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THE WHITE HOUSE

WASHINGTON

November 20, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *W*
FROM: EDWARD McNALLY *EM*
SUBJECT: REVISED TEXT: REMARKS FOR THE NATIONAL ASSOC.
OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES

I. SUMMARY

Attached for your consideration and review are draft remarks -- revised according to your instructions -- for tomorrow morning's address to the National Association of State Universities and Land-Grant Colleges.

II. DISCUSSION

At 11:15 a.m. on Tuesday, November 21, 1989, you are scheduled to arrive at the J.W. Marriott Hotel to address an audience of approximately 1,200 university presidents, vice-presidents, and deans. Your speech will be on TelePrompter.

The revised remarks emphasize your call for flexibility, choice, competition, and accountability -- and note the Governors' consensus that they do not want more regulations from Congress controlling their schools and colleges. Also included is a paragraph on getting control of educational costs. [[These inserts begin near the top of page 4, and continue through the middle of page 5.]]

[[Please note that while Bob O'Neil, the President of the University of Virginia, is now included up front in the acknowledgements -- the joke about you and Mrs. Bush "evicting" O'Neil from his house during the Charlottesville Summit remains in sequence, at the top of page 3.]]

McNally/Simon
November 20, 1989
Draft Five (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND
CHAIRMAN OF THE ASSOC.]], for those kind words. It's always a
pleasure to see Secretary Cavazos, who is doing such outstanding
work on behalf of American education. Ronald Roskens, one of
your own, joining our Administration to head the Agency for
International Development. And Bob O'Neil, who was my host at
the Charlottesville Summit.

And thank you, all of you, for your warm welcome and for the
important work you do in educating our nation's youth -- the
promise of America, and the promise of the future. America is
moving forward, because you are moving forward.

I am very pleased to have this opportunity to come by in
person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-
making. On yesterday's date in 1863, the Republican-owned
Chicago Times ran an editorial, slamming the speaking skills of
their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with
shame as he reads the silly, flat and dishwatery utterances of
the man who had to be pointed out to intelligent foreigners as
the President of the United States." Of course, the speech they
were so worked up about was the Gettysburg Address. \\\\"/>

It was Abraham Lincoln who, one year earlier, signed the Morrill Act into law, launching the great land-grant colleges, and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation. Step by step, side by side, the strength of America depends on the strength of our youth -- and the strength of our youth depends on the strength of your schools.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors in Charlottesville earlier this fall, as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." \\\ Now that's a 20-word title, and I know some of you plain-speaking

educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush." \\\

And if Mr. Fishback thought it was rough -- he should talk to Bob O'Neil up here. Bob's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. \\\

The Summit marked only the third time in our nation's history that America's Governors were called together to address a specific challenge. It was an important beginning -- but only a beginning. In the weeks since, my Administration, and your Governors, have been working hard on the commitments made at Charlottesville to set national goals, seek greater flexibility and enhanced accountability, and undertake a major state-by-state effort to restructure our education system.

Especially on this first new objective -- setting national goals -- your leadership is needed. This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. I look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes,

President of Cornell University -- examples all of the kind of world-class reputations your member schools have attained.

To meet our new national goals, the Governors and I agreed that we must seek greater flexibility, and strengthen accountability, in the use of federal resources.

That doesn't mean we need more federal regulations controlling the way our schools and colleges get the job done. Our colleges are the best in the world in part because they epitomize choice, competition and flexibility.

And once we recognize that -- then the way to close the disturbing gap between the performance of our colleges and the performance of our elementary and high schools is obvious. What's worked for you will work for them.

Our plan is called the Educational Excellence Act of 1989. And it's a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools.

It calls for choice -- using magnet schools to promote the same kind of healthy competition that flourishes among our college campuses. Like our top colleges, magnet schools will attract top students, and create a new incentive for innovation.

Magnet schools will bring new flexibility, and promote quality education. But along with new flexibility we need new blood -- and alternative certification is an innovation that will expand the pool of talented teachers.

Our plan also aims to seek out excellence and reward it, and by doing so to promote competition and accountability. As with

federal grants to our best universities, we will provide cash awards to our best schools -- to merit schools. These merit awards will not only boost the programs of schools with proven formulas for success -- but also boost the incentive for other schools to follow their lead.

But "accountability" means more than merely rewarding those schools that turn resources into results. Schools at every level must allocate their resources wisely and prudently.

Your colleague Harold Shapiro, who has been president at both Michigan and Princeton, recently spelled out the bottom line. He said: "We all have to be much more selective about what we do, and what we purport to do, if we have any hope of keeping the costs of education within the bounds that can reasonably be afforded by society."

One thing we can't afford is to fall behind the competition when it comes to training the educated work force that future challenges will require. That's why another of our initiatives seeks to bolster an effort that many of you have led -- the effort to revitalize campus interest in the study of math and science. We've proposed a new, nationwide program of math and science scholarships for our best high school seniors. 570 national science scholars would receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

Another part of our proposal calls for urban emergency grants to help our hardest hit school districts become drug-free. But as with the new science scholarships, the success of this effort depends upon all our schools doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college. No school can afford to remain diffident when it comes to drugs. Because in the war on drugs, there are no non-combatants. \\\

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. Your students -- like all students -- must be told that society will not tolerate the use of drugs. \\\

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act.

The 1890 law inspired the creation of 17 historically black land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for these special colleges and universities.

Each of these proposals will make a difference, improving your students, or your schools, or both. This package went to the Hill in April. It's time for the Congress to act. Let's

make this coming year one of change and progress in education.
Let's strike a blow for excellence. Let's make passing this bill
a top priority in Congress. \\\

None of these efforts will be a panacea for every ill that
confronts our educators. And they don't stand alone. Other
initiatives include our \$300 million increase for Head Start, the
new tax-free college savings bond program to help our low- and
middle-income families send their children to your colleges, and
continued progress towards our goal of doubling the budget of the
National Science Foundation -- supporting thousands of individual
researchers at colleges and universities -- by 1993. \\\

Education is our most enduring legacy, vital to everything
we are and can become. \\\

At the dawn of the industrial revolution, the schools you
represent stepped forward and fueled the education and research
that rocketed America from a frontier nation to the frontiers of
space, the hands-down winner of the industrial age.

Now we stand at the dawn of a new age, an age in which the
triumphant will be not those who master the potential of the
machine -- but rather -- those who master the potential of the
mind. \\\

We have the schools. We have the teachers. We have
the students. And we have the will. And, working together, we
will prevail.

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

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McNally/Simon
November 16, 1989
Draft Two (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND
CHAIRMAN OF THE ASSOC.]], for those kind words. And thank you,
all of you, for your warm welcome and for the important work you
do in educating our nation's youth -- the promise of America, and
the promise of the future.

I am very pleased and honored to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-making. On yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial, slamming the speaking skills of their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. \\\\

It was Abraham Lincoln who, one year earlier, signed the Morrill Act into law, launching the great land-grant colleges, and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose

backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, oftentimes more than any of your counterparts, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation.

And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

*Serving
the
World
p. 191* More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions gave birth to the world's first atom smasher, digital computer, and America's first orbiting satellite. Your researchers developed many of today's "wonder drugs" and the first artificial heart.

Your institutions are filled with powerful examples of what is right about education in America. And many of those examples

were cited by your Governors at the Charlottesville Summit earlier this fall, as we worked together to address the changing challenges in American education.

NASULGC
program

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." ///

Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

Mary Kate
Grant

And if Mr. Fishback thought it was rough -- he should talk to U.Va.'s president, your colleague ~~Robert~~ ^{Bob} O'Neil. ~~Robert's~~ ^{Bob's}

Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. ///

Christina
Martin

The Summit marked only the third time in our nation's history that America's Governors were called together to address one specific challenge. It was an important beginning -- but

only a beginning. In the weeks since, my Administration, and your Governors, have been working hard to establish national priorities on many issues -- choice and competitiveness, teaching quality, accountability, flexibility, tougher standards, and results-oriented systems.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you.

And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, whose Cornell University was recently ranked with Cal Berkeley, U.C.L.A., Michigan, North Carolina, and Virginia as one of the best in the nation -- examples all of the kind of world-class reputations your member schools have attained.

America's colleges and universities are the best in the world. But many doubt whether the same can still be said of our elementary and high schools.

Today, millions of young Americans never make it to your doorways. They drop out of school -- and the American mainstream -- long before it's time to take the SAT's. And in the long tradition of federal support for state colleges, more and more educators are saying that one of the best ways the federal government can ensure the continued excellence of higher education, is to go back to basics -- and aid the effort to make sure more of our kids make it to your colleges -- and to make sure that when they come -- they come prepared. \\\\

Earlier this month, a survey of more than 5,000 professors only served to confirm what each of you already knows -- that many of today's freshman are simply not prepared in the basics,

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forcing a lowering of standards in higher education, and forcing you to spend too much time and money teaching students what they should have learned in high school.

Message to Congress 4-5-89
 Last April, we sent Congress our Educational Excellence Act, a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools. It calls for merit schools, to single out excellence and reward it. Magnet schools, an important instrument of choice. And alternative certification, a way to expand the pool of talented teachers.

One of its most significant initiatives seeks to bolster an effort that many of you have been in the forefront of -- the effort to revitalize campus interest in the study of science and technology. We've proposed a new, nationwide program of science scholarships for our best high school seniors. 570 national science scholars will receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

Another part of our proposal calls for emergency urban grants to help our hardest hit school districts become drug-free.

But as with the new science scholarships, the success of this effort depends upon our colleges and universities doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college.

No school can afford to remain diffident when it comes to drugs.

Because in the war on drugs, there are no non-combatants. \\\

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. Your students -- like all students -- must be told that society will not tolerate the use of drugs. \\\

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act. The 1890 law inspired the creation of 17 historically black land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for historically black colleges and universities. Each of these proposals will make a difference, improving your students, or your schools, or both.

This package went to the Hill in April. It's time for the Congress to act. Let's make this a year of change and progress in education. Let's strike a blow for excellence. Let's pass this bill now. \\\

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$250 million increase for Head

4-5-89
Speech
BBA
P. 37

Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. \\\

Education is our most enduring legacy, vital to everything we are and can become. \\\

At the dawn of the industrial revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-on winner of the industrial age.

Now we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind. \\\

Thanks to your hard work, and those who came before you, we are well-equipped to meet these challenges.

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

#

PERFORMANCE LAG FOUND IN COLLEGES

Significant Decline Reported
by Professors Interviewed
for a Carnegie Study

By LEE A. DANIELS

College and university professors around the country believe that academic performance among undergraduates has significantly declined, according to a report by the Carnegie Foundation for the Advancement of Teaching.

Ernest L. Boyer, the foundation's president, said that while faculty members are usually dissatisfied with students' academic seriousness, the latest findings, from a survey of more than 5,000 professors, "reinforce the fact that the colleges can be no stronger than the nation's schools and that public education, despite six years of reform, is still producing inadequately prepared students."

Dr. Boyer also said the faculty belief that academic performance has declined stemmed from "a growing tension between the interests of the faculty, which emphasizes a deep commitment to learning for learning's sake, and the focus of a substantial number of undergraduates to get a 'credential' that will get them a job."

The researchers reported that the faculty members overwhelmingly believe today's undergraduates are more career-oriented but less willing to work hard, and more willing to cheat for good grades than students were in the recent past.

A Growing Gap Is Discerned

Dr. Boyer said these and other findings indicated that there was "a growing gap between what college faculty expects of students generally and what students expect of these institutions."

The report, "The Condition of the Professoriate: Attitudes and Trends, 1989," is being made public today. It is the latest of a series by the foundation,

Students are more career- oriented but less willing to work.

and it is the first since 1984 to take a comprehensive look at professors themselves in institutions ranging from the biggest universities to junior and community colleges.

The report includes the teachers' opinions, broken down by age, sex, and professional disciplines, on issues like the goals of collegiate education, their views of student life and whether they think colleges and universities are well managed. The researchers reported that most of those interviewed are optimistic about their profession's future, lack confidence in campus administrators and feel teaching has suffered because of emphasis on research.

Confidence and Security

A 1984 survey found them anxious about their status and prospects, and more than half said they would seriously consider a nonacademic opportunity. Now, said Dr. Boyer, the faculty is substantially more confident and secure, and yet he also called teachers' attitude toward students "most discouraging."

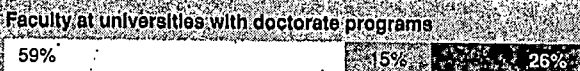
Most of those interviewed agreed on these points:

Students are not well prepared in basics, forcing a lowering of standards in higher education and at the same time making colleges spend too much time and money teaching students

Are Students Unprepared?

Faculty at colleges and universities were asked whether they agree with the statement: "Too many students ill-suited to academic life are now enrolling in colleges and universities."

Agree Neutral Disagree



Based on written surveys completed this year by 5,450 faculty members (a 54.5 percent completion rate) at 308 colleges and universities this year. The survey was conducted by the Within group for the Carnegie Foundation for the Advancement of Teaching.

The New York Times/Nov. 6, 1989

what they should have learned in high school.

Grades are a serious problem, with too many students doing only enough to get by.

There is more alcohol and drug abuse among students, more violence on campuses and a growing undergraduate trend to isolation in small groups.

On Affirmative Action

Another finding that Dr. Boyer called "dismaying" was that nearly half the teachers expressed satisfaction with the pace of affirmative action and 21 percent more had no opinion.

"It means this hasn't really been a central priority of the faculty," Dr. Boyer said, "since all the evidence indicates that in terms of having minority faculty, colleges and universities aren't just standing still — they're losing ground. Yet this clearly isn't seen by most faculty as an urgent matter."

The researchers also reported that the teachers are concerned that emphasis on being published as just about the only way to gain tenure is damaging the ability to teach.

While more than half the teachers said winning tenure was heavily dependent on published research, more than 60 percent said better ways of evaluating scholarly performance must be found, and teaching should be the primary criterion for faculty promotion.

Looking for New Thinking

Dr. Boyer said these opinions indicate that the teachers "are looking for new thinking on assessing scholarly performance, and on rearranging the relationship between research and teaching to make teaching more of an equal partner, at least at some institutions."

"The rewards systems for faculty now are skewed toward research," he went on. "Many think that's wrong."

Finally, although most faculty members say their school is a good place to work and their administrators back academic freedom, substantial numbers of faculty members describe their school as autocratic and say they are not well managed.

Dr. Boyer said these "somewhat contradictory" opinions might relate in part to the size of the institutions, since faculty in liberal arts and two-year colleges were less critical of their administrators. "As bureaucracy grows, faculty frequently are more removed from decision making on campus," he said, calling this a particularly serious

matter in colleges and universities that are supposed to be communities of learning.

The report is available for \$12 from Princeton University Press, 3175 Princeton Pike, Lawrenceville, N.J. 08648.

Photocopy-Preservation

20 NOVEMBER

Births

Sir Wilfred Laurier (Canadian prime minister) 1814; Selma Lagerlof (Swedish writer) 1858; Robert Kennedy (U.S. senator) 1925.

Deaths

St Edmund (king and martyr) 870; Roger Payne (bookbinder and drunkard) 1797; Mountstuart Elphinstone (English diplomat) 1859.

A Fallen King Commemorated

St Edmund was king of East Anglia when the Danes landed there in 867. The marauders chased the king and his men around the countryside for three years, ravaging, raping, pillaging, and committing horrible barbarities en route. Finally, today in 870, the Danes caught Edmund, tied him to a tree, and used him as target practice in a contest with bows and arrows. The place where he fell and was later buried is now called Bury St Edmunds in Suffolk.

A Staged Piece of Absurdity

At the Folly Theatre in London tonight in 1880, Mr J.L. Toole produced a piece of absurdity by Mr H.J. Byron which, without any pretensions except to afford an eccentric and amusing part for Mr Toole, entertained the audience, who were made to laugh "consumedly."



Maiden Aunt Workers Bemoaned

An article in the woman's magazine, *Pictorial Review*, on November 20, 1923 bemoaned the fact that the maiden aunt, once the mainstay in thousands of American homes, was going out to find a job. The article reported that "8,549,511 women are earning money in the United States."

A Diamond in the Rough

Roger Payne was the most celebrated bookbinder in England, an artist to whom book lovers flocked to have him provide suitable covers for the great treasures of literature. As one historian said "Roger Payne rose like a star diffusing lustre on all sides, and rejoicing the hearts of all true sons of bibliomania." But, in person, he was a filthy, ragged, ale-sodden creature who lived and worked in a deplorably rancid den that was unapproachable by his patrons. The countess of Spenser's French maid fainted when she saw him. Roger is said to have used ale for meat, drink, and washing and when remonstrated at would sing an old song in praise of his favourite beverage:

All history gathers, from ancient forefathers,

That ale's the true liquor of life;
Men lived long in health, and
preserved their wealth,
Whilst barley-broth was rife.

He passed away on this day in the year 1797, drunk, happy, and with a sizable fortune.

A Negative Response

The Republican-owned *Chicago Times* ran an editorial today in 1863, commenting on Lincoln's Gettysburg address: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwashery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States."

A Grateful Football Fan

Today in 1953 Hugh Roy Cullen, chairman of the Board of Regents of Houston University in Houston, Texas, gave \$2,250,000 to the University because of its football team's recent victory over Baylor University.

Proverb

If there's ice in November to bear a duck,
There'll be nothing after but sludge and muck.

The Cape of Good Hope Rounded

On the 20th of November 1497, Vasco da Gama, in command of three vessels and 160 men in the service of King Emmanuel of Portugal, rounded the Cape of Good Hope on the southern tip of Africa on his way to India. The Cape had been discovered, almost by accident, some years earlier by Bartholomew Diaz, but da Gama was the first European to round it and complete a voyage to the sub-continent.



McNally/Simon
November 15, 1989
Draft One (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.
TUESDAY, NOVEMBER 21, 1989, 12:00 P.M. ✓

Thank you, ^{M.D.} Dr. Chase Peterson, ^{U of U} Chair of asst., for those kind words. And thank you, all of you, for your warm welcome and for the important work you do in educating our nation's youth -- the promise of America, and the promise of the future.

I am pleased that you have already had a chance to hear from Secretary of Agriculture Clayton Yeutter, Dr. Allan Bromley, my science advisor, Bonnie Newman, who helps run the White House for me, and others on our team who are working so hard to see that America's educational system remains second to none.

And although they've addressed some of our proposals in detail, I am very pleased and honored to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-making. On yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial, slamming the speaking skills of their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. \\\

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Your institutions have continued to successfully evolve, oftentimes more than any of your counterparts, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation.

And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

And unlike some of those Eastern, Ivy-League schools -- you know the ones I'm talking about -- the state and land-grant colleges have never been accused of living in ivory towers, cut off from real-life America. More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors at the Charlottesville Summit earlier this fall, as we worked together to address the changing challenges in American education.

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Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

And if ~~Professor~~^{Mr.} Fishback thought it was rough -- he should talk to U.Va.'s president, your colleague Robert O'Neil. Robert's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. \\\

The Summit marked only the third time in our nation's history that America's Governors were called together to address one specific challenge. **It was an important beginning -- but only a beginning.** In the weeks since, my Administration, and your Governors, have been working hard to establish national priorities on many issues -- choice and competitiveness, teaching

quality, accountability, flexibility, tougher standards, and results-oriented systems.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education ^{Policy} Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, whose Cornell University was recently ranked with Cal Berkeley, U.C.L.A., Michigan, North Carolina, and Virginia as one of the best in the nation -- examples all of the kind of world-class reputations your member schools have attained.

America's colleges and universities are the best in the world. But many doubt whether the same can still be said of our elementary and high schools.

Today, millions of young Americans never make it to your doorways. They drop out of school -- and the American mainstream -- long before it's time to take the SAT's. And in the long tradition of federal support for state colleges, more and more educators are saying that one of the best ways the federal government can ensure the continued excellence of higher education, is to go back to basics -- and aid the effort to make

sure more of our kids make it to your colleges -- and to make sure they're prepared for your colleges when they get there. \\\

Earlier this month, a survey of more than 5,000 professors only served to confirm what each of you already knows -- that many of today's freshman are simply not prepared in the basics, forcing a lowering of standards in higher education, and forcing you to expend too much time and money teaching students what they should have learned in high school.

Last April, we sent Congress our Educational Excellence Act, a critical first step in the effort to reverse the fortunes of our flailing elementary and secondary schools. It calls for merit schools, to single out excellence and reward it. Magnet schools, an important instrument of choice. And alternative certification, a way to expand the pool of talented teachers.

One of its most significant initiatives seeks to bolster an effort that many of you have been in the forefront of -- the effort to revitalize campus interest in the study of science and technology. We've proposed a new, nationwide program of science scholarships for our best high school seniors. 570 national science scholars will receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

My own alma mater -- yes, one of those Eastern, Ivy-League places -- benefitted greatly from the Morrill Act when some

states opted to earmark land-grant responsibilities to private universities. And last year Yale unveiled a plan to bolster science programs by requiring all freshman to take two natural-science courses. The goal is not only to draw more students into eventually becoming science majors, but also to increase the science literacy of all students.

Another part of our proposal calls for emergency urban grants to help our hardest hit school districts become drug-free. But as with the new science scholarships, the success of this effort depends upon our colleges and universities doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college. Too many colleges and universities have remained diffident when it comes to drugs. But in the war on drugs, there are no non-combatants. \\\

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. At the University of North Carolina, the policy is stated with ringing clarity: "Drug abuse will not be tolerated by the University and...those who persist in such unacceptable conduct will be punished."

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act.

The 1890 law inspired the creation of 17 historically black

land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for historically black colleges and universities.

Each of these proposals will make a difference, improving your students, or your schools, or both. And I am proud to say that just last week -- miraculously and essentially intact -- our Educational Excellence Act was passed by the United States Senate. \\\

This package went to the Hill in April. It's time for the House to act. Let's make this a year of change and progress in education. Let's strike a blow for excellence. Let's pass this bill now. \\\

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$250 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993.

At the dawn of the industrial revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-on winner of the industrial age.

Now we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind. \\ Thanks to your hard work, and those who came before you, we are well-equipped to meet these challenges.

Education is our most enduring legacy, vital to everything we are and can become. \\ I come here to encourage your participation in the political debate on education, to salute the extraordinary achievements of the institutions you represent, and to wish you Godspeed in meeting the opportunities ahead.

God bless you, and God bless America.

#

November 15, 1989

MEMORANDUM FOR EDWARD McNALLY

FROM: BOB SIMON

SUBJECT: UNIVERSITY SPEECH

Below is a summary of items you can use for the State University/Land Grant College speech:

- o The President's speech is the last major event of their 3 days of meetings. Expect 1,200 university presidents, VPs and deans in the audience at the JW Marriott.
- o Bush Administration officials will address various meetings, including Secretary of Agriculture Clayton Yeutter, Dr. Allan Bromley, and Bonnie Newman.
- o Two high ranking Bush Administration appointees are former state U. presidents: Secretary of Education Lauro Cavazos (Texas Tech) and Ronald Roskens, Administrator-designate, Agency for International Development (AID) (U. of Neb.).
- o Three of the members of the President's Education Advisory Committee are members of this organization: Policy

Lamar Alexander, President, U. of Tenn.
Frank Rhodes, President, Cornell U.
Joe Nathan, U. of Minn.
- o The Oct. 16 issue of U.S. News & World Report placed 6 state universities in their ranking of the 25 best national universities:
 - 11. Cornell
 - 13. UC Berkeley
 - 16. UCLA
 - 17. University of Michigan
 - 18. UNC at Chapel Hill
 - 21. U. of Va.
- o Discussion topics will include the need to increase the number of Ph.D.s for the year 2000 (a shortage is anticipated); "Crisis in Teaching and Teacher Education"; "Science Policy and the Research University"; and increasing student volunteerism.

- o William Fishback of UVa. will speak on Monday on "Coping with an Education Summit Conference: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus."
- o "I noticed yesterday your International Affairs Committee held one session on -- and I quote -- 'The Global Community in Transition: What in the World is Happening.' \\ If you got it figured out, will you let me know?"
- o "I understand the Capitol Steps will be entertaining you after lunch. I hope they've stopped doing the routine they call "Bushcapades."



... on Education

November 8, 1989

PRESIDENT BUSH CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT IN CHARLOTTESVILLE



President Bush with (from l.) Gov. Gardner, Gov. Branstad, Sec. Cavazos, Gov. Clinton

On September 27th and 28th, President Bush convened the Nation's governors to discuss and define a plan of action for improving American education. This is only the third time in our country's history a President has called a meeting with the Nation's governors to address a single major issue. At the Summit's end, the President and the governors joined in a "Jeffersonian Compact," calling for national education goals and a new flexibility in the use of federal resources in exchange for strengthened accountability -- in short, they said, "We want to swap tape for results."

"We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive,"

according to the joint statement. (Full text, pages 2-3). In addition, the President and the governors committed to a major state-by-state restructuring of our education system and to exploring the best ways to measure programs.

Taking place at the University of Virginia in Charlottesville, the Summit was marked by a spirit of bipartisanship and cooperation. The governors were led by National Governors Association chairman, Gov. Terry Branstad of Iowa and the Summit Cochairmen, Govs. Bill Clinton of Arkansas, Carroll Campbell of South Carolina and Booth Gardner of Washington.

The President, his Cabinet officers, and 53 Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a

White House, Governors Work to Build on Progress Achieved at Summit

Administration officials and the Governors are working together to put in place action teams and the processes to realize the goals of the Summit. The follow-up process will include concerned parents, teachers, business and education leaders from all across America. Building upon the progress achieved at the Education Summit, Paul O'Neill, the CEO of the Aluminum Corporation of America, was named chairman of the President's Education Policy Advisory Committee. Committee members will be announced in the near future.

On October 16 and 17, Education Secretary Cavazos convened the first regional strategy meeting on choice in education, at Public School 117 in East Harlem, New York. Secretary Cavazos and Gov. Thomas Kean of New Jersey addressed the meeting, and participants included parents, teachers, students, business leaders, legislators, school board members, and state and local education officials. A second regional meeting was held in Minneapolis, MN on October 23-24. Other regional meetings include Charlotte, NC (November 13-14); Denver, CO (November 16-17); and Richmond, CA (November 28-29).

Profession"; "Choice and Restructuring"; "The Learning Environment"; "Governance: Who is
(Continued, page 4.)

"We have entered into a ... Jeffersonian compact to enlighten our children..."

(The following are excerpts from the Joint Statement issued at the Summit.)

The President and the Nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals that will make us internationally competitive.

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS



The President and the Nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- undertake a major state-by-state effort to restructure our education system; and
- report annually on progress in achieving our goals.

Setting National Education Goals

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to recommend goals to the President and the Nation's Governors.

The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large.

The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in science and math;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;

- the supply of qualified teachers and up-to-date technology; and
- the establishment of safe, disciplined and drug-free schools.

The process for establishing these goals should be completed and the goals announced by early 1990.

Building the Federal/State Partnership

Federal funds, which represent only a small part of total educational spending, are directed particularly toward services for young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed to:

- examine Federal regulations under current law and to move in the direction of greater flexibility;
- take parallel steps in each state with respect to State laws and administrative rules;
- submit legislation to Congress early next year that would provide State and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

The President and the Governors have agreed to establish a working group of Governors and the President's designees to begin work immediately to accomplish these tasks.

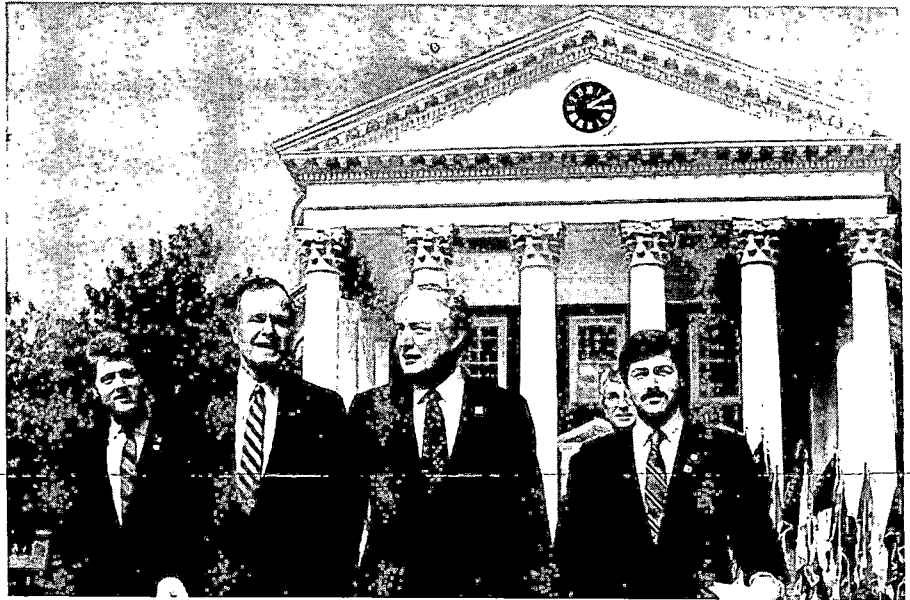
We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential. In a phrase, we want to swap red tape for results.

Making a Commitment to Restructuring

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more of the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and



President Bush with (from l.) Gov. Clinton, Education Sec. Cavazos, Gov. Branstad

performance. Most successful restructuring efforts seem to have certain common characteristics:

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort

in every state. The Governors will give this task high priority and will report on their progress in one year.

Assuring Accountability

As elected chief executives, we expect to be held accountable and we expect to hold others accountable as well.

When goals are set and strategies for achieving them are adopted, we must establish clear measures of performance and then issue annual Report Cards on the progress of students, schools, the States, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.



President Bush addressing Summit convocation with U.Va. President O'Neill and Mrs. Bush.

"From this day forward, let us be an America of tougher standards, of higher goals and a land of bigger dreams." – President George Bush

(The following are excerpts from the President's convocation address at the Education Summit.)

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

"Our [Jeffersonian] compact is founded not on promises, but on challenges -- each one a radical departure from tradition."

"I see an educational system that never settles for the minimum, in academics or in behavior ... when standards and expectations are high, everyone does better."

"I see the day when choice among schools will be the norm rather than the exception; when parents will be full partners in the education of their children."

"But to those who say that money alone is the answer, I say that there is no one answer. If anything, hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results."

"So let us dream. And let us talk. And if need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson."

President Bush Calls Governors Together ...

Continued from page 1

in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence."

In preparation for the historic Summit, the President summoned education and business leaders to the White House for a series of listening sessions. The President

met with the leaders of major national education organizations in elementary, secondary, and post-secondary public and private education. These groups represented parents, teachers, principals, school administrators, education reform leaders, local and state elected officials, and members of the Business Roundtable.

EDUCATION LEADERS PRAISE AGENDA SET AT EDUCATION SUMMIT

"It was a historic event. The President and the Governors acknowledged the national interest in education in a dramatic fashion. What they said and did will shape public schooling in America for years to come." -- Dr. Ernest L. Boyer, president, Carnegie Foundation for the Advancement of Education

"The successful summit is worth literally hundreds of millions of dollars because it provides inspiration and motivation for teachers and generates a lot of activity on the part of the business community." -- Dr. Scott Thompson, executive director, National Association of Secondary School Principals

"We are particularly excited about the focus on goals for the nation and the states, and the attention given to early childhood education; this is the kind of leadership and vision that we would have wanted from the President." -- Gene Wilhoit, executive director, National Association of State Boards of Education

"The Education Summit has reminded us that, despite our differences, we are all behind children." -- Keith Geiger, president, National Education Association

The summit "has the potential for bringing about a historical turnaround in public education." -- Albert Shanker, president, American Federation of Teachers

"They not only agreed to set nationwide goals, but they also included seven areas in which to set those goals. I'm very pleased by the results." -- Gordon Ambach, president, Council of Chief State School Officers.

ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

THANK YOU, DR. CHASE PETERSON [UNIV. OF UTAH
PRESIDENT, AND CHAIRMAN OF THE ASSOC.]], FOR THOSE KIND
WORDS. IT'S ALWAYS A PLEASURE TO SEE SECRETARY
CAVAZOS, WHO IS DOING SUCH OUTSTANDING WORK ON BEHALF
OF AMERICAN EDUCATION. RONALD ROSKENS, ONE OF YOUR
OWN, JOINING OUR ADMINISTRATION TO HEAD THE AGENCY FOR
INTERNATIONAL DEVELOPMENT. AND BOB O'NEIL, WHO WAS MY
HOST AT THE CHARLOTTESVILLE SUMMIT.

AND THANK YOU, ALL OF YOU, FOR YOUR WARM WELCOME
AND FOR THE IMPORTANT WORK YOU DO IN EDUCATING OUR
NATION'S YOUTH -- THE PROMISE OF AMERICA, AND THE
PROMISE OF THE FUTURE. AMERICA IS MOVING FORWARD,
BECAUSE YOU ARE MOVING FORWARD.

I AM VERY PLEASED TO HAVE THIS OPPORTUNITY TO COME
BY IN PERSON TO TELL YOU JUST HOW IMPORTANT I BELIEVE
YOUR WORK IS.

9945
IKE Coolidge
Christine
Speakers

AMERICA'S STATE UNIVERSITIES AND LAND-GRANT COLLEGES OPENED THE DOOR OF OPPORTUNITY TO MILLIONS OF TALENTED KIDS WHOSE BACKGROUNDS MIGHT OTHERWISE HAVE PRECLUDED THEIR ADVANCEMENT AND EDUCATION. IT MARKED THE FIRST TIME IN AMERICAN HISTORY -- IN WORLD HISTORY -- THAT PEOPLE OF EVERY BACKGROUND WERE GIVEN A CHANCE TO PROVE THEIR ABILITIES THROUGH HIGHER EDUCATION.

YOUR INSTITUTIONS HAVE CONTINUED TO SUCCESSFULLY EVOLVE, BECAUSE YOU HAVE ALWAYS BEEN THERE TO ADDRESS THE NEEDS OF EACH SECTOR, MATURING AS UNIVERSITIES AS AMERICA HAS MATURED AS A NATION. STEP BY STEP, SIDE BY SIDE, THE STRENGTH OF AMERICA DEPENDS ON THE STRENGTH OF OUR YOUTH -- AND THE STRENGTH OF OUR YOUTH DEPENDS ON THE STRENGTH OF YOUR SCHOOLS.

LIKE AMERICA'S BOUNTIFUL HARVESTS, AMERICA'S SYSTEM OF HIGHER EDUCATION IS THE ENVY OF THE WORLD.

AND YOUR INSTITUTIONS ARE FILLED WITH POWERFUL EXAMPLES OF WHAT IS RIGHT ABOUT EDUCATION IN AMERICA. AND MANY OF THOSE EXAMPLES WERE CITED BY YOUR GOVERNORS IN CHARLOTTESVILLE EARLIER THIS FALL, AS WE WORKED TOGETHER TO ADDRESS THE CHANGING CHALLENGES IN AMERICAN EDUCATION.

I NOTICED THAT WILLIAM FISHBACK OF THE UNIVERSITY OF VIRGINIA HAD A TALK HERE YESTERDAY ON -- AND I QUOTE -- "COPING WITH AN EDUCATIONAL SUMMIT: HOW TO SURVIVE PRESIDENT BUSH, 49 GOVERNORS, THE NEWS MEDIA AND OTHER STRANGERS ON CAMPUS." 4ft NOW THAT'S A 20-WORD TITLE, AND I KNOW SOME OF YOU PLAIN-SPEAKING EDUCATORS WOULD WANT TO EDIT IT DOWN. BUT WITH MY LUCK, THE CONDENSED VERSION WOULD BE "HOW TO SURVIVE PRESIDENT BUSH." \\\

LL

AND IF MR. FISHBACK THOUGHT IT WAS ROUGH -- HE SHOULD TALK TO BOB O'NEIL UP HERE. BOB'S VIRGINIA HOSPITALITY WAS SO GRACIOUS THAT IT WAS TWO DAYS BEFORE BARBARA AND I REALIZED WE HAD EVICTED HIM FROM HIS HOUSE. \\\ LL

THE SUMMIT MARKED ONLY THE THIRD TIME IN OUR NATION'S HISTORY THAT AMERICA'S GOVERNORS WERE CALLED TOGETHER TO ADDRESS A SPECIFIC CHALLENGE. IT WAS AN IMPORTANT BEGINNING -- BUT ONLY A BEGINNING. IN THE WEEKS SINCE, MY ADMINISTRATION, AND YOUR GOVERNORS, HAVE BEEN WORKING HARD ON THE COMMITMENTS MADE AT CHARLOTTESVILLE TO SET NATIONAL GOALS, SEEK GREATER FLEXIBILITY AND ENHANCED ACCOUNTABILITY, AND UNDERTAKE A MAJOR STATE-BY-STATE EFFORT TO RESTRUCTURE OUR EDUCATION SYSTEM.

ESPECIALLY ON THIS FIRST NEW OBJECTIVE -- SETTING NATIONAL GOALS -- YOUR LEADERSHIP IS NEEDED. [^] THIS ORGANIZATION -- THIS VERY ROOM -- HOLDS A VAST BODY OF EXPERTISE AND EXPERIENCE IN TACKLING THESE ISSUES. FOR THOSE OF YOU WHO ARE ALREADY WORKING WITH YOUR GOVERNORS, I THANK YOU. AND FOR THOSE WHO HAVE NOT YET HAD THAT OPPORTUNITY, I INVITE YOU, I URGE YOU, TO LEND YOUR VOICES TO THIS CRITICAL DIALOGUE.

LATER TODAY, I WILL BE MEETING WITH MY NEWLY CREATED PRESIDENT'S EDUCATION POLICY ADVISORY COMMITTEE. I LOOK FORWARD TO HEARING FROM THREE OF YOUR MEMBERS WHO ARE ON THE COMMITTEE --LAMAR ALEXANDER, PRESIDENT OF THE UNIVERSITY OF TENNESSEE, JOE NATHAN OF THE UNIVERSITY OF MINNESOTA, AND FRANK RHODES, PRESIDENT OF CORNELL UNIVERSITY -- EXAMPLES ALL OF THE KIND OF WORLD-CLASS REPUTATIONS YOUR MEMBER SCHOOLS HAVE ATTAINED.

TO MEET OUR NEW NATIONAL GOALS, THE GOVERNORS AND I AGREED THAT WE MUST SEEK GREATER FLEXIBILITY, AND STRENGTHEN ACCOUNTABILITY, IN THE USE OF FEDERAL RESOURCES.

THAT DOESN'T MEAN WE NEED FEDERAL REGULATIONS CONTROLLING THE WAY OUR SCHOOLS AND COLLEGES GET THE JOB DONE. OUR COLLEGES ARE THE BEST IN THE WORLD IN PART BECAUSE THEY EPITOMIZE CHOICE, COMPETITION AND FLEXIBILITY.

AND ONCE WE RECOGNIZE THAT -- THEN THE WAY TO CLOSE THE DISTURBING GAP BETWEEN THE PERFORMANCE OF OUR COLLEGES AND THE PERFORMANCE OF OUR ELEMENTARY AND HIGH SCHOOLS IS OBVIOUS. WHAT'S WORKED FOR YOU WILL WORK FOR THEM.

OUR PLAN IS CALLED THE EDUCATIONAL EXCELLENCE ACT OF 1989. AND IT'S A CRITICAL FIRST STEP IN THE EFFORT TO REVERSE THE FORTUNES OF OUR STRUGGLING ELEMENTARY AND SECONDARY SCHOOLS.

IT CALLS FOR CHOICE -- USING MAGNET SCHOOLS TO PROMOTE THE SAME KIND OF HEALTHY COMPETITION THAT FLOURISHES AMONG OUR COLLEGE CAMPUSES. LIKE OUR TOP COLLEGES, MAGNET SCHOOLS WILL ATTRACT TOP STUDENTS, AND CREATE A NEW INCENTIVE FOR INNOVATION.

MAGNET SCHOOLS WILL BRING NEW FLEXIBILITY, AND PROMOTE QUALITY EDUCATION. BUT ALONG WITH NEW FLEXIBILITY WE NEED NEW BLOOD -- AND ALTERNATIVE CERTIFICATION IS AN INNOVATION THAT WILL EXPAND THE POOL OF TALENTED TEACHERS.

OUR PLAN ALSO AIMS TO SEEK OUT EXCELLENCE AND REWARD IT, AND BY DOING SO TO PROMOTE COMPETITION AND ACCOUNTABILITY. AS WITH FEDERAL GRANTS TO OUR BEST UNIVERSITIES, WE WILL PROVIDE CASH AWARDS TO OUR BEST SCHOOLS -- TO MERIT SCHOOLS. THESE MERIT AWARDS WILL NOT ONLY BOOST THE PROGRAMS OF SCHOOLS WITH PROVEN FORMULAS FOR SUCCESS -- BUT ALSO BOOST THE INCENTIVE FOR OTHER SCHOOLS TO FOLLOW THEIR LEAD.

BUT "ACCOUNTABILITY" MEANS MORE THAN MERELY REWARDING THOSE SCHOOLS THAT TURN RESOURCES INTO RESULTS. SCHOOLS AT EVERY LEVEL MUST ALLOCATE THEIR RESOURCES WISELY AND PRUDENTLY.

YOUR COLLEAGUE HAROLD SHAPIRO, WHO HAS BEEN PRESIDENT AT BOTH MICHIGAN AND PRINCETON, RECENTLY SPELLED OUT THE BOTTOM LINE. HE SAID: "WE ALL HAVE TO BE MUCH MORE SELECTIVE ABOUT WHAT WE DO, AND WHAT WE PURPORT TO DO, IF WE HAVE ANY HOPE OF KEEPING THE COSTS OF EDUCATION WITHIN THE BOUNDS THAT CAN REASONABLY BE AFFORDED BY SOCIETY."

ONE THING WE CAN'T AFFORD IS TO FALL BEHIND THE COMPETITION WHEN IT COMES TO TRAINING THE EDUCATED WORK FORCE THAT FUTURE CHALLENGES WILL REQUIRE. THAT'S WHY ANOTHER OF OUR INITIATIVES SEEKS TO BOLSTER AN EFFORT THAT MANY OF YOU HAVE LED -- THE EFFORT TO REVITALIZE CAMPUS INTEREST IN THE STUDY OF MATH AND SCIENCE. WE'VE PROPOSED A NEW, NATIONWIDE PROGRAM OF MATH AND SCIENCE SCHOLARSHIPS FOR OUR BEST HIGH SCHOOL SENIORS. 570 NATIONAL SCIENCE SCHOLARS WOULD RECEIVE UP TO \$10,000 A YEAR FOR FOUR YEARS, TO BE USED AT THE COLLEGE OF THEIR CHOICE.

MANY OF THOSE COLLEGES ARE LIKELY TO BE YOUR COLLEGES, AND MANY OF YOU HAVE ALREADY LAUNCHED PROGRAMS THAT WILL COMPLEMENT THIS NEW EFFORT.

ANOTHER PART OF OUR PROPOSAL CALLS FOR URBAN EMERGENCY GRANTS TO HELP OUR HARDEST HIT SCHOOL DISTRICTS BECOME DRUG-FREE. BUT AS WITH THE NEW SCIENCE SCHOLARSHIPS, THE SUCCESS OF THIS EFFORT DEPENDS UPON ALL OUR SCHOOLS DOING THEIR PART.

WE CAN'T GIVE OUR STUDENTS ONE MESSAGE WHILE THEY
ARE IN ELEMENTARY AND HIGH SCHOOL AND ANOTHER WHEN THEY
START COLLEGE. NO SCHOOL CAN AFFORD TO REMAIN
DIFFIDENT WHEN IT COMES TO DRUGS. BECAUSE IN THE WAR
ON DRUGS, THERE ARE NO NON-COMBATANTS. \\\

LAND-GRANT COLLEGES -- LIKE ALL COLLEGES -- AND
STATE UNIVERSITIES -- LIKE ALL UNIVERSITIES -- MUST
TAKE A STAND. YOUR STUDENTS -- LIKE ALL STUDENTS --
MUST BE TOLD THAT SOCIETY WILL NOT TOLERATE THE USE OF
DRUGS. \\\

THERE IS ONE, FINAL PART OF OUR EDUCATION PACKAGE
THAT HAS SPECIAL IMPORTANCE TO ME, AND A SPECIAL PLACE
WITH THIS GROUP AS WE APPROACH THE CENTENNIAL OF THE
SECOND MORRILL LAND-GRANT ACT. THE 1890 LAW
INSPIRED THE CREATION OF 17 HISTORICALLY BLACK LAND-
GRANT COLLEGES IN SOUTHERN AND BORDER STATES -- SCHOOLS
THAT CHANGED THE LIVES OF MILLIONS OF YOUNG MEN AND
WOMEN BY REPLACING TRADITIONAL ROADBLOCKS WITH AVENUES
OF OPPORTUNITY.

BUT NOT ALL THE ROADBLOCKS ARE GONE. ENDOWMENTS AT THESE VITAL INSTITUTIONS LAG FAR BEHIND MANY OTHER SCHOOLS. AND SO WE'VE PROPOSED EXPANDED FEDERAL HELP IN THE FORM OF MATCHING ENDOWMENT GRANTS FOR THESE SPECIAL COLLEGES AND UNIVERSITIES.

EACH OF THESE PROPOSALS WILL MAKE A DIFFERENCE, IMPROVING YOUR STUDENTS, OR YOUR SCHOOLS, OR BOTH. THIS PACKAGE WENT TO THE HILL IN APRIL. IT'S TIME FOR THE CONGRESS TO ACT. LET'S MAKE THIS COMING YEAR ONE OF CHANGE AND PROGRESS IN EDUCATION. LET'S STRIKE A BLOW FOR EXCELLENCE. LET'S MAKE PASSING THIS BILL A TOP PRIORITY IN CONGRESS. \\\

NONE OF THESE EFFORTS WILL BE A PANACEA FOR EVERY ILL THAT CONFRONTS OUR EDUCATORS. AND THEY DON'T STAND ALONE. OTHER INITIATIVES INCLUDE OUR \$300 MILLION INCREASE FOR HEAD START, THE NEW TAX-FREE COLLEGE SAVINGS BOND PROGRAM TO HELP OUR LOW- AND MIDDLE-INCOME FAMILIES SEND THEIR CHILDREN TO YOUR COLLEGES, AND CONTINUED PROGRESS TOWARDS OUR GOAL OF DOUBLING THE BUDGET OF THE NATIONAL SCIENCE FOUNDATION -- SUPPORTING THOUSANDS OF INDIVIDUAL RESEARCHERS AT COLLEGES AND UNIVERSITIES -- BY 1993. \

EDUCATION IS OUR MOST ENDURING LEGACY, VITAL TO
EVERYTHING WE ARE AND CAN BECOME. \\

AT THE DAWN OF THE INDUSTRIAL REVOLUTION, THE
SCHOOLS YOU REPRESENT STEPPED FORWARD AND FUELED THE
EDUCATION AND RESEARCH THAT ROCKETED AMERICA FROM A
FRONTIER NATION TO THE FRONTIERS OF SPACE, THE HANDS-
DOWN WINNER OF THE INDUSTRIAL AGE.

NOW WE STAND AT THE DAWN OF A NEW AGE, AN AGE IN
WHICH THE TRIUMPHANT WILL BE NOT THOSE WHO MASTER THE
POTENTIAL OF THE MACHINE -- BUT RATHER -- THOSE WHO
MASTER THE POTENTIAL OF THE MIND. \\

WE HAVE THE SCHOOLS. WE HAVE THE TEACHERS.
WE HAVE THE STUDENTS. AND WE HAVE THE WILL. AND,
WORKING TOGETHER, WE WILL PREVAIL.

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

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