may be trusted with the formation of his own opinions."

Jefferson's Educational Plan of 1779

Thomas Jefferson's faith in the right of free people to be trusted with the formation of their own opinions lay at the basis of his lifelong interest in and concern for the advancement of education. Thus, when as part of the revised code of laws he introduced a Bill for the More General Diffusion of Knowledge, he considered it at the time as the most important item in the entire legislative package. In the preamble to his bill, Jefferson reminded his legislative colleagues that history has shown that, even under the best forms of government, there is a tendency for those entrusted with power to pervert it into tyranny. The most effective means of preventing this from occurring, said Jefferson, would be "to illuminate, as far as practicable, the minds of the people at large." Jefferson noted further that many "whom nature hath fitly formed and disposed to become useful instruments for the public" are prevented by poverty from obtaining an education. It is far better, Jefferson maintained, that all should be educated "at the common expense of all, than that the happiness of all should be confided to the weak or wicked."

The general outline of Jefferson's bill, drafted in 1778 and presented to the legislature in June, 1779, seems so familiar today that we are apt to forget that two centuries ago some of its features were considered quite radical. Jefferson envisioned a three-tiered system of education--elementary schools, grammar (secondary) schools, and at the apex, a college or university--the whole resting upon a public base. Jefferson proposed that the state be divided into local wards ("hundreds," he called them) and that within each ward an elementary school should be established and maintained at public expense. Local overseers, appointed by the alderman of each county, were to supervise the work of the teachers in the ward schools in a specified district. To insure that even the poorest citizens would have access to basic education, Jefferson proposed that "at these schools all the free children, male and female, resident within the respective hundred," should be entitled to receive instruction without charge for the term of three years, "and as much longer, at their private expense, as their parents, guardians, or friends shall think proper." Jefferson believed that this statewide system of conveniently located and adequately supported elementary schools, attended in common by children of the rich and poor alike, would provide the general population with the skills and knowledge necessary to enable them to perform their duties and protect their rights as citizens.

In addition to providing a general education for the masses, Jefferson insisted that the state had an equal obligation to seek

out and cultivate leaders, members of the "natural aristocracy" of virtue and talent (as opposed to the "artificial aristocracy" who laid claim to privilege and power based on their wealth and favored birth). Jefferson's bill thus proposed that at public expense, twenty grammar schools be established at appropriate geographical locations throughout the state. To these boarding schools would come students who were able to pay tuition as well as a select number of "public foundationers" or scholarship students, survivors of a rigorous system of selection in the lower schools. The process of competition would continue in the upper grades as well. According to Jefferson's scheme, after the first year in the district secondary school, the bottom one-third of the scholarship students would be discontinued. After the second year, all the rest, "save one only, the best in genius and disposition," would bring their formal schooling as scholarship students to an end. The one best student in each of the secondary schools would continue his education free of charge for four more years. "By this means, " Jefferson noted, "twenty of the best geniuses will be raked from the rubbish annually." By this means too, Jefferson thought it possible "to avail the state of those talents which Nature has sown as liberally among the poor as the rich, but which perish without use if not sought for and cultivated."

At the top of Jefferson's educational pyramid stood the College of William and Mary which Jefferson, via a companion bill, hoped to convert into a state university. His scheme provided for

the free education at the College of William and Mary of a small number of the brightest graduates of the district schools. The other graduates who had been recipients of state support would become secondary school teachers.

Jefferson's Bill for the More General Diffusion of Knowledge, his bill to reform the College of William and Mary, and yet another bill to establish in Richmond a state-supported library, all met with defeat. Among a combination of factors contributing to the failure of Jefferson's educational plans, legislative fears regarding the expense of his projects seemed paramount. To Jefferson, however, such false economy was shortsighted. He encouraged his mentor and friend George Wythe to "Preach, my dear sir, a crusade against ignorance" and appealed to him to let it be known "that the tax which will paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance." For the moment, however, Jefferson's pleas were in vain.

Other Educational Ventures

The defeat of Jefferson's education plans signaled a delay but not an end to his interest in the cause of public education. Jefferson could take little satisfaction from legislative action in 1796 which passed into law one portion of his general plan. In that year, the legislature enacted part of the bill relating to elementary schools, but the bill was weakened severely by a

provision that allowed officials in each county to determine if and when the schools would be established. Only one county made a serious attempt to begin public elementary schools. Jefferson was no more successful in 1817 when he drafted yet another bill, similar in general outline to his 1779 bill, which also failed to win legislative approval.

Over the years, Jefferson considered still other measures that he thought might help realize at least in part some of his educational ideals. In the 1790s, for example, Jefferson expressed interest in the plan of Francis D'Ivernois to transport the entire faculty of the University of Geneva to America. Although Jefferson thought the idea a good one and Virginia the perfect location for the transplanted university, neither the Virginia legislature nor George Washington, to whom Jefferson turned for support, shared his enthusiasm. Washington, however, proved to be much more excited about plans for a national university than was Jefferson. Presidents Washington and Jefferson, along with John Adams, James Madison, James Monroe, and John Q. Adams all at various times gave serious consideration to plans recommending the creation in the District of Columbia of a national university. After leaving the White House and returning to his mountaintop home at Monticello in 1809, however, ex-President Thomas Jefferson soon began to concentrate his efforts on giving birth to an institution just a few miles away that was to have a national character as well as serve as the capstone of a state system of public education: the University of Virginia.

Jefferson and the University of Virginia

Jefferson's crowning achievement as an education statesman was his role as the founder of the University of Virginia. As any visitor to Charlottesville quickly discovers, the University of Virginia even today is often referred to as "Mr. Jefferson's University." It architectural design, its curriculum, and its guiding philosophy were all the product of Jefferson's vision and a reflection of his ideals.

Although Jefferson had for years been giving thought to the establishment of a superior institution of higher learning in Virginia, it was not until 1814 that his plans began to take definite shape. In that year Jefferson joined his nephew, Peter Carr, and other neighbors as a trustee of a newly revived secondary school to be known as Albemarle Academy. Rather quickly, Jefferson persuaded the other board members that they should elevate their aim and escalate the academy into a college, a move which the legislature approved in 1816. The charter for the new institution, Central College, empowered the governor of the state to appoint the members of its board of visitors. Two other Virginia presidents, James Madison and James Monroe, soon joined Jefferson as members of the board and were present with him when the cornerstone of the first building was laid on October 6, 1817.

A few months later, in February 1818, another bill cleared the General Assembly that provided initial funding toward the creation of a state university and that called for the appointment

of a special commission to determine the site for and plan of operation of the new institution. Jefferson chaired the meeting and wrote the final report of what became known as the Rockfish Gap Commission. Finally, in January 1919, the Virginia legislature accepted the recommendations of the Rockfish Gap Commission and converted the fledgling institution under construction at the foot of Monticello, Central College, into the University of Virginia. Six years later, in March of 1825, the University of Virginia accepted its first students. There to greet them was the institution's founder and first rector. Thomas Jefferson had been allowed to live long enough to the see institution he had long dreamed of come to life. He had been allowed to realize what he termed "the last act of usefulness I can render my country." He died the following year at the age of 83--on July 4, 1826.

The most distinctive and significant element in Jefferson's design for the University of Virginia was his commitment of the institution to the principle of intellectual freedom. "This institution of my native state, the hobby of my old age," he wrote in 1820, will be based on the illimitable freedom of the human mind to explore and expose every subject susceptible of its contemplation. For here we are not afraid to follow truth wherever it may lead, not to tolerate any error, so long as reason is left free to combat it." It was this faith in reason and commitment to liberty that gave direction to his efforts beginning in the 1770s in behalf of a complete system of public education. The university he founded forty years later stands today as a

living reminder of that faith and as an enduring monument to that commitment.

It seems only fitting that, in our continuing crusade against ignorance, we pause to give Jefferson his due as our first "education president."

Thomas Jefferson and Education: Chronology of Major Events

1743, April 13	Born at Shadwell, Albemarle Co., Virginia
1748	Began schooling with private tutor at Tuckahoe, plantation of William Randolph
1752	Enrolled in boarding school in Goochland Co., taught by Rev. William Douglas, described by TJ later as a "superficial Latinist"
1757	Following father's death, enrolled in Latin boarding school conducted by Rev. James Maury of Louisa Co., "a correct classical scholar"
1760, March 25	Entered College of William & Mary; became close friends with Dr. William Small, the only non-clergyman on the faculty, George Wythe, a prominent lawyer, and Francis Fauquier, governor of the colony.
1762, April 25	Completed studies at William & Mary and began studying law privately with George Wythe
1767	Admitted to bar
1776	Delegate to Continental Congress; wrote the Declaration of Independence
1776	Returned to Virginia; appointed to committee to revise the laws of Virginia
1779, June	Submitted Bill for the More General Diffusion of Knowledge
1786	Bill defeated while Jefferson was in Paris
1786	Doctor of Laws from Yale
1787	Doctor of Laws from Harvard and Brown
1788	Cautious interest in proposal to establish in Richmond a scientific academy patterned after the French Academy
1790	Member of the American Academy of Arts and Sciences
1795, February	Proposed the removal of Geneva faculty to America

1797, January 6	Elected president of the American Philosophical Society
1800, January 18	Described plans for the University of Virginia in a letter to Joseph Priestley
1806, February 23	Advised Joel Barlow on a plan for a national university
1807	Chairman of Washington, D.C. School Board
1814, March 25	Joined Board of Trustees of Albemarle Academy
1814. September 7	Proposed college in place of academy
1816, February 14	Albemarle Academy became Central College
1817, May 5	Bought land for Central College
1817, October 6	Cornerstone of first building laid, with Madison, Monroe and Jefferson present
1818, February 21	Bill authorizing a state university passed
1818, August 1-4	Commissioners met at Rockfish Gap
1819, January 25	Central College became University of Virginia
1825, March 7	University of Virginia opened
1826, July 4	Thomas Jefferson died at Monticello

Thomas Jefferson on Public Education and an Enlightened Society:

Selected Quotations

Prepared by
Jennings L. Wagoner, Jr.
Professor, History of Education
University of Virginia
September, 1989

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."
Thomas Jefferson to Col. Charles Yancey, 1816

"It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This it is the business of the state to effect, and on a general plan."
Thomas Jefferson to George Washington, Jan. 4, 1786

"I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness."
Thomas Jefferson to George Wythe, Aug. 13, 1786

"Preach, my dear Sir, a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against these evils [tyranny, oppression, etc.] and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance."
Thomas Jefferson to George Wythe, Aug. 13, 1786

"Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty."
Thomas Jefferson to James Madison, 1787

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Thomas Jefferson to William C. Jarvis, 1820

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers & be capable of reading them."

Thomas Jefferson to Edward Carrington, Jan. 16, 1787

"We wish to establish in the upper country [of Virginia], and more centrally for the State, a University on a plan so broad and liberal and modern, as to be worth patronizing with the public support, and be a temptation to the youth of other States to come and drink of the cup of knowledge and fraternize with us."

Thomas Jefferson to Dr. Joseph Priestley, Jan. 18, 1800

"I hope the necessity will, at length, be seen of establishing institutions here, as in Europe, where every branch of science, useful at this day, may be taught in its highest degree."

Thomas Jefferson to John Adams, July 5, 1814

The aims of elementary education for the general population:

"To give to every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve by reading, his morals and faculties;

To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either;

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment;

And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed."

Thomas Jefferson, Report of the Commissioners Appointed to Fix the Site of the University of Virginia ("The Rockfish Gap Report"), August 4, 1818

The [illegible] of higher education:

"To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend:

To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation, which, banishing all arbitrary and unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

To harmonize and promote the interests of agriculture, manufactures and commerce, and by well informed views of political economy to give a free scope to the public industry;

To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order;

To enlighten them with mathematical and physical sciences, which advance the arts, and administer to the health, subsistence, and comforts of human life;

And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves."

Thomas Jefferson, "The Rockfish Gap Report," August 4, 1818

On education and the future of mankind:

"Education [illegible] gratis a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth. And it cannot be but that each generation succeeding to the knowledge acquired by all those who preceded it, adding [illegible] their own acquisitions and discoveries and handing the mass down for successive and constant accumulation, must advance the knowledge and well-being of mankind, not infinitely, as some have said, but indefinitely, and to a term which no one can fix or foresee."

Thomas Jefferson, "The Rockfish Gap Report," August 1, 181[illegible]

THE WHITE HOUSE
WASHINGTON

While millions go to college, ____ never graduate from high school.

Congress. Slattery

people 18 yrs or over w/ less than 12 yrs of school.

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TO Christen Gear
456-6218

FROM Betsy Vining
Secendary School
Recognition Program
Ceremony
732-5409

Christen,

I have included several fact sheets as well as the Talking Points that were prepared for the Secretary. If you have any questions I can be reached at 732-5409.

Thank you.

Betsy Vining

TENTATIVE AGENDA

Wednesday, September 27

4:00 - 5:00 pm	Early Registration Ramada Renaissance

Thursday, September 28

11:00 - 12:00 am	Registration Ramada Renaissance
1:00 - 1:15 pm	Orientation - Jacquelyn Smith Junior Ballroom - Ramada Renaissance
1:15 - 2:00 pm	Congressional Briefing
2:00 - 2:30 pm	Department Briefing
2:30 pm	Board Buses for White House
2:45 pm	White House, South Lawn Gate
4:15 pm	**President George Bush** Remarks Press Time
5:15 pm	Depart White House
5:30 pm	Arrive Hotels
6:15 pm	Buses depart Auxiliary hotels for Ramada Renaissance
6:30 pm	Awards Banquet
7:30 pm	Program Grand Ballroom - Ramada Renaissance **Host Ted Sanders**, Under Secretary Pledge of Allegiance Introduction of the Secretary Secretary of Education Address: **Lauro F. Cavazos** Presentation of Awards

Explains 1988-9 Selection Process.

UNITED STATES
DEPARTMENT OF EDUCATION

Contact: Jane Glickman
(202) 732-4307

FOR RELEASE
May 16, 1989

CAVAZOS NAMES 218 SCHOOLS FOR EXCELLENCE

Secretary of Education Lauro F. Cavazos today named the 218 public and private secondary schools selected as schools of excellence in the Department's 1988-89 School Recognition Program.

"In the midst of many problems in education," said Cavazos, "we can look to these 218 schools as examples of what's right with American education. In these schools, community involvement is strong, expectations are high, and good ideas are hard at work in the classrooms. Their success is evidence of the tremendous potential we must tap in all our nation's schools."

Now in its seventh year, the school recognition program identifies and calls attention to a diverse group of public and private schools that demonstrate superior effectiveness in educating their students. Elementary and secondary schools are recognized in alternate years.

This year's winning middle, junior, and senior high schools are located in 42 states, the District of Columbia, and Puerto Rico. The roster of winners consists of 176 public schools, including a Bureau of Indian Affairs school and two Department of Defense Dependents schools, and 42 private schools, both religiously affiliated and independent.

Twenty-two schools that were recognized in previous years of the program have again earned recognition. Schools can

-MORE-

reapply for the program every four years.

"Instead of resting on their laurels," Cavazos said, "these schools kept their goals and standards high and continued striving for excellence. They deserve a special thanks."

Public schools were nominated by the chief school official in each state, and private school nominations were coordinated by the Council for American Private Education, an umbrella organization for private schools. Winning schools were selected from 629 nominations.

The program examines overall qualities that contribute to school effectiveness and student success. Nominees respond to about 50 questions that call for descriptions of their school's philosophy, programs and practices, focusing on the areas of:

--leadership
--the teaching environment
--the learning environment
--institutional vitality
--parental and community support
--indicators of success.

There are no specific standards dictated by the Federal program; rather, each school is judged on how successfully it meets its own goals and how well programs are tailored to local needs.

This year special attention was given to geography education and strengthening curriculum requirements and course content.

Representatives from the 218 schools will be invited to Washington in the fall to participate in a host of activities, including a recognition ceremony where each school will receive a specially designed flag of excellence.

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NOTE TO EDITORS: Attached is a fact sheet about the program, and a list of the recognized schools.

U.S. DEPARTMENT OF EDUCATION

1988-89 Secondary School Recognition Program
Selection Process

As a first step, the chief school officer of each state was invited to nominate public schools, based on procedures determined within the state. States could nominate a number of schools up to the total of its Congressional delegation.

The Council for American Private Education was invited to submit up to 130 private schools for consideration, a number based on the percentage of private schools nationwide.

In January, a review panel appointed by the Department met in Washington to study the 629 nomination forms and recommend schools for site visits. The panel consisted of 100 members -- about two-thirds practicing educators and one-third private citizens active in education. Three panel members reviewed each school nomination form. They selected 263 schools for site visits.

In the spring, each selected school was visited for two days by two evaluators. They observed classroom instruction, met with parents, teachers, staff, community members and students, and clarified any questions about the nomination forms. Site visitors were predominantly practicing educators. Each submitted a report to the review panel.

None of the review panelists or site visitors was an employee of the Education Department. In addition to educators and knowledgeable citizens, this year's panelists and visitors included experts in geography.

In May, the review panel reconvened in Washington and considered the two site visit reports prepared for each school. Based on their recommendation, the Secretary recognized 218 schools.

Talking Points for Secretary's Remarks at Awards Ceremony for 218 Schools Selected for National Recognition in the 1988-89 Secondary School Recognition Program, September 28, 1989

o It is with pride that I celebrate with you the educational excellence in diversity that you represent.

- Gathered here today are 107 public high schools, 69 public middle and junior high schools, and 42 private high schools.

- Private high schools include 32 Catholic, 6 Independent, 2 Lutheran, 1 Episcopal, and 1 Christian

o You reflect the fact that outstanding schools may be found in all parts of this great country.

- You are located in 42 States, the District of Columbia, and Puerto Rico and represent Bureau of Indian Affairs Schools and Department of Defense Dependents Schools.

- 29 of your schools are located in cities of over 400,00 people; 34 in areas with fewer than 25,000; 80 in the suburbs, and the remainder in small towns and cities.

o You are living proof that students can receive an excellent education in schools of all sizes.

- Seven (7) of your schools serve fewer than 200 students.

- Eleven of your schools meet the challenge of schools with more than 2,000 students.

o I am particularly encouraged by the fact that almost 10% of the schools represented here tonight are serving student bodies with more that 50% minority students. Many more are meeting the needs of large numbers of low-income students.

o In honoring the 218 schools you represent, we are raising the total of excellent schools recognized in the 7 years of the School Recognition Program to an impressive 1700. And with your schools as models, we expect the number to continue to grow in future years.

o I understand that 22 of you are receiving national recognition for a second time. Perhaps the single greatest benefit of the recognition a school receives is the stimulus it provides to staff, students, parents, and the community to strive for even greater educational excellence. For all of you, national recognition is but a milestone on your continuing journey to serve the comprehensive educational needs of your students.

Page 2 - Talking Points for Secretary

o What unites you in your diversity are your impressive contributions to the lives of young people. In your unique ways your provide:

- Visionary leadership
- A supportive, professional environment for staff
- An instructional program that challenges each student to succeed
- An environment that fosters not only academic achievement but builds character as well
- The opportunity for parents and the business community to work in partnership with the school
- And the day-to-day recognition and celebration of excellence

o As a group you have heeded the warnings of A Nation at Risk and have challenged your students with a more demanding core curriculum.

o And a number of you are taking steps to rectify the woeful NAPE statistics on geographic literacy. I would particularly acknowledge the expanding role of the National Geographic Society in helping schools improve their geography education programs. The Society has contributed substantially to the success of this year's Secondary School Recognition Program. Special congratulations to the four schools singled out for excellence in geography by the Society

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

Memory
1989 Proces
Blue Rib. Awards

MEMORANDUM SEP 22 19

TO : Chriss Winston
Deputy Assistant to the President
for Communications

FROM : Jacquelyn Smith
Director, Recognition Division

Immediately upon his return from the education summit on Thursday, September 28, the President is scheduled to address representatives of 218 schools selected to receive national recognition through the U.S. Department of Education's 1988-89 Secondary School Recognition Program.

When the President spoke to the schools honored in the Drug-Free School Recognition Program, we worked directly with Mary Kate Grant and provided her with the information she needed to write a first-rate speech. We would like to do the same for whoever has been designated to write the September 28 speech.

We have detailed information on all 218 schools and could easily select 5 or so where there are some particularly good stories to tell. As in the case of the Drug-Free School Recognition Program, we can provide you with the names of those schools, copies of the site visit reports on each, and the names and phone numbers of site visitors who can give interesting first-hand information and anecdotes for the speech.

We would welcome a call from the speech writer. He/she should contact Jean Narayanan on 357-6138.

Jackie Smith

((Grant/Martin))
September 20, 1989
Draft three
a:dinner

TOAST: GOVERNORS' DINNER
JEFFERSON'S HOME AT MONTICELLO
WEDNESDAY, SEPTEMBER 27, 1989
7:30 P.M.

((I was worried about coming up Route 53 to get here. I heard there were so many limosines tonight the Secret Service put them in alphabetical order by state. Well, I am sure Governor Sullivan, of Wyoming wondered if he'd get dinner or breakfast.))

I'll try and keep it short tonight ... you see, the record has already been set for toasts here at the University ... Back in 1824, Mr. Jefferson hosted a dinner in the Dome Room of the Rotunda for the Marquis de Lafayette, attended by former President James Madison and then-President James Monroe. It was an elegant dinner, and the libations flowed freely -- so freely, in fact, that thirteen formal toasts ensued. Only to be followed by thirty-seven more impromptu ones. So once again, I'm holding my charisma in check ... and I'm only giving one toast.

We stand tonight at "the beloved mountaintop home" of President Thomas Jefferson, the twinkling lights of Charlottesville below us, the quiet pastures of Brown's Mountain above us. Not far down the mountain road is Ashlawn Highlands, the home of President James Monroe.

We are overlooking the "academical village" founded by Mr. Jefferson 170 years ago. Earlier, at sunset, we could see the Rotunda and the purple shadows of the Lawn -- once an open-ended

field that looked out to the Blue Ridge Mountains of Virginia. It was Mr. Jefferson's wish that it remain that way, so that students would look out to the horizon, poised between their education and their future. Today, in the Rotunda, we worked in that elusive area between education and the future, defining our dream for excellence and giving shape to our hopes for America. And it was one day, shortly before he died, that Mr. Jefferson gazed at the Rotunda and said that establishing his University was "the last ~~act of usefulness~~ service I can render my country." Building the Rotunda and the University were the crowning achievements of "the Sage of Monticello," yet he knew that without the creativity and the intellectual challenge of a great faculty, his new center of living and thought would be nothing more than bricks and mortar. Mr. Jefferson searched for the best in Europe, and brought them to teach at the University as new citizens -- except in the subject of law, to be taught only by a resident American. In fact, Jefferson's favorite teacher was his own law professor, George Wythe, a man who also taught him the essentials of ancient philosophy and the classics. I'm sure everyone here has a favorite teacher ... mine was my high school teacher, Dr. A.B. Darling, who made the immortals of American history come alive for me.

Today, as it was in Jefferson's time, it is America's teachers who enlighten our young people and inspire them to to excellence. Jefferson knew this, writing once that aside from

education, "no other sure foundation can be devised for the preservation of freedom and happiness."

And so tonight I toast those who have heard the call and followed it -- those who have sacrificed so much in order that America might enjoy a sure foundation of freedom and happiness. I toast our teachers ... those who taught us, and teach our children; and those among us who have been members of this proud profession: the five members of my Cabinet and the thirteen governors present who are former teachers. And not to give too big a plug for Alternative Certification ... but there is one person present who has never held a teaching position yet has been a leader in the fight against illiteracy ... my wife Barbara.

We have come to the home of Thomas Jefferson, to build upon his dream of a strong system of public education for all. But without our teachers -- without their vision and their dedication -- the dream would be lost. I ask you to join me in saluting the teachers of America.

God bless them and God bless America.

# # #

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22ND STORY of Level 1 printed in FULL format.

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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.

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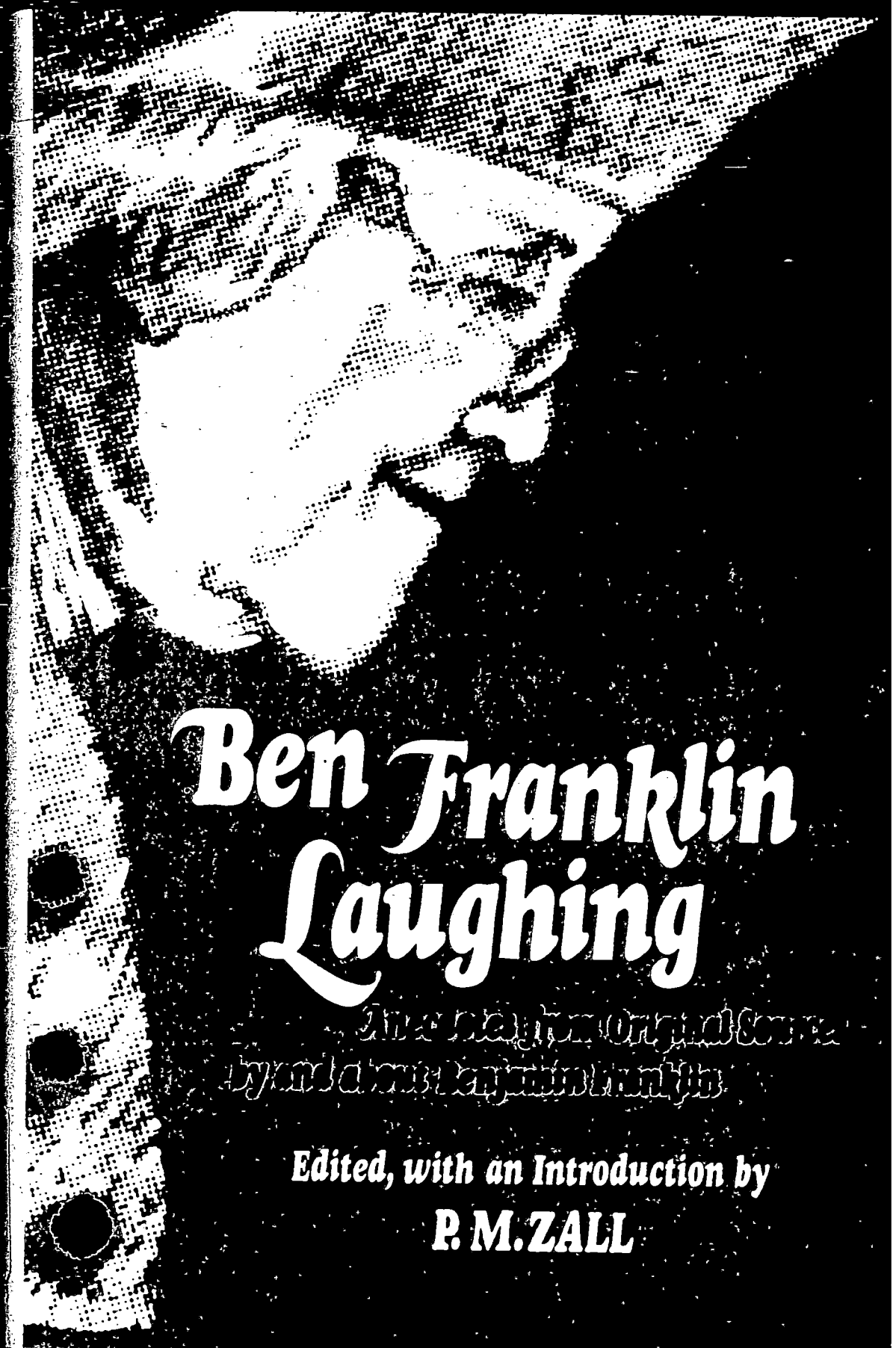

Ben Franklin Laughing

Anecdotes from Original Sources by Benjamin Franklin

Edited, with an Introduction by

P. M. ZALL

Pages 8–9. All Parson Weems did was substitute the fictitious "Aunt Franklin" for a nameless woman of Chester in a well-known story about Henry Cole, one of Queen Mary's commissioners, authenticated by Robert Ware, *Historical Collections of the Church in Ireland* (1681), p. 17. The nameless woman lived on in the jestbooks: as late as 1871 in the *London Jester*, pp. 146–147.

238. [BF] would often repeat in the company of young people, the following anecdote which he had picked up some where or other in his extensive reading. "A wealthy citizen of Athens, who had nearly ruined his constitution by gluttony and sloth, was advised by Hippocrates to visit a certain medicinal spring in Sparta; not that Hippocrates believed that spring to be better than some nearer home; but *exercise* was the object— *"Visit the springs of Sparta,"* said the great physician. As the young debauchee, pale and bloated, travelled among the simple and hardy Spartans, he called one day at the house of a countryman on the road to get something to eat. A young woman was just serving up dinner— a nice barn-door fowl boiled with a piece of fat bacon. "You have got rather a plain dinner there madam," growled the Athenian. *"Yes, sir,"* replied the young woman blushing, *"but my husband will be here directly, and he always brings the sauce with him."* Presently the young husband stepped in, and after welcoming his guest, invited him to dinner. "I can't dream of dining, sir, *without sauce,"* said the Athenian, "and your wife promised you would bring it." "O, *sir, my wife is a wit,"* cried the Spartan; *"she only meant the good appetite which I always bring with me from the barn, where I have been threshing."*

Page 15.

239. At a learned table in Paris, where Dr. Franklin happened to dine, it was asked by the abbé Raynal, *What description of men most deserves pity?"*

Some mentioned one character, and some another. When it came to Franklin's turn, he replied, *A lonesome man in a rainy day, who does not know how to read.*

Pages 17–18.

240. Doctor Franklin observing one day a hearty young fellow, whom he knew to be an extraordinary blacksmith, sitting on the wharf, bobbing for little mud-cats and eels, he called to him, "Ah

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1989

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The association works closely with the administration and Congress on state-federal policy issues in 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.

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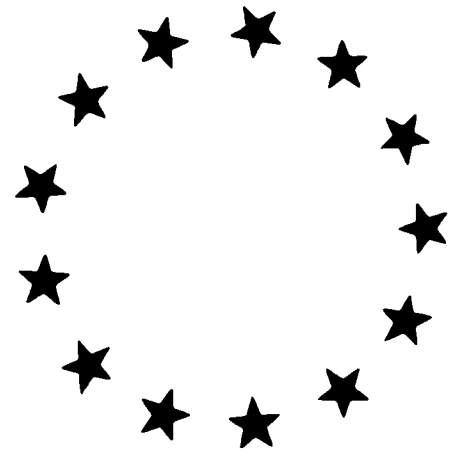

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Mark R. Miller, *Editor*
Gerry Rush Feinstein, *Manager of Publication Services*
Rae Young Bond, *Director of Public Affairs*
Raymond C. Scheppach, *Executive Director, National Governors' Association*

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VIRGINIA

Andrew B. Fogarty
Chief of Staff
State Capitol
Richmond, Virginia 23219
804/786-2211

Christine O. Bridge
Director of Communications
State Capitol
Richmond, Virginia 23219
804/786-2211

VIRGIN ISLANDS

Walter J. Leonard
Executive Assistant to the Governor
Government House
Charlotte Amalie
St. Thomas, Virgin Islands
00801
809/774-0001

Chrys Rogers
Press Secretary
Government House
Charlotte Amalie
St. Thomas, Virgin Islands
00801
809/774-0294

WASHINGTON

Richard A. Davis
Chief of Staff
Legislative Building
Olympia, Washington 98504
206/753-6780

Dick Milne
Press Secretary
Legislative Building
Olympia, Washington 98504
206/753-6780

WEST VIRGINIA

Philip A. Reale
Chief of Staff
State Capitol
Charleston, West Virginia
25305
304/340-1600

Steve Cohen
Press Secretary
State Capitol
Charleston, West Virginia
25305
304/348-2015

WISCONSIN

Bruce Hagen
Chief of Staff
State Capitol
Madison, Wisconsin 53702
608/266-1212

Jonathan Henkes
Press Secretary
State Capitol
Madison, Wisconsin 53702
608/266-8110

WYOMING

Ernie Mecca
Administrative Assistant
State Capitol
Cheyenne, Wyoming 82002
307/777-7434

Dennis Curran
Press Secretary
State Capitol
Cheyenne, Wyoming 82002
307/777-7434

OREGON

Tom Imeson
Chief of Staff
State Capitol
Salem, Oregon 97310
503/378-3100

Gregg Kantor
Communications Director
State Capitol
Salem, Oregon 97310
503/378-3121

PENNSYLVANIA

James W. Brown
Chief of Staff
Main Capitol Building
Harrisburg, Pennsylvania
17120
717/787-2500

Bob Grotevant
Press Secretary
Main Capitol Building
Harrisburg, Pennsylvania
17120
717/783-1116

PUERTO RICO

Sila M. Calderon
Secretary to the Governorship
La Fortaleza
San Juan, Puerto Rico 00901
809/721-7000

Dolores Oronoz
Press Secretary
La Fortaleza
San Juan, Puerto Rico 00901
809/721-1049

RHODE ISLAND

Patrick G. Kirby
Chief of Staff
State House
Providence, Rhode Island
02903
401/277-2080

Nanci Martin
Deputy Executive Assistant for Communications
State House
Providence, Rhode Island
02903
401/277-2080

SOUTH CAROLINA

J. Warren Tompkins III
Chief of Staff
P.O. Box 11369
Columbia, South Carolina
29211
803/734-9818

Tucker Eskew
Press Secretary
P.O. Box 11369
Columbia, South Carolina
29211
803/734-9818

SOUTH DAKOTA

Frank D. Brost
Chief of Staff
State Capitol
Pierre, South Dakota 57501
605/773-3212

Gretchen Lord Anderson
Press Secretary
State Capitol
Pierre, South Dakota 57501
605/773-3212

TENNESSEE

Jim Kennedy
Chief of Staff
State Capitol
Nashville, Tennessee 37219
615/741-2001

Ken Renner
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State Capitol
Nashville, Tennessee 37219
615/741-3763

TEXAS

George S. Bayoud Jr.
Chief of Staff
P.O. Box 12428
Capitol Station
Austin, Texas 78711
512/463-2000

Reggie Bashur
Press Secretary
P.O. Box 12428
Capitol Station
Austin, Texas 78711
512/463-1826

UTAH

H.E. Scruggs
Chief of Staff
State Capitol
Salt Lake City, Utah 84114
801/538-1000

Francine Giani
Special Assistant
State Capitol
Salt Lake City, Utah 84114
801/538-1000

VERMONT

Elizabeth A. Bankowski
Chief of Staff
Pavilion Office Building
Montpelier, Vermont 05602
802/828-3333

Louis Berney
Press Secretary
Pavilion Office Building
Montpelier, Vermont 05602
802/828-3333

ALABAMA

GUY HUNT was born in Cullman County, Alabama. He was raised on a farm and graduated from Holly Pond High School in 1950. In 1987 he received honorary doctor of law degrees from Troy State University, the University of North Alabama, and Alabama A&M University. He served in the U.S. Army during the Korean conflict and was awarded the Certificate of Achievement for outstanding performance of military duty. In 1964 Governor Hunt was elected probate judge for Cullman County and was reelected in 1970 for a second six-year term. From 1981 to 1985, he was state executive director of the Agricultural Stabilization and Conservation Service of the U.S. Department of Agriculture. He resigned from the post to campaign for Governor. He served as state chairman for Ronald Reagan in 1976 and 1980. He also has served as Cullman County chairman of the Lurleen Wallace Cancer Drive to raise funds for the Birmingham Cancer Hospital; chairman of the United Fund; treasurer of the American Red Cross; an officer and member of the board of the Mental Health Association; charter member of the Holly Pond Lions Club; and member of the Probate Judges Association and the Juvenile Court Judges Association. Governor Hunt has served for sixteen years as the elected moderator of the Mt. Zion Association of Churches.

Birthdate:	June 17, 1933
Family:	Married, four children
Religion:	Primitive Baptist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

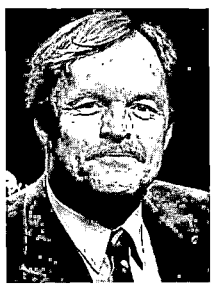
Guy Hunt

Helen Chambers Hunt

ALASKA

STEVE COWPER was born in Petersburg, Virginia, and grew up in Kinston, North Carolina. He received baccalaureate and law degrees from the University of North Carolina at Chapel Hill. After service in the U.S. Army Medical Corps and Army Reserve, he spent three years as a maritime lawyer in Norfolk, Virginia. Governor Cowper moved to Fairbanks, Alaska, in 1968 and worked as assistant district attorney for rural Alaska and Fairbanks. In 1970 he went to Vietnam as a freelance correspondent and traveled throughout Asia. Returning to Fairbanks and his law practice in 1971, he entered into a number of ventures. He became a partner in an air taxi and cargo business, authored a political column for the Fairbanks *Daily News-Miner*, taught a college course on Alaska lands, and was a diver for a University of Alaska marine research team. He was elected to the Alaska House of Representatives in 1974 and served two terms. He also has served as board chairman of the Alaska Permanent Fund, the state's $10 billion savings account. He currently is NGA's lead Governor on energy.

Birthdate:	August 21, 1938
Family:	Married, three children
Party:	Democrat
Inauguration:	December 1986
Term Expiration:	December 1990



Steve Cowper

Michael Cowper

NEW HAMPSHIRE

Joel Maiola
Chief of Staff
State House
Concord, New Hampshire
03301
603/271-2121

Brian Grip
Press Secretary
State House
Concord, New Hampshire
03301
603/271-2121

NEW JERSEY

Edward R. McGlynn
Chief of Staff
State House
Trenton, New Jersey 08625
609/292-6000

Carl R. Golden
Press Secretary
State House
Trenton, New Jersey 08625
609/292-8956

NEW MEXICO

Maralyn Budke
Chief of Staff
State Capitol
Santa Fe, New Mexico 87503
505/827-3000

Don Caviness
Press Secretary
State Capitol
Santa Fe, New Mexico 87503
505/827-3000

NEW YORK

Gerald C. Crotty
Secretary to the Governor
State Capitol
Albany, New York 12224
518/474-8390

Gary Fryer
Press Secretary
State Capitol
Albany, New York 12224
518/474-8418

NORTH CAROLINA

Phillip J. Kirk Jr.
Chief of Staff
State Capitol
Raleigh, North Carolina 27603
919/733-4240

Tim Pittman
Director of Communications
State Capitol
Raleigh, North Carolina 27603
919/733-5612

NORTH DAKOTA

Charles Fleming
Chief of Staff
State Capitol
Bismarck, North Dakota
58505
701/224-2200

Bob Jansen
Press Secretary
State Capitol
Bismarck, North Dakota
58505
701/224-2209

NORTHERN MARIANA ISLANDS

Joaquin P. Villanueva
Special Assistant for Administration
Capitol Hill
Saipan, C.M.
Northern Mariana Islands
96950
011-670-322-5091

Frank S. Rosario
Public Information and Protocol Officer
P.O. Box 89
Saipan, C.M.
Northern Mariana Islands
96950
011-670-322-5091

OHIO

Carolyn J. Lukensmeyer
Chief of Staff
State House
Columbus, Ohio 43215
614/466-1722

Debra Phillips
Press Secretary
State House
Columbus, Ohio 43215
614/466-1722

OKLAHOMA

Drew Mason
Administrative Assistant
State Capitol
Oklahoma City, Oklahoma
73105
405/521-2342

Sam Armstrong
Press Secretary
State Capitol
Oklahoma City, Oklahoma
73105
405/521-3208

MAINE

Sharon Y. Miller
Chief of Staff
State House
Augusta, Maine 04333
207/289-3531

Willis Lyford
Press Secretary
State House
Augusta, Maine 04333
207/289-3531

MARYLAND

Mark L. Wasserman
Executive Chief of Administration
State House
Annapolis, Maryland 21401
301/974-3901

Robert C. Douglas
Press Secretary
State House
Annapolis, Maryland 21401
301/974-2316

MASSACHUSETTS

S. Stephen Rosenfeld
Chief Secretary
State House
Boston, Massachusetts 02133
617/727-3600

James Dorsey
Press Secretary
State House
Boston, Massachusetts 02133
617/727-2759

MICHIGAN

Stephen Weiss
Chief of Staff
State Capitol
Lansing, Michigan 48913
517/373-3400

Thomas B. Scott
Press Secretary
State Capitol
Lansing, Michigan 48913
517/373-7956

MINNESOTA

Lynn Anderson
Chief of Staff
130 State Capitol
St. Paul, Minnesota 55155
612/296-3391

Patrice Vick
Press Secretary
State Capitol
St. Paul, Minnesota 55155
612/296-3391

MISSISSIPPI

Tom Perrone
Director of Administration
P.O. Box 139
Jackson, Mississippi 39205
601/359-3100

Kevin Vandenbroek
Press Secretary
P.O. Box 139
Jackson, Mississippi 39205
601/359-3111

MISSOURI

Richard McClure
Chief of Staff
State Capitol
P.O. Box 720
Jefferson City, Missouri 65102
314/751-3222

Bob Ferguson
Director of Communications
State Capitol
P.O. Box 720
Jefferson City, Missouri 65102
314/751-3222

MONTANA

Steven C. Yeakel
Senior Executive Assistant
State Capitol
Helena, Montana 59620
406/444-3111

Victor Bjornberg
Press Secretary
State Capitol
Helena, Montana 59620
406/444-3111

NEBRASKA

Natalie Peetz
Executive Assistant to the Governor
State Capitol
Lincoln, Nebraska 68509
402/471-2244

Douglas E. Parrott
Communications Director
State Capitol
Lincoln, Nebraska 68509
402/471-2244

NEVADA

Scott Craigie
Chief of Staff
State Capitol
Carson City, Nevada 89710
702/885-5670

Larry Henry
Press Secretary
State Capitol
Carson City, Nevada 89710
702/885-5670

AMERICAN SAMOA

PETER TALI COLEMAN was born in Pago Pago, American Samoa. After completing high school in Hawaii, he enlisted in the army during World War II, rising to the rank of captain. He has been inducted into the U.S. Army Infantry Hall of Fame. After the war he completed his education and received bachelor's and law degrees from Georgetown University. He then returned to the Pacific to practice law in American Samoa as a private practitioner in Western Samoa and as attorney general of the territory. He became the first native Samoan to be appointed Governor and served from 1956 to 1961 and later became American Samoa's first elected Governor, serving from 1978 to 1981. He was reelected in 1980 and served a third term before stepping down in 1985 as required by law. Between his appointive and first elective terms, he served seventeen years in Micronesia as chief executive of the Marshalls and the Marianas and as deputy high commissioner of the Trust Territory. After leaving office in 1985, Governor Coleman reopened a law practice, established a consulting firm, and undertook a number of special assignments for the Reagan administration. He also was counsel to the Pacific Advisory Committee of George Bush's Fund for America's Future. He also served as honorary consul for the Republic of Nauru in American Samoa. He is the founding chairman of the Republican Party of American Samoa and currently serves as Republican national committeeman for American Samoa.

Birthdate:	December 8, 1919
Family:	Married, thirteen children
Religion:	Catholic
Party:	Republican
Appointed to Office:	October 1956
Inauguration:	January 1978
Reelection:	November 1980, 1988
Term Expiration:	January 1993

Peter T. Coleman

Nora Coleman

ARIZONA

ROSE MOFFORD was born in Globe, Arizona. She has been involved in state government for forty-eight years. She worked in the Arizona treasurer's office and the tax commission and served as business manager of *Arizona Highways* magazine before becoming assistant secretary of state in 1953, a position she held for twenty-two years. In 1975 she became assistant director in the department of revenue in charge of administration, and in 1977 she succeeded Wesley Bolin as secretary of state when Bolin became Governor. She won election to her first full term in 1978 and was reelected by a wide margin in 1982 and 1986. She is involved in numerous civic organizations and has received many awards for her service from groups such as the Cystic Fibrosis Foundation, the Arizona Retarded Citizens, St. Jude's Children's Research Hospital, the National Guard of Arizona, and the Arizona chapter of the Association of the United States Army. She has been active in the Benevolent Protective Order of the Elks, the Crime Prevention League, the Valley of the Sun School and Rehabilitation Center, the Alcoholism Council of Tucson, the National Council on Alcoholism, and the Lion's Sight and Hearing Foundation. She has served as president of the National Association of Secretaries of State and was the first woman elected as director of the Central Arizona Water Board.

Birthdate:	June 10, 1922
Religion:	Catholic
Party:	Democrat
Sworn in:	April 1988
Term Expiration:	January 1991

Rose Mofford

GREAT SEAL OF THE STATE OF ARIZONA 1912

GEORGIA

Tom Lewis
Senior Executive Assistant
State Capitol
Atlanta, Georgia 30334
404/656-1776

Barbara Morgan
News Secretary
State Capitol
Atlanta, Georgia 30334
404/656-1776

GUAM

Lourdes T. Pangelinan
Special Assistant for Executive Direction
P.O. Box 2950
Executive Chamber
Agana, Guam 96910
011-671-472-8931

Mark Forbes
Director of Communication
P.O. Box 2950
Executive Chamber
Agana, Guam 96910
011-671-472-8931

HAWAII

Joshua C. Agsalud
Administrative Director
State Capitol
Honolulu, Hawaii 96813
808/548-5420

Charles M. Freedman
Communications Director
State Capitol
Honolulu, Hawaii 96813
808/548-2651

IDAHO

Mike P. Mitchell
Chief of Staff
State Capitol
Boise, Idaho 83720
208/334-2100

Marc Johnson
Press Secretary
State Capitol
Boise, Idaho 83720
208/334-2249

ILLINOIS

James R. Reilly
Deputy Governor
State Capitol, Room 207
Springfield, Illinois 62706
217/782-6830

David Fields
Press Secretary
State Capitol
Springfield, Illinois 62706
217/782-7355

INDIANA

Bill Moreau
Chief of Staff
State Capitol
Indianapolis, Indiana 46204
317/232-4567

Fred Nation
Press Secretary
206 State House
Indianapolis, Indiana 46204
317/232-4584

IOWA

Douglas E. Gross
Executive Assistant
State Capitol
Des Moines, Iowa 50319
515/281-5211

Dick Vohs
Press Secretary
State Capitol
Des Moines, Iowa 50319
515/281-3150

KANSAS

Dennis Taylor
Executive Assistant for Operations
State Capitol
Topeka, Kansas 66612
913/296-3232

Kathy Peterson
Press Secretary
State Capitol
Topeka, Kansas 66612
913/296-4034

KENTUCKY

David F. McAnelly
Chief of Staff
State Capitol
Frankfort, Kentucky 40601
502/564-2611

Douglas G. Alexander
Press Secretary
State Capitol
Frankfort, Kentucky 40601
502/564-2611

LOUISIANA

Steve Cochran
Chief of Staff
State Capitol
P.O. Box 94004
Baton Rouge, Louisiana 70804
504/342-7015

Jeff Cowart
Press Secretary
State Capitol
P.O. Box 94004
Baton Rouge, Louisiana 70804
504/342-7015

CHIEFS OF STAFF AND MEDIA CONTACTS

ALABAMA

Holman Head
Chief of Staff
State House
Montgomery, Alabama 36130
205/261-7100

Terry Abbott
Press Secretary
State House
Montgomery, Alabama 36130
205/261-7150

ALASKA

Garrey Peska
Chief of Staff
P.O Box A
Juneau, Alaska 99811
907/465-3500

David Ramseur
Press Secretary
P.O. Box A
Juneau, Alaska 99811
907/465-3500

AMERICAN SAMOA

William P. Coleman III
Executive Assistant
Government House
Pago Pago, American Samoa 96799
011-684-633-4116

Jim Farrell
Press Secretary
Government House
Pago Pago, American Samoa 96799
011-684-633-4116

ARIZONA

George R. Cunningham
Chief of Staff
State House
Phoenix, Arizona 85007
602/255-4331

Vada Manager
Press Secretary
State House
Phoenix, Arizona 85007
602/255-1343

ARKANSAS

Betsey Wright
Chief of Staff
State Capitol
Little Rock, Arkansas 72201
501/682-2345

Mike Gauldin
Press Secretary
State Capitol
Little Rock, Arkansas 72201
501/682-2345

CALIFORNIA

Michael R. Frost
Chief of Staff
State Capitol
Sacramento, California 95814
916/445-2841

Kevin M. Brett
Press Secretary
State Capitol
Sacramento, California 95814
916/445-4571

COLORADO

Stewart A. Bliss
Chief of Staff
State Capitol, Room 136
Denver, Colorado 80203-1792
303/866-2471

Cindy Parmenter
Press Secretary
State Capitol
Denver, Colorado 80203-1792
303/866-2471

CONNECTICUT

Charles M. McCollam Jr.
Executive Aide
State Capitol
Hartford, Connecticut 06106
203/566-4840

Jon L. Sandberg
Press Secretary
State Capitol
Hartford, Connecticut 06106
203/566-4840

DELAWARE

Michael Ratchford
Chief of Staff
Legislative Hall
Dover, Delaware 19901
302/736-4101

Jeffrey R. Welsh
Press Secretary
Legislative Hall
Dover, Delaware 19901
302/736-4101

FLORIDA

Brian Ballard
Director of Operations
State Capitol
Tallahassee, Florida 32399
904/488-2272

Jon Peck
Press Secretary
State Capitol
Tallahassee, Florida 32399
904/488-5394

ARKANSAS

BILL CLINTON was born in Hope, Arkansas. He received a bachelor's degree in international affairs in 1968 from the Georgetown University School of Foreign Service and attended Oxford University as a Rhodes Scholar. After graduating from Yale Law School in 1973, Governor Clinton joined the staff of the University of Arkansas School of Law and practiced law in Fayetteville. In 1976 he was elected attorney general, and in 1978 he won his first bid for Governor. In 1981 he joined the Little Rock law firm of Wright, Lindsey, and Jennings. Governor Clinton was reelected Governor in 1982, 1984, and 1986, making him only the second person in Arkansas history to be elected to four terms as Governor. Governor Clinton is the chairman of the Democratic Governors' Association and past chairman of the Education Commission of the States, for which he authored a report on leadership in education reform, *Speaking of Leadership*. In 1986 he served as chairman of the Southern Growth Policies Board and appointed the third Commission on the Future of the South. He served as chairman of the National Governors' Association from August 1986 to August 1987, overseeing the year-long initiative "Making America Work: Productive People, Productive Policies" and leading an effort to develop a national welfare reform policy. He currently is a member of the National Governors' Association Executive Committee, chairman of the Task Force on Children, and a lead Governor on welfare reform for NGA.

Birthdate:	August 19, 1946
Family:	Married, one child
Religion:	Baptist
Party:	Democrat
Inauguration:	January 1979
Reelection:	November 1982, 1984, 1986
Term Expiration:	January 1991

Bill Clinton

Hillary Rodham Clinton

CALIFORNIA

GEORGE DEUKMEJIAN was born in Menands, New York. He graduated from Sienna College in 1949 with a degree in sociology and earned his law degree from St. John's University in 1952. The Governor served in the U.S. Army with the Judge Advocates Corps from 1953 to 1955. He was elected to the California State Assembly in 1962, representing Long Beach, and served as minority whip. After serving four years in the assembly, he was elected to the state senate, where he served for twelve years. As a legislator, he authored 180 laws, including the death penalty initiative, the death penalty statute, and the "Use a Gun, Go to Prison" law. In 1978 he was elected attorney general of California. Four years later he was elected Governor and in 1986 was reelected to a second term by one of the largest vote margins in state history. As Governor, he paid off an inherited $1.5 billion deficit and established a $1 billion reserve for emergencies.

Birthdate:	June 6, 1928
Family:	Married, three children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

George Deukmejian

Gloria Deukmejian

	Regular term, in years	Present term began January	Number of previous terms	Consecutive terms allowed
	4	1988(r)	1	—
	4	1986	1	(s)
	4	1987	1	2
	4	1987	1(t)	2
	4	1987	—	2
	4	1987	—	2
	4	1989	2(u)	—
	2	1989	2	—
	4	1987	—	2
	4	1987	—	2
	4	1987	—	2
	4	1987	1(v)	—
	4	1989	1	—
	2	1989	2	—
	4	1987	—	2(b)
	4	1986	—	(m)
	4	1989	1	—
	4	1989	—	2(b)
	4	1987	—	—
	4	1987	—	—

State or jurisdiction	Governor
North Dakota	George A. Sinner (D)
Northern Mariana Is.	Pedro P. Tenorio (R)
Ohio	Richard F. Celeste (D)
Oklahoma	Henry Bellmon (R)
Oregon	Neil Goldschmidt (D)
Pennsylvania	Robert P. Casey (D)
Puerto Rico	Rafael Hernandez-Colon (PDP)
Rhode Island	Edward D. DiPrete (R)
South Carolina	Carroll A. Campbell Jr. (R)
South Dakota	George S. Mickelson (R)
Tennessee	Ned Ray McWherter (D)
Texas	William P. Clements Jr. (R)
Utah	Norman H. Bangerter (R)
Vermont	Madeleine M. Kunin (D)
Virgin Islands	Alexander A. Farrelly (D)
Virginia	Gerald L. Baliles (D)
Washington	Booth Gardner (D)
West Virginia	Gaston Caperton (D)
Wisconsin	Tommy G. Thompson (R)
Wyoming	Michael Sullivan (D)

(r) North Dakota law specifies December 15 as inauguration day.
(s) Absolute three-term limitation, but not necessarily consecutive.
(t) Governor Bellmon served a previous term from 1963-1967.
(u) Governor Hernandez-Colon served previous terms from 1972-1976 and 1985-1989.
(v) Governor Clements served a previous term from 1979-1983.

COLORADO

ROY ROMER was born in Garden City, Kansas, and grew up in Holly in southeastern Colorado. During his high school years, he ran a small country grain elevator and assisted in family farm and ranch operations. He received a bachelor's degree in agricultural economics from Colorado State University and a law degree from the University of Colorado. He also studied ethics at Yale University. A member of the U.S. Air Force, he was a military prosecutor during assignment in Germany. From 1958 to 1966 he served in the Colorado House of Representatives and in the Colorado State Senate. Governor Romer returned to public service in 1975, first as Colorado's commissioner of agriculture, then as the Governor's chief of staff. He was appointed state treasurer in 1977 and was later elected to two four-year terms, from 1978 to 1986. Fascinated by flying, he opened a flying school. He also has operated a ski area and has been involved in land development. His business career later expanded into the equipment business, and he has owned and operated John Deere outlets in four states. He currently is vice chairman of the NGA Committee on Economic Development and Technological Innovation.

Birthdate:	October 31, 1928
Family:	Married, seven children
Religion:	Presbyterian
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

Roy Romer

Bea Miller Romer

CONNECTICUT

WILLIAM A. O'NEILL was born in Hartford, Connecticut. He was educated at New Britain Teachers College and the University of Hartford. He served as a combat flier with the U.S. Air Force during the Korean War and is a member of the American Legion and the Veterans of Foreign Wars. The Governor was elected to six terms in the Connecticut House of Representatives and served as majority leader in 1975-76 and 1977-78. He also served the House as an assistant minority leader and assistant majority leader. He was elected lieutenant governor in 1978. He succeeded to the governorship on December 31, 1980, when former Governor Ella Grasso resigned because of ill health. Governor O'Neill was elected to a four-year term as Governor in November 1982 and was reelected to a second term in November 1986. He is a former chairman of the Coalition of Northeastern Governors. He currently is president of the Council of State Governments and is vice chairman of the New England Governors' Conference.

Birthdate:	August 11, 1930
Family:	Married
Religion:	Catholic
Party:	Democrat
Succeeded to Office:	December 1980
Election:	November 1982
Reelection:	November 1986
Term Expiration:	January 1991

William A. O'Neill

Natalie O'Neill

	Regular term, in years	Present term began January	Number of previous terms	Consecutive terms allowed
	4	1987	—	2
	4	1986(a)	—	2(b)
	4	1989	3(c)	2
	4	1988(d)	—	—
	4(e)	1987	3(f)	—
	4	1987	1	—
	4	1987	—	—
	4	1987	1(g)	—
	4	1989	1	(h)
	4	1987	—	2
	4	1987	1	2
	4	1987	—	2(b)
	4	1986(i)	—	2
	4	1987	2(j)	—
	4	1987	3(k)	—
	4	1989	—	2
	4	1987	1	—
	4	1987	—	2
	4	1987(l)	—	(m)
	4	1988(n)	—	2
	4	1987	—	2
	4	1987	—	2(b)
	4	1987	2(o)	—
	4	1987	1	—
	4	1987	1(p)	—
	4	1988	—	2
	4	1989	1	(h)
	4	1989	—	—
	4	1987	—	2(b)
	4	1989(q)	—	2
	2	1989	—	—
	4	1986	1	2
	4	1987	—	(m)
	4	1987	1	—
	4	1989	1	(h)

(i) Hawaii Constitution specifies the first Monday in December as inauguration day.
(j) Governor Andrus served previous terms from 1971-1975 and 1975-1977. In 1977, he resigned to become secretary of the U.S. Interior Department.
(k) Governor Thompson also served one two-year term, January 1977-January 1979, and two four-year terms, 1979-1983 and 1983-1987.
(l) Term began December 1987.
(m) Governor cannot serve immediate successive terms.
(n) Term began March 1988.
(o) Governor Dukakis served previous terms from 1975-1979 and 1983-1987.
(p) Governor Perpich also served a partial term from December 1976-January 1979.
(q) Governor Miller, as lieutenant governor, became Governor after former Governor Richard H. Bryan was elected to the U.S. Senate in November 1988.

State or jurisdiction	Governor
Alabama	Guy Hunt (R)
Alaska	Steve Cowper (D)
American Samoa	Peter T. Coleman (R)
Arizona	Rose Mofford (D)
Arkansas	Bill Clinton (D)
California	George Deukmejian (R)
Colorado	Roy Romer (D)
Connecticut	William A. O'Neill (D)
Delaware	Michael N. Castle (R)
Florida	Bob Martinez (R)
Georgia	Joe Frank Harris (D)
Guam	Joseph Ada (R)
Hawaii	John Waihee (D)
Idaho	Cecil D. Andrus (D)
Illinois	James R. Thompson (R)
Indiana	Evan Bayh (D)
Iowa	Terry E. Branstad (R)
Kansas	Mike Hayden (R)
Kentucky	Wallace G. Wilkinson (D)
Louisiana	Buddy Roemer (D)
Maine	John R. McKernan Jr. (R)
Maryland	William Donald Schaefer (D)
Massachusetts	Michael S. Dukakis (D)
Michigan	James J. Blanchard (D)
Minnesota	Rudy Perpich (D)
Mississippi	Ray Mabus (D)
Missouri	John Ashcroft (R)
Montana	Stan Stephens (R)
Nebraska	Kay A. Orr (R)
Nevada	Bob Miller (D)
New Hampshire	Judd Gregg (R)
New Jersey	Thomas H. Kean (R)
New Mexico	Garrey E. Carruthers (R)
New York	Mario M. Cuomo (D)
North Carolina	James G. Martin (R)

(a) Alaska Constitution specifies the first Monday in December as inauguration day.
(b) After two consecutive terms, must wait four years before being eligible again.
(c) Governor Coleman served as presidentially appointed Governor from 1956-1961 and was elected to serve from 1978-1981 and 1981-1985.
(d) Governor Mofford, as secretary of state, became acting Governor on February 8, 1988, and became Governor on April 5, 1988.
(e) An initiative passed in 1984 extended the Governor's term of office to four years beginning in 1986.
(f) Governor Clinton served previous terms from 1979-1981, 1983-1985, and 1985-1987.
(g) Governor O'Neill, as lieutenant governor, became Governor on December 31, 1980, following the resignation of Ella Grasso. Elected to a full four-year term in November 1982.
(h) Absolute two-term limitation, but not necessarily consecutive.

DELAWARE

MICHAEL NEWBOLD CASTLE was born in Wilmington, Delaware. He received a bachelor's degree from Hamilton College in 1961 and a law degree from Georgetown University in 1964. He served as state deputy attorney general from 1965 to 1966 before his election to the Delaware General Assembly. A member of the Delaware House for two years, Governor Castle subsequently was elected to the state senate, where he represented Wilmington from 1968 to 1976. While in the senate, he was elected to serve as minority leader in 1975 and 1976. Elected lieutenant governor in 1980, Governor Castle served as chairman of the Governor's Task Force on Education for Economic Growth, which developed more than seventy proposals for the improvement of the state's education system. He also headed the state's Task Force on Drunk Driving and served as chairman of both the Ad Hoc Committee on Restitution and the Small Business Council. His efforts in restoring Rockford Village earned him recognition by the Greater Wilmington Development Council in 1978. Governor Castle is chairman of the NGA Committee on Justice and Public Safety. He also serves as a lead Governor on welfare reform for NGA.

Birthdate:	July 2, 1939
Religion:	Catholic
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

Michael Newbold Castle

FLORIDA

BOB MARTINEZ was born in Tampa, Florida. He attended the University of Tampa, graduating in 1957 with a bachelor's degree in education, and later went to the University of Illinois, where in 1964 he received a master's degree in employee and industrial relations. He was elected mayor of Tampa in 1979 and was reelected in 1983. Governor Martinez was a featured speaker at the 1984 and 1988 Republican National Conventions and was one of the six original national co-chairmen of the George Bush for President campaign. Governor Martinez was appointed by President Ronald Reagan to serve on a number of federal commissions and task forces, including the Advisory Committee on Intergovernmental Relations, the Commission on Accreditation of Law Enforcement Agencies, and the White House Task Force for a Drug Free America. He serves as the only Governor on the federal Commercial Space Advisory Committee. In his first year in office, Governor Martinez was designated NGA's lead Governor on immigration and refugee affairs and currently serves as the lead Governor on substance abuse and drug trafficking.

Birthdate:	December 25, 1934
Family:	Married, two children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

Bob Martinez

Mary Jane Martinez

WYOMING

MICHAEL (MIKE) J. SULLIVAN was born in Omaha, Nebraska. He grew up in Douglas, Wyoming, graduating with honors from the Converse County High School in 1957. He received a bachelor of science degree in petroleum engineering and a law degree, with honors, from the University of Wyoming in 1964. Before becoming Governor, he practiced law in Casper, Wyoming, with primary emphasis on trial practice associated with defense of personal injury and medical malpractice litigation. He served as Wyoming's representative to the Interstate Oil Compact Commission, for ten years as trustee of the Natrona County Memorial Hospital, and is a past member of the state Department of Economic Planning and Development Advisory Board. He currently is a member of the National Governors' Association Executive Committee.

Birthdate:	September 22, 1939
Family:	Married, three children
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

Michael J. Sullivan

Jane Metzler Sullivan

WISCONSIN

TOMMY THOMPSON was born in Elroy, Wisconsin. He received his bachelor's degree in political science in 1963 and his law degree in 1966 from the University of Wisconsin. He is a former Army captain and a member of the U.S. Army Reserve. Governor Thompson was first elected to the Wisconsin Assembly in 1966 and was elected assistant minority leader in 1973. In 1981 he was elected Republican floor leader. In the assembly he served on the Joint Committee on Employment Relations, Joint Committee on Legislative Organization, Legislative Council, Rules Committee, Strategic Development Commission, and the Select Committee on the Future of the University System. He is a member of the State Bar Association, the Juneau County Bar Association, the Juneau County Republican Party, and St. Patrick's Catholic Church. He is NGA's lead Governor on U.S.-Canada Relations.

Birthdate:	November 19, 1941
Family:	Married, three children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

Tommy Thompson

Sue Ann Thompson

GEORGIA

JOE FRANK HARRIS was born in Bartow County, Georgia. He attended Cartersville public schools and received a bachelor's degree in business administration from the University of Georgia in 1958. He was first elected Governor in 1982 after serving for eighteen years in the Georgia House of Representatives. He is known for his role in devising, passing, and implementing the Quality Basic Education Act, the most comprehensive education reform legislation in the state's history. As Governor, he has presided over unprecedented economic activity, evidenced by international investment, new jobs, state revenue growth, and the relocation of many national and international headquarters to Georgia, expansion of the manufacturing sector in the state's economy, and increasing air, rail, and port traffic. He has initiated campaigns this term to raise public awareness of drug abuse and adult illiteracy. He has been chairman of the Southern Governors' Association, the Southern Regional Education Board, the Southern Growth Policies Board, and the Appalachian Regional Commission.

Birthdate:	February 16, 1936
Family:	Married, one child
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

Joe Frank Harris

Elizabeth Harris

GUAM

JOSEPH F. ADA was born in Guam, where he graduated from John F. Kennedy High School. He attended the College of Guam for two years before enrolling at the University of Portland, Oregon, where he graduated with a bachelor's degree in corporate finance in 1968. He then returned to Guam and served as assistant general manager of Ada's, Inc. In 1970 he was appointed deputy director of the Department of Public Works. Governor Ada served five terms with the Guam Legislature and was chosen by his colleagues to serve as speaker in 1975 and in 1979. He was lieutenant governor from 1979 to 1982. Governor Ada has initiated efforts to reduce the budget deficit and improve the quality of education on Guam.

Birthdate:	December 3, 1943
Family:	Married, three children
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

Joseph F. Ada

Roseanne Ada

WEST VIRGINIA

GASTON CAPERTON was born in Charleston, West Virginia. Upon graduation from the University of North Carolina in 1963, he worked at a small insurance company. He became president of the McDonough-Caperton Insurance Group in 1976. Under his leadership the firm grew from twelve employees to more than 500 in six West Virginia cities and eight other states. Today the company is one of the nation's twenty largest insurance brokers. He is a founder and past president of the West Virginia Education Fund, which provides business support to outstanding principals and teachers in public schools. He also has been active with such community organizations as the United Way, the Salvation Army, and Goodwill Industries. His election as Governor in 1988 was his first venture in politics. He campaigned on his Partnership for Progress plan, a strategy to bring together business, labor, government, and education leaders for economic growth.

Birthdate:	February 21, 1940
Family:	Married, two children
Religion:	Episcopalian
Party:	Democrat
Inauguration:	January 1989
Term Expiration:	January 1993

Gaston Caperton

Dee Caperton

WASHINGTON

BOOTH GARDNER was born in Tacoma, Washington. He received a bachelor's degree in business from the University of Washington in 1958 and a master's degree in business administration from Harvard University in 1963. In 1966 he served as assistant to the dean of Harvard Business School. From 1967 to 1972 he was director of the School of Business and Economics at the University of Puget Sound in Tacoma. He served as a state senator from 1970 to 1973. From 1972 to 1980 he was president of the Laird Norton Company, a building materials and supply firm doing business in eleven states. From 1981 to 1984 he served as the Pierce County Executive. He is a member of the Young Presidents Organization and has served on the board of directors of the Weyerhaeuser Company; Metropolitan Building Corporation; Puget Sound National Bank; Washington Mutual Savings Bank; University of Puget Sound; the National Council of Foundations; Washington Commission for the Humanities; and the Troubleshooters, the state advocacy agency for the developmentally handicapped. He founded the Seattle Mental Health Institute and the Central Area Youth Association. He also coaches a women's soccer team that has won numerous state and national honors. Governor Gardner is the immediate past chair of the Western Governors' Association and is on the steering committee for the Education Commission of the States. He also is chairman of the NGA Committee on International Trade and Foreign Relations.

Birthdate:	August 21, 1936
Family:	Married, two children
Religion:	Protestant
Party:	Democrat
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

Booth Gardner

Jean Gardner

HAWAII

JOHN WAIHEE was born in Honokaa, Hawaii. He received his bachelor's degree in history and business from Andrews University in Michigan, completed requirements for a master of arts degree in urban planning from Central Michigan University, and received a law degree from the University of Hawaii in 1976. He was engaged in private practice in law from 1975 to 1982. In 1980 he was elected to the Hawaii House of Representatives, and in 1982 he was elected lieutenant governor of Hawaii. Governor Waihee was a delegate to the 1978 Constitutional Convention and the Democratic Party State Convention in 1972, 1974, 1976, 1978, and 1982. He has served as a board member of the Hawaii Bar Association, director of the Legal Aid Society of Hawaii, and a member of the Judicial Salary Commission. He currently is a member of the Kalakaua Lions Club, the Filipino and Japanese Chambers of Commerce, and the Kalihi-Palama Hawaiian Civic Club. He also serves as a board member of Alu Like and the Native Hawaiian Legal Services Corporation. He is NGA's lead Governor on tourism.

Birthdate:	May 19, 1946
Family:	Married, two children
Party:	Democrat
Inauguration:	December 1986
Term Expiration:	December 1990

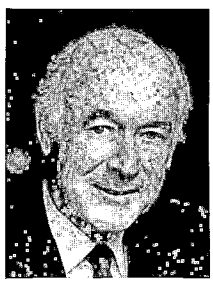
John Waihee

Lynne Waihee

IDAHO

CECIL D. ANDRUS was born in Hood River, Oregon. He attended Oregon State University and served in the U.S. Navy during the Korean War. After the war, he moved to Orofino, Idaho, where he worked as a lumberjack and managed a sawmill. Governor Andrus was elected to the first of four terms in the Idaho State Senate in 1960 at age twenty-nine. He concentrated his legislative efforts in the areas of agriculture, conservation, business, and education. He was first elected Governor of Idaho in 1970, and was reelected in 1974. In 1977 he was appointed secretary of the U.S. Interior Department, the only Idahoan ever to serve in a presidential cabinet. After serving a full four-year term, he returned to Idaho to set up a private business as a natural resource consultant. As Governor, he has presided over an economic revitalization that has seen Idaho reach record high levels of employment and near record low rates of joblessness. Governor Andrus has led the state's efforts to improve the quality and funding of public schools and colleges and universities. He also has pushed for better protection and health care for children. He is a past chairman of the National Governors' Association and the Western Governors' Association.

Birthdate:	August 25, 1931
Family:	Married, three children
Religion:	Lutheran
Party:	Democrat
Inauguration:	January 1971
Reelection:	November 1974, 1986
Term Expiration:	January 1991



Cecil D. Andrus

Carol Andrus

VIRGIN ISLANDS

ALEXANDER A. FARRELLY was born in St. Croix, U.S. Virgin Islands. He grew up in the town of Fredericksted on St. Croix, largest of the three Virgin Islands. After graduation from high school, Governor Farrelly entered the United States Army, where he served until 1946. He received a bachelor's degree in history and government from St. John's College in New York City in 1951. He continued his education at St. John's University Law School, receiving his law degree in 1954. Governor Farrelly practiced law in New York City, and in 1959 was appointed to the professional staff of the United Nations by the secretary-general of the United Nations, as a Caribbean area specialist. In 1961 Governor Farrelly received a master's in law degree from Yale Law School. Upon completion, he returned to the Virgin Islands to become assistant U.S. attorney for the District of the Virgin Islands. Following this, he was appointed judge of the Municipal Court of the Virgin Islands. He served the court until 1966, when he was elected senator-at-large to the legislature of the Virgin Islands. After serving two terms as a legislator, Governor Farrelly campaigned as a Democratic candidate for Governor in the first popular Governor's election ever held in the Virgin Islands. He campaigned again in 1974. He was elected as Democratic National Committee chairman in 1976, and was elected as a delegate to the Virgin Islands' Third Constitutional Convention. He was married to the late Catherine Spenceley.

Birthdate:	December 29, 1923
Family:	Three children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

Alexander A. Farrelly

VIRGINIA

GERALD L. BALILES was born in Patrick County, Virginia. He attended Fishburne Military School and later received a bachelor's degree from Wesleyan University and a law degree from the University of Virginia. After law school, Governor Baliles joined the Virginia attorney general's office, where he became recognized for his work in environmental law. He then entered private practice and won a seat in the Virginia House of Delegates. In 1981 he was elected attorney general, and in 1985 was elected Governor. Governor Baliles' legislative initiatives, designed to prepare Virginia for a twenty-first century economy, have included a major transportation program for the improvement of roads, seaports, airports, and mass transit; programs to fight illiteracy; and continued efforts to end pollution of the Chesapeake Bay. He also has placed a special emphasis on international trade in world markets. Governor Baliles has served as chairman of the Southern Growth Policies Board and the Southern States Energy Board. He currently is chairman of the National Governors' Association.

Birthdate:	July 8, 1940
Family:	Married, two children
Party:	Democrat
Inauguration:	January 1986
Term Expiration:	January 1990

Gerald L. Baliles

Jeannie Baliles

ILLINOIS

JAMES R. THOMPSON was born in Chicago. He attended the University of Illinois in Chicago and Washington University in St. Louis and received a law degree in 1959 from Northwestern University Law School, where he was a faculty member from 1964 to 1969. Governor Thompson served as a prosecutor in the Cook County State's Attorney's Office, as chief of the Department of Law Enforcement and Public Protection, as first assistant U.S. attorney, and as U.S. attorney. He has received the Outstanding Federal Prosecutor Award of the Chicago chapter of the Federal Bar Association and the National Law and Social Justice Leadership Award. In 1981 he was named co-chairman of the Attorney General's Task Force on Violent Crime and was a member of the Presidential Advisory Committee on Federalism. He was named Man of the Year by Goodwill Industries in 1982 and was named Swedish American of the Year by the Vasa Order of the Americas in 1986. He was national co-chairman of the Campaign to Protect Our Children in 1986 and a member of the National Commission to Prevent Infant Mortality in 1987-88. He served as vice chairman of the Martin Luther King Jr. Federal Holiday Commission. He has served as chairman of the National Governors' Association, Republican Governors Association, and the Council of Great Lakes Governors. He currently is chairman of the NGA Task Force on Transportation Infrastructure and a lead Governor on out-of-state sales tax collection.

Birthdate:	May 8, 1936
Family:	Married, one child
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1977
Reelection:	November 1978, 1982, 1986
Term Expiration:	January 1991

James R. Thompson

Jayne C. Thompson

INDIANA

EVAN BAYH was born in Terre Haute, Indiana, and lived his early years on his family's farm near Shirkieville before his family moved to Washington, D.C., following his father's 1962 election to the U.S. Senate. He earned a bachelor's degree with honors in business economics in 1978 from Indiana University in Bloomington and a law degree in 1981 from the University of Virginia. After graduating, he served as law clerk to the chief judge for the U.S. district court for the southern district of Indiana. He also practiced law with the Indianapolis law firm of former Governor Matthew E. Welsh, Bingham, Summers, Welsh & Spilman. He was elected secretary of state in 1986. In this position, he was Indiana's chief election official and first ever chairman of the Indiana State Recount Commission, supervising the 1986-87 recount of the nation's closest congressional race. He also was responsible for the Securities Division, the investor protection agency within Indiana state government. Governor Bayh is the first member of his party to be elected Governor in twenty-four years. His inauguration also marked the transfer from one of the most senior Governors to the youngest Governor in the nation.

Birthdate:	December 26, 1955
Family:	Married
Religion:	Christian
Party:	Democrat
Inauguration:	January 1989
Term Expiration:	January 1993

Evan Bayh

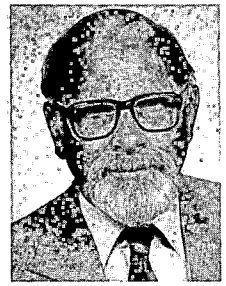
Susan Bayh

VERMONT

MADELEINE M. KUNIN was born in Zurich, Switzerland. She graduated from the University of Massachusetts in 1956 and received a master's degree from Columbia University in 1957. In 1957 she moved to Vermont. She earned a master's degree from the University of Vermont and has worked as a journalist, author, and college professor. First elected to the Vermont House of Representatives in 1972, she was selected Democratic whip in her second term. In her third term she chaired the Appropriations Committee. She was elected lieutenant governor in 1978 and won reelection in 1980. During the spring of 1983 she taught at the Kennedy School of Government at Harvard University. Governor Kunin also taught at Middlebury College and St. Michael's College. She sits on the board of visitors at Dartmouth College and is a former trustee of Norwich University. She is the first woman and the third Democrat ever elected Governor of Vermont. Governor Kunin is former chair of the New England Governors' Association. She currently chairs the NGA Committee on Energy and Environment.

Birthdate:	September 28, 1933
Family:	Married, four children
Religion:	Jewish
Party:	Democrat
Inauguration:	January 1985
Reelection:	November 1986, 1988
Term Expiration:	January 1991

Madeleine M. Kunin



Arthur Kunin

UTAH

NORMAN H. BANGERTER was born in Granger, Utah. He attended Brigham Young University and the University of Utah. A building contractor and a veteran of twenty-five years in Utah's homebuilding and real estate development industries, Governor Bangerter is former president of NHB Construction, a former partner in Bangerter and Hendrickson, and former secretary of Dixie-Six Land Development. Governor Bangerter served in the U.S. Army in Korea and served for ten years in the Utah legislature. Beginning in 1980, he held a variety of leadership posts in the legislature, including speaker of the Utah House of Representatives, majority leader, and assistant minority whip. He was named as one of the top ten legislators in America by the national Republican Party in 1983. Governor Bangerter served on the governing board of the Council of State Governments and the Legislative Management Committee of the National Conference of State Legislatures. He is a former chairman of the Western Governors' Association. He currently is a member of the National Governors' Association Executive Committee.

Birthdate:	January 4, 1933
Family:	Married, six children and one foster son
Religion:	Latter-Day Saint
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

Norman H. Bangerter

Colleen Bangerter

IOWA

TERRY E. BRANSTAD was born in Leland, Iowa. He received a bachelor of arts degree in political science from the University of Iowa in 1969 and a law degree from Drake University Law School in 1974. He served in the U.S. Army for two years and received the Army Commendation Medal. He was elected lieutenant governor in 1978. In 1982, after his election as Governor, he sold his interest in Branstad and Schwarm, attorneys-at-law. He still maintains an active interest in the Branstad family farm operation. He was reelected as Governor in 1986. Governor Branstad is a presidential appointee to the Harry S. Truman Scholarship Foundation. He is a member of the American Legion, Lions Club, Farm Bureau, and the Lake Mills Chamber of Commerce, and is a founding member of People United for Rural Education. He has served as chairman of the Midwest Governors' Association and currently serves as vice chairman of the National Governors' Association. He previously served as chairman of the NGA Committee on Agriculture and the Task Force on Rural Development.

Birthdate:	November 17, 1946
Family:	Married, three children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

Terry E. Branstad

Christine Branstad

KANSAS

MIKE HAYDEN was born in Atwood, Kansas. He received his bachelor's degree in wildlife conservation from Kansas State University and a master's degree in biology from Fort Hays State University. He is the nation's only sitting conservation-trained Governor. As an infantry company commander for the U.S. Army, Governor Hayden spent thirteen months in Vietnam, where he was promoted from second lieutenant to first lieutenant and received the Soldiers Medal, two Bronze Stars, and the Army Commendation Medal. He began his career in public service as a state representative, serving from 1972 to 1986. In 1983 and 1985 he was unanimously elected speaker of the Kansas House of Representatives. His legislative career was highlighted by numerous conservation and environmental achievements. As Governor, he has been successful in improving the fiscal condition of the state. In 1988 Kansas was among the top three states in reducing state taxes. Other administrative priorities have included conservation of the state's natural resources, rural community preservation, and efforts to combat drug and alcohol abuse. In November 1988, Governor Hayden was elected chairman of the Republican Governors Association. He also is active in the Kansas Republican Party.

Birthdate:	March 16, 1944
Family:	Married, two children
Religion:	United Methodist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

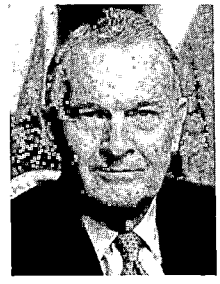
Mike Hayden

Patti Hayden

TEXAS

WILLIAM P. CLEMENTS JR. was born in Dallas, Texas. He attended Southern Methodist University. In 1937 he began working as a roughneck in the oil fields and a driller on drilling rigs. In 1947 he founded SEDCO, Inc., and served as chairman of the board and chief executive officer. Governor Clements served as deputy secretary of the U.S. Department of Defense from 1973 to 1977. He first served as Governor of Texas from 1979 to 1983. He was awarded the Department of Defense Medal for Distinguished Public Service in 1975. President Gerald Ford awarded him the Bronze Palm in 1976. Governor Clements has served as president of the American Association of Oil Well Drilling Contractors, director of the Independent Petroleum Association of America, chairman of the Southern Methodist University Board of Governors, trustee of the Texas Research Foundation, and chairman of the Interstate Oil Compact Commission. He also was a member of the Republican Governors Association Executive Committee. He currently is a member of the Boy Scouts National Executive Board.

Birthdate:	April 13, 1917
Family:	Married, two children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1979
Reelection:	November 1986
Term Expiration:	January 1991



William P. Clements Jr.

Rita Crocker Clements

TENNESSEE

NED RAY McWHERTER was born in Palmersville, Tennessee. He grew up during the Depression on a small Weakley County farm on which his parents were sharecroppers. He operated several small businesses and a farm headquartered in Dresden, Tennessee, and served on the boards of several Tennessee corporations and financial institutions before being elected as Governor. Governor McWherter was elected to the Tennessee House of Representatives in 1969 and served until being elected Governor in 1986. Before being sworn in as Governor, he competed a record seventh consecutive two-year term as Speaker of the Tennessee House of Representatives. Governor McWherter is a former member of the board of governors of the Council of State Governments and of the executive committee of the Southern Legislative Conference. He was married to the late Bette Jean Beck McWherter.

Birthdate:	October 15, 1930
Family:	Two children
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

Ned Ray McWherter

KENTUCKY

WALLACE G. WILKINSON was born in Casey County (Liberty), Kentucky. Governor Wilkinson began a business career while a student at the University of Kentucky, founding the Kentucky Paperback Gallery, a retail bookstore in Lexington. He subsequently left the university to devote full attention to the book business. The Kentucky Paperback Gallery evolved into what is known today as Wallace's College Book Company, which operates retail bookstores nationwide and a wholesale textbook company. It is one of the largest companies of its kind in the United States. Governor Wilkinson also has been involved in commercial and retail real estate development, exporting, farming, transportation, banking, coal interests, and construction. Governor Wilkinson has served as a director or member of such organizations as the Lexington Economic Development Commission, Lexington Area Chamber of Commerce, Kentucky River Task Force, Lexington Center (Rupp Arena) Board, Kentucky Educational Foundation, and Kentucky Opera Board. Restructuring Kentucky schools and economic development have been the focus of Governor Wilkinson's first year in office. 1988 was a record year in job creation and new investment in the commonwealth. Also, 1988 saw the passage of a statewide lottery, which Governor Wilkinson had pledged in his campaign. He is on the executive committees of the Southern Growth Policies Board and the Council of State Governments and the board of directors of the Southern States Energy Board. He is vice chairman of the NGA Committee on Transportation, Commerce, and Communications.

Birthdate:	December 12, 1941
Family:	Married, two children
Religion:	Christian
Party:	Democrat
Inauguration:	December 1987
Term Expiration:	December 1991

Wallace G. Wilkinson

Martha Stafford Wilkinson

LOUISIANA

BUDDY ROEMER was born in Shreveport, Louisiana. He attended public schools in Bossier Parish and graduated as student body president and valedictorian of his class. He received a bachelor's degree in government and economics from Harvard University in 1964 and a master's degree in business and finance from Harvard Business School in 1967. He then returned to Bossier city, where he founded two banks and ran a computer company and a political consulting firm. He was elected as a delegate to the Louisiana Constitutional Convention in 1972 and became a state congressional representative in 1980. He was reelected three times without opposition. In Congress, he served on the House Banking, Finance, and Urban Affairs Committee and the Small Business Committee, and founded and co-chaired the House Grace Caucus, a bipartisan group recommending cost-saving measures for the federal government. As Governor, he is focusing on reform efforts in education, economic development, and governmental organization.

Birthdate:	October 4, 1943
Family:	Married, three children
Religion:	Methodist
Party:	Democrat
Inauguration:	March 1988
Term Expiration:	March 1992

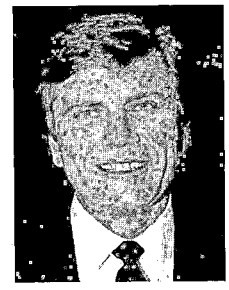
Buddy Roemer

Patti Roemer

SOUTH DAKOTA

GEORGE S. MICKELSON was born in Mobridge, South Dakota. His father was the eighteenth Governor of South Dakota. Governor Mickelson received his bachelor's degree in 1963 and his juris doctorate in 1965 from the University of South Dakota. He served in the U.S. Army in Vietnam, attaining the rank of captain. Governor Mickelson served as assistant attorney general, as a special prosecutor in the attorney general's office, and as Brookings County state's attorney. He served six years in the South Dakota House of Representatives, where he was elected Speaker of the House. He served four years as chairman of the State Board of Pardons and Paroles. Governor Mickelson also has been chairman of the Brookings United Way; active in the Boy Scouts, where he received the Dakotah District Award of Merit; fundraising chairman for the Olympic Committee; board member and chairman of the State Easter Seal Society Personnel Committee; a member of the Brookings and State Chambers of Commerce; and a member of the Industry Development Committee in Brookings. Governor Mickelson currently is vice chairman of the NGA Committee on Agriculture and Rural Development.

Birthdate:	January 31, 1941
Family:	Married, three children
Religion:	Methodist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991



George S. Mickelson

Linda McCahren Mickelson

SOUTH CAROLINA

CARROLL A. CAMPBELL JR. was born in Greenville, South Carolina. His political career began in 1970 when he was elected to the South Carolina House of Representatives, where he served for four years. After an unsuccessful campaign for lieutenant governor in 1974, he was named executive assistant for Governor James B. Edwards. From 1976 to 1978 he served in the South Carolina Senate. In 1978 he became the first Republican since Reconstruction to represent South Carolina's fourth district in the U.S. House of Representatives. After coming to Congress, Governor Campbell earned his master's degree in political science at American University and was elected to Pi Sigma Alpha national honor society. He has been active in state and national Republican politics, serving in 1976 on the national platform committee, in 1980 and 1984 in the House Core Group for Reagan, and in 1988 as southern campaign chairman for George Bush. He received the Legislative Service Award from the National Rehabilitation Association in 1985. In addition to his political work, Governor Campbell has been involved in the real estate business and owned a chain of parking lots and garages. He is 1988-89 chairman of the Southern Growth Policies Board and previously chaired the Southern Technology Council. Governor Campbell was co-chair of the National Wetlands Policy Forum and is a member of the Anthony Commission on Public Finance. He is a member of the National Governors' Association Executive Committee and is vice chairman of the Task Force on the Federal Budget Deficit.

Birthdate:	July 24, 1940
Family:	Married, two children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

Carroll A. Campbell Jr.

Iris Rhodes Campbell

MAINE

JOHN R. McKERNAN JR. was born in Bangor, Maine, and attended Bangor public schools, where he was a standout athlete. In 1970 he received a bachelor's degree from Dartmouth College, where he was selected to the All-Ivy League Tennis Team. After graduation, he joined the Army National Guard, and then enrolled in the University of Maine Law School in 1971. While still a student, he was elected to the Maine House of Representatives. Governor McKernan received his law degree in 1974 and was elected to a second term in the Maine legislature, where his colleagues selected him as assistant Republican floor leader. Governor McKernan practiced law in Bangor before leaving the state legislature in 1976 and joining a Portland law firm. He later returned to public service and was elected to the U.S. House of Representatives in 1982 and reelected in 1984. He has served on the advisory committee of the Bangor Community College, was coordinator of a major fundraising drive for Mercy Hospital in Portland, and in 1982 was appointed to the Commission on Presidential Scholars. Governor McKernan is the state's first Republican Governor in more than two decades. He serves as chairman of the New England Governors' Conference and is a member of the executive committee of the Republican Governors Association. He currently is chairman of the NGA Task Force on Research and Technology and is NGA's lead Governor on telecommunications.

Birthdate:	May 20, 1948
Family:	Married, one child
Religion:	Protestant
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

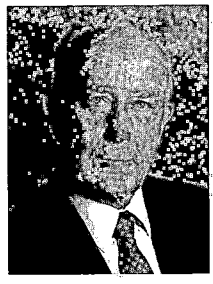
John R. McKernan Jr.

Olympia J. Snowe
Member of Congress
Second District, Maine

MARYLAND

WILLIAM DONALD SCHAEFER was born in West Baltimore, Maryland. He graduated from Baltimore City College in 1939 and received his bachelor of law degree in 1942 and his master of law degree in 1951 from the University of Baltimore. Governor Schaefer served in the U.S. Army during World War II as a hospital administrator in Europe from 1942 to 1945. He retired with the rank of colonel, U.S. Army Reserve. Returning to Baltimore, he formed his own law firm with two colleagues. Governor Schaefer was first elected to the Baltimore City Council in 1955 and served three terms. Rather than seek a fourth term as council member, he successfully ran for council president in 1967. He was elected mayor of Baltimore in 1971 and served four consecutive terms until his election as Governor in 1986. During his tenure as mayor, he emphasized urban redevelopment, enlisting the support of business, government, and the private sector and revitalizing Baltimore's Inner Harbor. Governor Schaefer was elected fifty-eighth Governor of Maryland by an 82 percent plurality, the largest in state history. He currently is NGA's lead Governor on ocean dumping.

Birthdate:	November 2, 1921
Religion:	Episcopalian
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991



William Donald Schaefer

RHODE ISLAND

EDWARD D. DiPRETE was born in Cranston, Rhode Island. He graduated from the College of the Holy Cross and served in the U.S. Navy, holding the rank of lieutenant commander in the Naval Reserve. He has received honorary degrees from Holy Cross, Providence College, Bryant College, and Roger Williams College. The Governor began his political career in 1970 with election to the Cranston School Committee. He was reelected in 1972 and served as chairman until 1974. The Governor was elected as an at-large member of the Cranston City Council in 1974 and was reelected in 1976. He was elected Cranston mayor in 1978 and was reelected in 1982. Prior to his election as mayor, he was vice president of the Frank A. DiPrete Realty Company. Governor DiPrete has received recognition and honors from many organizations for his public service contributions, including the Tree of Life Award from the National Jewish Fund. He is past chairman of the Coalition of Northeastern Governors and the New England Governors' Conference. In addition, he serves as chairman of the Rhode Island Port Authority and the Rhode Island Partnership for Science and Technology. He currently is chairman of the NGA Committee on Economic Development and Technological Innovation and is a member of the executive committee of the Republican Governors Association.

Birthdate:	July 8, 1934
Family:	Married, seven children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1986, 1988
Term Expiration:	January 1991

Edward D. DiPrete

Patricia DiPrete

PUERTO RICO

RAFAEL HERNANDEZ-COLON was born in Ponce, Puerto Rico. He received a bachelor's degree from Johns Hopkins University in 1956 and a law degree from the University of Puerto Rico in 1959. Governor Hernandez-Colon has held numerous public offices in Puerto Rico, including associate public service commissioner from 1960 to 1962, secretary of justice from 1965 to 1967, president of the Puerto Rican Senate from 1969 to 1972, and Governor from 1972 to 1976. He has received honorary doctorate degrees from Johns Hopkins University and the Catholic University of Puerto Rico. He has received several awards and recognitions, including the Duarte, Sanchez, and Mella Gran Cruz degree from the Dominican Republic in 1985 and the Gran Estrella de Oro from the *Cuenca del Caribe* magazine in 1986. In 1987 he was given the Harvard Foundation Award; the Spirit of the Caribbean award from the Caribbean Resources Development Foundation; La Gran Cruz de Isabel la Catolica from Juan Carlos I, King of Spain, and the government of Spain; and El Gran Cordon de la Orden del Libertador Simon Bolivar, the highest decoration presented to a government leader by the government of Venezuela. In 1988 he received honorary degrees from Seton Hall University and the University of South Carolina. He is the author of numerous books and articles on law and is a member of Phi Beta Kappa, Phi Eta Mu, National Honor Society, Academy of Law and Sciences, American Academy of Political Science, and the Interamerican Association of Lawyers.

Birthdate:	October 24, 1936
Family:	Married, four children
Religion:	Catholic
Party:	Popular Democratic Party
Inauguration:	January 1972
Reelection:	November 1984, 1988
Term Expiration:	January 1993

Rafael Hernandez-Colon

Lila Mayoral de Hernandez-Colon

MASSACHUSETTS

MICHAEL S. DUKAKIS was born in Brookline, Massachusetts. He received a bachelor's degree in political science from Swarthmore College in 1951 and a law degree from Harvard Law School in 1960. Governor Dukakis served in the U.S. Army in Korea from 1955 to 1957. In 1963 he entered the Massachusetts House of Representatives and served eight consecutive years. Governor Dukakis was associated with the Boston firm of Hill and Barlow from 1960 to 1974. He was the moderator for public television's "The Advocates" from 1971 to 1973. In 1975 he was inaugurated as the sixty-fifth Governor of the Commonwealth of Massachusetts. From 1979 to 1982 he was a lecturer and director of intergovernmental studies at Harvard University's John F. Kennedy School of Government. Governor Dukakis was the Democratic nominee for the presidency in 1988. He is a past chairman of the New England Governors' Conference and the Democratic Governors' Association. He also previously served as chairman of the NGA Committee on Economic Development and Technological Innovation and as the co-chairman of the Task Force on Jobs, Growth, and Competitiveness.

Birthdate:	November 3, 1933
Family:	Married, three children
Religion:	Greek Orthodox
Party:	Democrat
Inauguration:	January 1975
Reelection:	November 1982, 1986
Term Expiration:	January 1991

Michael S. Dukakis

Kitty Dukakis

MICHIGAN

JAMES JOHNSTON BLANCHARD was born in Detroit, Michigan. He received a bachelor's degree in 1964 and a master's degree in 1965 from Michigan State University. In 1968 he received a law degree from the University of Minnesota. Governor Blanchard worked as a legal aide to the Michigan secretary of state from 1968 to 1969 and as a Michigan assistant attorney general from 1970 to 1973. He was elected to the U.S. House of Representatives in 1974 and served four terms. Governor Blanchard has received several honorary doctor of laws degrees, the Outstanding Achievement Award from the University of Minnesota, and the Tree of Life Award from the National Jewish Fund. He has chaired the Democratic Governors' Association and was chairman of the 1988 Democratic National Platform Committee. Governor Blanchard is a member of the National Governors' Association Executive Committee and is chairman of the NGA Task Force on Domestic Markets.

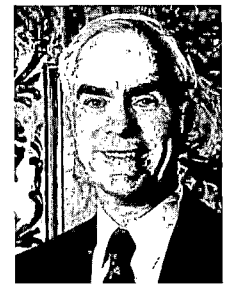
Birthdate:	August 8, 1942
Family:	One son
Religion:	Unitarian
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

James J. Blanchard

PENNSYLVANIA

ROBERT P. CASEY grew up in Scranton, Pennsylvania, where he was valedictorian of Scranton Prep School. A cum laude graduate of Holy Cross, he received his law degree from George Washington University. Governor Casey served in the state senate from 1963 to 1967; was first vice president of the State Constitutional Convention in 1967-68; and was state auditor general from 1969 to 1977. As Governor, he has formed the Pennsylvania Economic Development Partnership and the Governor's Response Team to create jobs and business opportunities; has created PENNVEST, a $2.5 billion program to rebuild the state's clean water infrastructure; and has enacted a comprehensive statewide recycling program as well as a new toxic waste cleanup law. His first two budgets have included unprecedented increases in state support for education, and he successfully pushed a landmark education reform program to improve the teaching profession and encourage better performance by the schools. Recently, the legislature passed the Governor's local tax reform legislation to reduce Pennsylvania's traditional reliance on property taxes to fund local governments. He is past chairman of the Coalition of Northeastern Governors and currently is vice chairman of the NGA Committee on Justice and Public Safety.

Birthdate:	January 9, 1932
Family:	Married, eight children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991



Robert P. Casey

Ellen Theresa Harding Casey

OREGON

NEIL GOLDSCHMIDT was born in Eugene, Oregon. He is a graduate of the University of Oregon, where he was president of the student body. He earned a law degree from the University of California's Boalt School of Law in 1967 and was a legal aide lawyer from 1967 until his election to the Portland City Council in 1970. He became the nation's youngest mayor when he was elected in 1972. His tenure as mayor led to the revitalization of Portland, including new businesses and expansion of existing businesses, a healthy downtown core, transit investments, and protection of inner-city neighborhoods. Governor Goldschmidt was named secretary of the U.S. Department of Transportation in July 1979, and was known for his initiatives to revive the ailing automobile industry. He returned to Oregon in 1981 and served as the first vice president of international marketing for NIKE, Inc., a sports equipment and apparel company. He later was president of NIKE Canada. Governor Goldschmidt has focused on developing an "Oregon Comeback" to revitalize Oregon's economy, prison construction, school funding reform, and development of a children's agenda that emphasizes community planning and business participation. He currently is NGA's lead Governor on immigration and refugee affairs.

Birthdate:	June 16, 1940
Family:	Married, two children
Religion:	Jewish
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

Neil Goldschmidt

Margaret Wood Goldschmidt

MINNESOTA

RUDY PERPICH was born in Carson Lake, Minnesota. He served in the U.S. Army for two years. He attended Hibbing Junior College and received a D.D.S. degree from Marquette University in 1954. He practiced dentistry until 1974. Governor Perpich served on the Hibbing Board of Education from 1956 to 1962. He was elected to the state senate in 1962 and reelected in 1966. In 1970 he was elected lieutenant governor and was reelected in 1974. He served as Governor of Minnesota from December 1976 to January 1979. He then served as vice president of World Tech, Inc., a subsidiary of Control Data Corporation, before being elected Governor in November 1982. He currently is chairman of the NGA Subcommittee on Education and is 1988-89 chairman of the Education Commission of the States.

Birthdate:	June 27, 1928
Family:	Married, two children
Religion:	Catholic
Party:	Democrat
Succeeded to Office:	December 1976
Election:	November 1982
Reelection:	November 1986
Term Expiration:	January 1991

Rudy Perpich

Lola Perpich

MISSISSIPPI

RAY MABUS was born in Choctaw County, Mississippi. He attended Ackerman public schools and the University of Mississippi. He then received a Woodrow Wilson Fellowship at Johns Hopkins University, where he earned a master's degree in government. Governor Mabus volunteered for the U.S. Navy, where he served aboard a guided missile cruiser. After military service, he attended Harvard Law School, graduating magna cum laude. He returned to Mississippi in 1980 to work on the staff of Governor William Winter, where he helped draft the Education Reform Act of 1982. He served as state auditor from 1984 to 1987. As auditor, he eliminated a cumulative backlog of state, county, and school district audits of more than 400 years and began a major crackdown on public corruption. In his first year as Governor, he successfully pushed for a $200 million increase in public education funding, a commission to study streamlining state government, and a sweeping county government reform package. He has made education and economic development his top priorities as Governor. He was elected 1988-89 chairman of the fifteen-state Southern Regional Education Board and currently serves as chairman of the NGA Task Force on Foreign Markets.

Birthdate:	October 11, 1948
Family:	Married
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1988
Term Expiration:	January 1992

Ray Mabus

Julie Mabus

OKLAHOMA

HENRY BELLMON was born near Tonkawa, Oklahoma. He received his bachelor's degree in agriculture from Oklahoma Agricultural and Mechanical College (now Oklahoma State University) in 1942. The same year, he joined the Marines and served as tank platoon leader during World War II. He participated in landings on four Pacific islands, including Iwo Jima, and was awarded the Legion of Merit and the Silver Star. He returned to farming and was elected to the Oklahoma House of Representatives in 1946. He was elected Oklahoma's first Republican Governor in 1962 but was limited to one term by state law at the time. In 1968 Governor Bellmon was elected to the U.S. Senate; he was reelected in 1974 and retired in 1981. Governor Bellmon has served as director of a variety of companies, foundations, and organizations, and has received numerous public service awards. He was national co-founder and co-chairman for the Committee for a Responsible Federal Budget. In 1983 he was appointed interim director of the Oklahoma Department of Human Services. Governor Bellmon also joined the RAM Group, working to assist financially troubled farmers. Founder of the Oklahoma Academy for State Goals, he has served as a professor/lecturer at Oklahoma City University, Central State University, Oklahoma State University, and the University of Oklahoma. He was elected Governor of Oklahoma for the second time in November 1986. He currently is chairman of the Southern States Energy Board and vice chairman of the NGA Committee on Energy and Environment.

Birthdate:	September 3, 1921
Family:	Married, three children
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1963
Reelection:	November 1986
Term Expiration:	January 1991

Henry Bellmon

Shirley Osborn Bellmon

OHIO

RICHARD F. CELESTE was born in Lakewood, Ohio. He graduated magna cum laude from Yale University and taught at Yale for one year as a Carnegie Teaching Fellow. In 1961 he went to Oxford University as Ohio's Rhodes Scholar. Governor Celeste returned to Yale in 1963 for graduate study, working as curriculum adviser and part-time civics teacher. He accepted a six-month assignment as a staff liaison with the Peace Corps' Division of Volunteer Support to Latin America. The Governor served as executive assistant to the U.S. ambassador to India during the Kennedy administration. In 1967 he joined the National Housing Corporation in Cleveland. His career in politics began in 1970 when he was elected to the first of two terms in the Ohio State House of Representatives. He was elected lieutenant governor in 1974. After an unsuccessful bid for Governor in 1978, Governor Celeste was appointed director of the Peace Corps by President Jimmy Carter in 1979. He was first elected Governor in 1982. He currently is chairman of the Midwest Governors' Conference and the Council of Great Lakes Governors. The Governor also chairs the NGA Committee on Human Resources and is NGA's lead Governor on science and technology.

Birthdate:	November 11, 1937
Family:	Married, six children
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

Richard F. Celeste

Dagmar Celeste

MISSOURI

JOHN ASHCROFT attended public schools in Springfield, Missouri. He graduated with honors from Yale University in 1964 and received a law degree from the University of Chicago in 1967. He was an associate professor on the business faculty at Southwest Missouri State University in Springfield. He and his wife, Janet, have coauthored two business law textbooks. In addition, Governor Ashcroft has authored numerous professional articles. He was appointed state auditor in 1972, was elected state attorney general in 1976, and was reelected in 1980. He is a former president of the National Association of Attorneys General. Governor Ashcroft was appointed by the Reagan administration to serve on the U.S. Attorney General's Task Force on Family Violence in 1983. In Missouri, he established a statewide Council on Crime Prevention. In 1986 President Ronald Reagan appointed Governor Ashcroft to the Advisory Council on Intergovernmental Affairs. He was elected Governor in 1984 and reelected in 1988. He has made excellence in education, economic development, and welfare reform among his top priorities as Governor. He has served as chairman of the Education Commission of the States.

Birthdate:	May 9, 1942
Family:	Married, three children
Religion:	Assembly of God
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

John Ashcroft

Janet Ashcroft

MONTANA

STAN STEPHENS was born in Calgary, Alberta. He has worked in all phases of broadcasting. His thirty-eight-year broadcast career has involved news and editorial writing, as well as announcing for radio operations in Canada, Korea, and the United States. He also has served as chief executive officer for three cable TV systems in Montana. During his broadcast career, he received many state and national awards for excellence in news and editorial writing, including the 1975 Edward R. Murrow award for journalistic excellence in editorials, uncovering a scandal in Montana's Worker's Compensation Program. He represented his home community of Havre in the Montana Senate for sixteen years beginning in 1969. He is the only Montana legislator elected by his peers to every leadership position in the senate. He served as senate Republican floor whip in 1977, majority leader in 1979 and 1981, senate president in 1983, and minority leader in 1985. He retired from the Montana Senate in 1986. That same year he was recognized by the National Republican Legislators Association as one of the country's ten most outstanding state lawmakers. He was elected Governor of Montana in November 1988, and his term as the state's nineteenth chief executive will include presiding as the centennial Governor in 1989.

Birthdate:	September 16, 1929
Family:	Married, two children
Religion:	Lutheran
Party:	Republican
Inauguration:	January 1989
Term Expiration:	January 1993

Stan Stephens

Ann Stephens

NORTHERN MARIANA ISLANDS

PEDRO P. TENORIO was born on the island of Saipan. He completed his secondary education on Guam and attended the Territorial College of Guam (now the University of Guam). He spent several years as a supervisor for the Naval Technical and Training Unit, as an intermediate school teacher, and as an executive manager for a private business in Saipan. He later served in the House of Representatives of the Congress of Micronesia and subsequently became a member of the Marianas District Legislature. In 1978, when the Northern Marianas became a commonwealth, the Governor was elected vice president of the senate and chairman of the Programs Committee. In 1980 Governor Tenorio became president of the senate, a position in which he served until he was elected Governor in November 1981 for a four-year term. He was reelected in November 1985.

Birthdate:	April 18, 1934
Family:	Married, eight children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1982
Reelection:	November 1985
Term Expiration:	January 1990

Pedro P. Tenorio

Sophia P. Tenorio

NORTH DAKOTA

GEORGE A. SINNER grew up in Casselton, North Dakota. He received a bachelor's degree in philosophy from St. John's University in 1950. He served on active duty with the U.S. Air Force in 1951 and 1952. He was elected to the North Dakota Senate in 1962 and served through 1966. He was a member of the State Board of Higher Education from 1967 to 1974 and was board chairman in 1970. He was the driving force behind the Tri-College University, formed in 1970. In 1972 he was a delegate to the North Dakota Constitutional Convention. His agricultural background led to his involvement with the Red River Valley Sugar Beet Growers Association, where he served as president of the board from 1975 to 1979. He also was the chief proponent and the first chairman of the Northern Crops Institute, a four-state international marketing institute located in Fargo, North Dakota. He was elected to the North Dakota House of Representatives in 1982. He served as the first chairman of the Southeast Regional Mental Health and Retardation Clinic. He also was instrumental in establishing the American Energy Assurance Council and currently chairs the council. He is the first Governor elected to serve more than one year as chairman of the twenty-nine-state Interstate Oil Compact Commission. He was elected vice chairman of the Western Governors' Association in 1988. He currently is chairman of the NGA Committee on Agriculture and Rural Development and is a lead Governor on out-of-state sales tax collection for NGA.

Birthdate:	May 29, 1928
Family:	Married, ten children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	December 1992

George A. Sinner

Jane Sinner

NEBRASKA

KAY A. ORR was born in Burlington, Iowa. She was educated in schools in Iowa and California and attended the University of Iowa. In 1963 she and her family moved to Lincoln, Nebraska, where she became an active leader in the Republican Party at the local, state, and national levels. She was elected as a delegate to the national conventions of 1976, 1980, 1984, and 1988. She served as the co-chair of the party's platform committee in 1984 and was committee chairman for 1988. She is Nebraska's first woman Governor, and the first female Republican Governor in the United States. Governor Orr served as Nebraska state treasurer from 1981 to 1986, and as regional vice president of the National Association of State Treasurers. She has served on the U.S. Department of Agriculture's National Agricultural Research and Extension Users Advisory Board, and on the President's Advisory Committee on the Arts for the John F. Kennedy Center for the Performing Arts. She currently is a member of the Commission on Presidential Debates. She also is chairman of the NGA Committee on Transportation, Commerce, and Communications.

Birthdate:	January 2, 1939
Family:	Married, two children
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

Kay A. Orr

William D. Orr

NEVADA

BOB MILLER was born in Chicago, Illinois. He earned his bachelor's degree in political science from the University of Santa Clara in 1967 and his law degree from Loyola Law School in Los Angeles in 1971. He served as part-time deputy sheriff for Los Angeles and Las Vegas from 1967 to 1971, deputy district attorney from 1971 to 1973, first legal adviser for the Las Vegas Metropolitan Police Department from 1973 to 1975, and justice of the peace for the Las Vegas Township from 1975 to 1978. He was elected Clark County District Attorney in 1979 and was reelected in 1982. He was elected lieutenant governor of Nevada in 1986 and while in office chaired the Nevada Commission on Economic Development and the Nevada Commission on Tourism. He also has served as president of the Nevada District Attorneys Association and the National District Attorneys Association. As lieutenant governor, he became Governor after Governor Richard H. Bryan was elected to the U.S. Senate in November 1988.

Birthdate:	March 30, 1945
Family:	Married, two children
Religion:	Catholic
Party:	Democrat
Succeeded to Office:	January 1989
Term Expiration:	January 1991

Bob Miller

Sandy Miller

NORTH CAROLINA

JAMES G. MARTIN was born in Savannah, Georgia. He received a bachelor of science degree from Davidson College in 1957 and his Ph.D. from Princeton University in 1960. From 1960 to 1972 he taught chemistry at Davidson College. In 1966 he began the first of three terms as Mecklenburg County commissioner and served as chairman. He also founded the nine-county Centralina Council of of Governments. He served as commission chairman from 1968 to 1972. In 1970 he was elected president of the North Carolina Association of County Commissioners. Governor Martin also served two terms as vice president of the National Association of Regional Councils. From 1973 to 1984 he was a member of the U.S. House of Representatives, where he served six terms and was chairman of the House Republican Research Committee and the House Republican Task Force on Health. He is a past president of the Council of State Governments and a past chairman of the Southern Regional Education Board. He was reelected for a second four-year term in November 1988.

Birthdate:	December 11, 1936
Family:	Married, three children
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

James G. Martin

Dorothy Martin

NEW YORK

MARIO M. CUOMO was born in Queens, New York. He graduated with highest honors from St. John's University in 1953 and was tied for first in his class at St. John's School of Law, graduating in 1956. Governor Cuomo played professional baseball and later was associated with a Long Island law firm. He also was an adjunct law professor at St. John's University. He was elected lieutenant governor of New York in 1978, and while in that office, he chaired the Urban Affairs and Rural Affairs cabinets and the State Advisory Council on the Disabled. He also was the state's first ombudsman, assisting citizens in dealing with the various state agencies. He was New York's secretary of state from 1975 to 1979. In 1984 he gave the keynote address at the Democratic National Convention. He is the author of *The Crisis of Low-Income Housing*, published in 1974, and *Diaries of Mario M. Cuomo: The Campaign for Governor*, published in 1984. He is the fifty-second Governor of New York. Governor Cuomo is a past chairman of the Coalition of Northeastern Governors. He currently is chairman of the NGA Task Force on the Federal Budget Deficit.

Birthdate:	June 15, 1932
Family:	Married, five children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

Mario M. Cuomo

Matilda Raffa Cuomo

NEW HAMPSHIRE

JUDD GREGG was born in Nashua, New Hampshire, and attended Nashua public schools. He graduated from Phillips Exeter Academy in 1965 and from Columbia University in 1969. He received his law degree in 1972 from Boston University Law School and his degree in tax law in 1975. Upon graduating from law school, he returned to Nashua and became a partner in the law firm of Sullivan, Gregg, and Horton. His first political venture came in 1974, when he was elected as a delegate to the New Hampshire Constitutional Convention. He later served as chairman of the Nashua Republican City Committee and coordinated the New Hampshire presidential primary campaigns of Ronald Reagan in 1976 and George Bush in 1980. Governor Gregg's experience in state government dates back to 1978, when he was elected to the five-member New Hampshire Executive Committee, an institution that predates the American Revolution and must approve all state expenditures and appointments made by the Governor. In 1980 he was elected to the first of four consecutive terms in the U.S. House of Representatives, and his contributions during his service in Congress have been recognized through numerous awards from groups representing a variety of public interests. Always active in community service, Governor Gregg served as a campaign chairman for the Greater Nashua United Way, president of the Nashua Community Council, treasurer of the Nashua Fresh Air Camp, a member of the New Hampshire Salvation Army advisory board, and an alternate member of the Greenfield Planning Board.

Birthdate:	February 14, 1947
Family:	Married, three children
Religion:	Protestant
Party:	Republican
Inauguration:	January 1989
Term Expiration:	January 1991

Judd Gregg

Kathy Gregg

NEW JERSEY

THOMAS H. KEAN was born in New York City. A graduate of Princeton and Columbia universities, Governor Kean served with New Jersey's 50th Armored Division. He has taught American history and English at the high school level and has directed a camp for disadvantaged children. He also taught political science at Rutgers University and was a commentator and consulting reporter for New Jersey Nightly News. He was majority leader of the New Jersey Assembly from 1971 to 1972, speaker from 1972 to 1974, and minority leader from 1974 to 1977. Among his numerous awards are the 1984 Man of the Year by the New Jersey NAACP, the Mertle Wreath Award from Hadassah, and the Public Service Award from the Anti-Defamation League of B'nai B'rith. Governor Kean is former chairman and president of Realty Transfer Company of Elizabeth, New Jersey. His grandfather served as a U.S. senator from 1929 to 1935, and his father was a member of Congress from 1938 to 1958. Governor Kean currently is a member of the National Governors' Association Executive Committee and chairman of the Task Force on International Education.

Birthdate:	April 21, 1935
Family:	Married, three children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1982
Reelection:	November 1985
Term Expiration:	January 1990

Thomas H. Kean

Deborah Kean

NEW MEXICO

GARREY E. CARRUTHERS grew up on a farm near Aztec, New Mexico, in San Juan County. He received a bachelor's degree in agriculture in 1964 and a master's degree in agricultural economics in 1965 from New Mexico State University. After receiving a doctorate in economics in 1968 from Iowa State University, he returned to New Mexico State University to teach agricultural economics and agricultural business. He was a White House Fellow from 1974 to 1975; acting director of the New Mexico Water Resources Research Institute from 1976 to 1978; and state chairman of the Republican Party of New Mexico from 1977 to 1979. From 1981 to 1984 he served in two administrative positions at the U.S. Department of the Interior. He was elected Governor in 1986. He has served as chairman of the Border Governors' Commission and as a member of the President's Privatization Commission, the National Public Lands Advisory Council, and the advisory committee to the U.S. Department of the Interior on public lands and natural resource-related policies. He currently serves as president-elect of the Education Commission of the States. He also is vice chairman of the NGA Committee on Human Resources and the lead Governor on health.

Birthdate:	August 29, 1939
Family:	Married, three children
Religion:	Methodist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	December 1990

Garrey E. Carruthers

Katherine Thomas Carruthers