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Record Group/Collection: George H.W. Bush Presidential Records
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OA/ID Number: 13708
Folder ID Number: 13708-004

Folder Title:
PTA Legislative Conference 3/5/90 [OA 6854]

Stack:	Row:	Section:	Shelf:	Position:
G	26	19	6	7

STAFFED
2 pm

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990

* Under-Sec. Ted Sanders

Schedule Proposal from SIV & Decamp 2/14

Reps. Porter will speak after POTUS

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

16th C. Sir George Jcuile Toastmaster # 1352

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten **a** history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

PTA Mailing and "History and Structure of PTA"

No one feels this concern more than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have ~~said for years that to make a difference in education, it will take a **national** campaign to reach **national** goals.~~\\

* FOR YEARS ~~GIVE~~ BEEN A STRONG VOICE IN ~~SPACE PTA OF~~ STANDARDS of higher Achievement

NOTE CHANGES

Supported goals, their goals now at Nat'l

* issues in goals

* silent of national issue

PTA Life-membership

I am here today to tell you that your governors and your president have listened; **and that the vision of the PTA is now the vision of America.**\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek <u>results</u> is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to

step in **as early as possible. And that is why I proposed record funding for Head Start.**\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\\

Fifth: Every American **adult** must be skilled and literate.

This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our **sixth** and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endanger.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress with national tests -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress **to cut you loose from excessive regulation.**\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding

ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results -- just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

PTA awaiting History and Structure

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that is can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

# # #

To Christina

Date _____ Time 9:00

WHILE YOU WERE OUT

M Arnie Fagey

of PTA

Phone 464-4477

Area Code Number Extension

TELEPHONED	✓	PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	✓
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message _____

Operator

AMPAD EFFICIENCY®

23-021 CARBONLESS

Lanny Griffith 7170

Pres. PTA

Ann Lynch / Pres. Educ. Policy Advisory Com.

Arnie Shagy 822-7878

They want national goals so they go back to states & implement them

6 million members
110 people
Legislators
PTA Pres. (St)
East Room
Mon 3-5 - 90
10-12 remarks

Christina

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

TO: David Demarest

FROM: JOSEPH W. HAGIN

SUBJECT: APPROVED PRESIDENTIAL ACTIVITY

90 FEB 21 All 30

EVENT: Address the National PTA Legislative Conference

DATE: March 5, 1990 Monday

TIME: 2:30 p.m.

DURATION: 15 minutes

LOCATION: East Room

ATTIRE: Business suit

REMARKS REQUIRED: Brief Remarks

MEDIA COVERAGE: Open Press

FIRST LADY PARTICIPATION: Is Invited

ADDITIONAL INFORMATION:

CONTACT: _____, _____

TELEPHONE: OFFICE _____ HOME _____

NOTE: PROJECT OFFICER, SEE ATTACHED CHECKLIST

Ed Rogers	Marlin Fitzwater	David Bates
James Cicconi	David Demarest	David Valdez
Fred McClure	Jean Lamb	USSS - PPD
Susan Porter Rose	Sig Rogich	Gary Walters
Patty Presock	John Keller	WHCA Audio/Visual
Chriss Winston	Tim McBride	WHCA Operations
Laurie Firestone	J. Bonnie Newman	C. Boyden Gray
William Kristol	Paul Bateman	John Herrick
Jackie Kennedy		

224-2573

McGroarty/Dooley
February 20, 1990
12:30 pm
[GOVS]

PRESIDENTIAL REMARKS: TOAST AT THE GOVERNORS' STATE DINNER
STATE DINING ROOM
FEBRUARY 25, 1990
7:30 PM

RAE'S STATS ON PARENTS
NOT SCHOOLS, NOT BOOKS BUT KIDS, THE future...

It's my great pleasure to welcome all of you to the White House. [Introductory acknowledgements.] Terry Branstad, doing double duty as Governor of Iowa, and Chairman of the National Governors Association. And there are some new faces -- new members of the Governors' club I want to welcome: Governor Florio. Governor Wilder. And Governor Guerrero of the Northern Marianas Islands.

[[You know, I'm reminded every day about the vital work Governors do. The genius of the Governors -- the special insight that comes from the experience of being Chief Executive in the Statehouse. // But come to think of it -- it's always the same fellow who reminds me. // John Sununu.]]

Each one of you deals every day with issues that affect the lives of every citizen in your state -- that affect the very future of our nation. And of all those many issues, none is more important than the one we've all been focussing on since we met last September: **Education.** What Thomas Jefferson called the **"keystone of the arch" of our democratic system.**

In the five months since we met at Mr. Jefferson's University, we've made a good beginning. For the first time

ever, we've formulated a set of **national goals -- six objectives that will help us measure the progress we make towards excellence in education.**

I'd like to see these goals posted on the wall of every school -- **call it Target 2000** -- so that every one who walks in -- parents, students, teachers -- knows what it is we're aiming for:

So that everyone knows we've set ourselves the goal of **raising the graduation rate to 90% or more.**

Of **reclaiming first-place** in science and math achievement **world-wide.**

Of making sure our diplomas **mean something.** Setting up a series of check-points -- so that as our children move from grade school to high school, we assess their **performance.**

And in addition to those first three goals, three more:

Every American child -- ready to learn from the first day they walk into that classroom.

Every American adult -- skilled and literate, equipped to be a productive worker and a participating citizen.

And every school in America -- **disciplined and drug-free.** //

Target 2000 gives us something to reach for. Six objectives that will help us set priorities -- measure our progress.

We've set our goals -- now its time to reach them. I know every State is already hard at work. We all know there's no one answer -- no one-size-fits-all solution, that works for every school system from Anchorage, Alaska to Zanesville, Ohio -- and

for every school in between. We've got to take advantage of the great strength of our system -- we've got to turn our states into **50 laboratories of education reform.** And reward what works. When we find a school where kids are learning -- we've got to make sure **we learn** the secret to that school's success.

Our challenge couldn't be clearer: If we're going to understand the exciting changes we've witnessed around the world -- if we're going to be able to compete in the 21st Century, and truly provide opportunity for all Americans, we've got to ask ourselves some threshold questions:

How can our Nation compete in the global marketplace -- remain a first-rate economic power -- if our school system is second-rate?

How can our kids understand the **Revolution of '89** if they don't know about the Revolutions of 1776?

Can we be ready for the year 2000 if the high school **"Class of 2001" -- today's first graders --** aren't getting a 21st Century education -- **right now.**

The people in this room know the answer to these questions. They are self-evident. The future of this nation -- our ability understand our changing world, to meet and master the challenges we'll face -- is being decided every day: **child by child -- in our schools.**

So tonight, let me thank you for working with me -- for the sound start we've made, and for your commitment to build on this beginning. And let us all raise our glasses:

To a strong partnership between this White House and every State House in the nation;

To an American education system second to none;

And to our commitment to **work together -- toward our goals, toward our future.**

# # #

2-25 Sun.

State Dinner
Gov.

THE WHITE HOUSE
WASHINGTON

2-26 Mon.
NGA Mtg. East Room

Ask Lanny

THE WHITE HOUSE

WASHINGTON

SCHEDULE PROPOSAL FEBRUARY 14, 1990

TO: JOE HAGIN, DEPUTY ASSISTANT TO THE PRESIDENT FOR APPOINTMENTS AND SCHEDULING

THROUGH: DAVID DEMAREST, ASSISTANT TO THE PRESIDENT FOR COMMUNICATIONS

FROM: SICHAN SIV, DEPUTY ASSISTANT TO THE PRESIDENT FOR PUBLIC LIAISON

SARAH DECAMP, ASSISTANT DIRECTOR FOR PUBLIC LIAISON

REQUEST: That the President address the National PTA Legislative Conference during a White House Briefing.

PURPOSE: To give specific direction to the National PTA on how parents can help achieve the recently announced National Education Goals.

* To recognize the importance of the PTA and of parents to the achievement of these goals.

BACKGROUND: Parental interest and involvement in the education of their children is considered an important key to successful educational reform. In March the National PTA, representing over 6 million parents in 27,000 communities nationwide, will hold its annual Legislative Conference in Washington. This year's theme is "Children in the '90's: Basic Needs, New Challenges."

The PTA Legislative Conference will bring together the top leadership and policy makers from each state PTA. The PTA has specifically requested that the President * brief them on the National Goals and give them direction on how PTA's and parents can help implement them. The PTA is one of our best potential advocates on the Administration's education initiatives especially choice. With its tremendous grassroots network, this is an important forum in which to reinforce the President's leadership role.

A briefing on the National Goals by the

President and, perhaps, Roger Porter, would highlight the critical role parents must play in the process of educational reform. It would also allow the President to reinforce the fact that the PTA has been involved at a high level throughout the goal-setting process. (As a member of the President's Education Policy Advisory Committee, PTA President Ann Lynch was directly involved in the development of the National Goals.)

DATE & TIME: March 5; 4:00 P.M.

LOCATION: East Room

DURATION: 15-20 Minutes

PARTICIPANTS: Mrs. Bush
Secretary Cavazos
110 National PTA Board Members
50 Presidents of State PTA's
50 Legislative chair people from each state PTA

SEQUENCE OF EVENTS:

--President arrives East Room and is announced on-stage.
--President addresses PTA.
--President departs.

REMARKS REQUIRED:
Yes.

MEDIA COVERAGE:

Press Pool.

Personally hosted by Ronald Reagan addressed twice by Nancy Reagan

Barbara Bush addressed Reagan addressed

1986 - addressed by Nancy Reagan

League addressed

The National PTA
Office of Governmental Relations
1201 16th Street N.W.
Washington, D.C. 20036
(202) 822-7878

October 6, 1989

The Honorable George Bush, President
The United States of America
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear President Bush:

It is an honor for me to extend an invitation to you to address the upcoming National PTA Legislative Conference. Over 200 key National PTA leaders representing all 50 states, the European Congress of American Parents, Teachers and Students, and the District of Columbia will be in attendance. The major conference theme will be "Children in the 90's: Basic Needs, New Challenges." The purpose of the three day conference, held from March 4-7, 1990, is to educate PTA members on children and family issues. In addition, the conference is intended to increase PTA leaders' legislative understanding and effectiveness as they return to their local communities. Culminating activity will occur when participants may visit the Hill expressing National PTA legislative positions. Specific concentration will be placed on the basic needs of children and whether the nation's commitment to their needs will prepare our children for the next decade.

Our conference participants would be honored, indeed, if you would be able to address them at the White House. In the past, U.S. Presidents and the first ladies have hosted a session of our legislative conference in the White House East Room where

My contact person in Washington, D.C. is Arnold Fege, the National PTA's Director of Governmental Relations who can be reached at 822-7878. I am hoping that you will be able to join us.

Warmest regards,

Ann Lynch

Ann Lynch, President
The National PTA

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Office of Governmental Relations
1201 16th Street N.W.
Washington, D.C. 20036
(202) 822-7878

November 15, 1989

Mr. Joseph W. Hagin II
Deputy Assistant to the President
for Appointments and Scheduling
The White House
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

Dear Mr. Hagin:

Many thanks for your correspondence of October 20, 1989 informing me of status regarding our invitation to President Bush to address the National PTA Legislative Conference, March 4-7, 1990. I am encouraged that you are making a special note of that invitation, and I personally appreciate the efforts you have already extended on our behalf.

We are beginning to confirm other parts of our agenda which include Senator Mark Hatfield, Ms. Lynn Cheney, Representative Barbara Boxer, CEO Brad Butler and futurist Marv Cetron. Other invited guests include Jesse Jackson, Doug Wilder, and Secretaries Elizabeth Dole and Jack Kemp. Perhaps as part of the President's program, we could consider hearing Jack Kemp on housing and Elizabeth Dole on educating for a competent workforce--a great combination of the Administration's policies for children and youth.

Again, my thanks for responding and I look forward to working with you in the future,

Warmest regards,

Ann Lynch

Ann Lynch, President
The National PTA

AFF/af

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THE WHITE HOUSE
WASHINGTON

October 20, 1989

Dear Ms. Lynch:

Thank you for your invitation for the President to address the upcoming National PTA Legislative Conference on March 4-7, 1990.

We appreciate your extending this opportunity to the President. Although we are unable to make a commitment at this time, we are making a special note of this date. Your invitation will be carefully reviewed as the President's schedule develops, and we will be back in touch with you closer to the time about the possibility of his acceptance.

With best wishes,

Sincerely,

JOSEPH W. HAGIN II
Deputy Assistant to the President
for Appointments and Scheduling

Ms. Ann Lynch
President
The National PTA
1201 16th Street, N.W.
Washibgton, D.C. 20036

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THE WHITE HOUSE

WASHINGTON

October 11, 1989

Dear Arnold:

Thanks for sharing with me Ann Lynch's letter of invitation to the President for him to attend the National PTA Conference in March of 1990. I too agree that it would be a magnificent opportunity for the President to reiterate his commitment to educational excellence starting from the local level.

I have made Joe Hagin, the President's Scheduling Director, aware of my support for this invitation. I will keep you apprised of any further information.

Thanks again for including me in this important event.

Sincerely,

Sig Rogich
Assistant to the President

Mr. Arnold Fege
Director of Governmental Relations
1201 16th Street, N.W.
Washington, D.C. 20036

SENT BY: XEROX Telecopier 7017; 2-14-90 ;10:14AM ; 3014681186→ 2024566218;# 5

February 2, 1990

TO: Washington, D.C. & Education Media

FROM: Tari Marshall, Director of Public Relations
Marita Craven, Public Relations Assistant

RE: NATIONAL PTA ANNUAL LEGISLATIVE CONFERENCE
L'ENFANT PLAZA HOTEL, WASHINGTON, D.C.
MARCH 4-7, 1990

"Children in the 90's: Basic Needs, New Challenges" is the theme of the 1990 National PTA Legislative Conference.

More than 250 PTA leaders from all 50 states, the District of Columbia and Department of Defense schools abroad will gather in the nation's capital to learn about legislative issues related to children and to meet with their states' U.S. Representatives and Senators.

You'll receive a complete press kit next month. Here are sessions scheduled to date. (Note: Speakers are subject to last minute changes. Those marked * are unconfirmed. Please refer to the press kit for more up-to-date information.)

-- Virginia Governor Doug Wilder will talk about building coalitions supporting children, families and public education.

-- Charles B. Rangel, Chairman of the House Select Committee on Narcotics Abuse and Control, and Reggie B. Walton from the White House Office of National Drug Control Policy, will address the nation's drug prevention policy.

-- Rep. Barbara Boxer (D-CA), ranking member of the House Budget Committee, will address building a child budget at the federal level.

-- Chris Whittle, President, Whittle Communications and Bert Carp, Vice President, Cable News Network, will discuss commercialism in the school classroom and the use of technology in education.*

-- Sen. Mark O. Hatfield (R-OR) will address the crisis in math and science education and what can be done to make improvements.

- more -

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-- Dr. Marvin J. Cetron, widely read author and futurist, will address schools of the 21st Century and what needs to be done to prepare for change.

-- Rep. William Goodling* (R-PA), ranking minority chairman on the House Education and Labor Committee, will address the nationalization of public education and how the country is moving from local to national decision-making.

-- A child advocacy "court," led by David W. Hornback, Chairman, Carnegie Task Force on Education of Young Adolescents, will address the needs of the whole child. Court panelists include Albert Shanker, President, American Federation of Teachers; Lisbeth Schorr, Professor, Public Policy, Harvard University; and Rafael Valdivieso, Vice President for Research, Hispanic Policy Development Project.

-- Key members from the Senate and House of Representatives, one from each party, will discuss a congressional agenda for children in the 21st Century in a session co-sponsored with the National Association of Elementary School Principals and National Association of Secondary School Principals.

Also on the agenda:

- Developing a sound and effective policy for public child care.
- The effects of environmental hazards such as radon, lead in drinking water, and pesticides.
- Are children being treated fairly by the juvenile justice system?
- The challenge of providing for the education and housing needs of the homeless.
- Marketing hazardous products to children, such as alcohol, tobacco and fast foods.
- "Hate crimes," based on gender, race or religion.

If you have any questions, please feel free to give us a call at (312) 787-0977. We hope to see you in March.

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a bill to arm merchant ships
t Barbados and disappeared
elt became the last President
inaugurated on this date

1937 National Arboretum founded by an act of Congress
1942 U.S. Army Air Force sank 3 Japanese troopships at Subic Bay, Philippines
1956 Lt. Colonel Jose Marie Lemus became President of El Salvador
1960 Belgian munitions ship exploded in Havana, Cuba harbor
1965 A gas pipeline exploded near Natchitoches, Alaska
1968 O.G.O. V satellite launched
1969 Holi Festival in Northern India
Purim (Hebrew Festival of Lots)
1908, 1981, 1987, 1992, 2071, 2076, 2082 Ash Wednesday
1919, 1924, 1930, 2003, 2014, 2025, 2087, 2098 Shrove Tuesday

March 5th

Annual Fair at Bury, Lancashire, England
Boys' Day in Japan
Feast of St. Ciaran of Saighir
Feast of St. Phocas of Antioch
Feast of St. Piran
475 AD St. Gerasimus, who drew a thorn from the paw of a lion, died (Feast Day)
1152 Frederick I (Barbarosa) elected King of Germany
1324 David II, King of Scotland, born
1380 Construction began of St. Mary's College, Oxford, England
1432 Treaty of Rennes signed between France and Brittany
1534 Correggio, Italian artist, died
1658 Antoine de la Mothe Cadillac, explorer, born
1770 Boston Massacre
1824 Britain declared war on Burma
James Merrit Ives, of Currier and Ives lithographers, born
1836 Patent Arms Manufacturing Company formed to produce Colt revolvers
1850 Louisville and Nashville Railroad Company incorporated
1853 Howard Pyle, American artist-writer, born
1900 Madame Butterfly produced as a play in New York City
1908 Rex Harrison, actor, born
1912 Spanish ship Principe de Austrias sank
1913 German destroyer S-178 and cruiser Yorck collided near Helgoland
1927 U.S. Marines landed in China to protect American property during a civil uprising

1950 Edgar Lee Masters, poet (Spoon River Anthology) died
1953 Joseph Stalin, Russian premier, died
1959 Explorer II launched
1968 Solar Explorer II, sun-study satellite, launched
1969 Purim (Hebrew Festival of Lots)
1919, 1924, 1930, 2003, 2014, 2025, 2087, 2098 Ash Wednesday
1935, 1946, 1957, 2019, 2030, 2041, 2052 Shrove Tuesday

March 6th

Feast of St. Cyneburga
203 AD Sts. Perpetua and Felicity martyred (Feast Day)
766 St. Chrodegang died (Feast Day)
1405 King John II of Castile born
1447 St. Colette died (Feast Day)
Tommaso Parentucelli elected Pope (Nicholas V)
1454 Casimir IV added Prussian areas to Poland
1475 Michelangelo, Italian artist, born
1480 Treaty of Alcacovas gave the Canary Islands to Spain
1521 Magellan discovered the Mariana Islands (Magellan Day, Guam)
1604 Charles IX became King of Sweden
1612 A tournament was held in Paris to celebrate the wedding of King Louis XIII
1620 Cyrano de Bergerac born
1622 John Mason chartered to found New Hampshire
1629 Edict of Restitution restored their property to the Catholic churches
1775 First black Masons initiated into an Army Lodge that was stationed near Boston
1806 Elizabeth Barrett Browning, poet, born
1809 Thomas Heyward, signer of the Declaration of Independence, died
1836 Davy Crockett, frontiersman, killed at the fall of the Alamo to Mexican forces
1837 The Seminole Indians agreed to end their war
1857 Dred Scott slavery decision made by the U.S. Supreme Court
1862 Battle of Pea Ridge, Arkansas, began
1885 Ring Lardner, humorist, born
1888 Louisa May Alcott, author of Little Women, died
1889 Emile Zola's novels seized by Canadian customs as obscene
1896 Charles King completed the first Detroit-built car
1906 Lawrence Schoonover, novelist, born

1912 Air mail service pro
Congres
1915 Massachusetts state
1924 Egyptian government
officia
1926 Shakespeare Memorial
on-Avon
1932 John Philip Sousa, c
1933 Presidential order c
1935 Oliver Wendell Holme
1938 Spanish insurgent cr
Loyalis
1945 Lippizaner horses re
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1957 Republic of Ghana es
1964 King Paul I of Greec
1968 Ellen Price, model f
Mermaid'
1970 Nassau Cup Race, Bah
boats)
1973 Pearl Buck, writer, d
1935, 1946, 1957, 2019, 2030,
1962, 1973, 1984, 2057, 2068

March 7th

St. Joseph's Day (Pat
Venezuel
161 AD Antoninus Pius, Roman
1080 King Henry IV of Germ
1138 Conrad III again chos
1274 St. Thomas Aquinas di
schools;
1307 King Edward I of Engl
1530 The Pope refused King
a divorc
1573 Venice recognized the
1693 Pope Clement XIII bor
1707 Stephen Hopkins, signe
Independe
1714 Peace of Rastatt signe
1724 Pope Innocent XIII die
1782 Start of a two-day mas
at New Ph
1802 Sir Edwin Landseer, En
1804 First Bible Society fo
1808 Portuguese Royal Famil
1815 Napoleon acclaimed by
him
1831 England's Royal Astron
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THE NATIONAL PTA
Office of Governmental Relations

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DATE: 2/21/90 TIME: 4:00 pm

TO: Kristen Walter

ORGANIZATION: White House
(If necessary, please include information such as room number or phone extension to assist in locating intended recipient)

TELEPHONE: _____ FAX NUMBER: 456-6218

FROM: Arnold Fege

NUMBER OF PAGES (INCLUDING COVER SHEET): (4)

COMMENTS:

SENT BY: XEROX Telecopier 7017; 2-21-90 ; 4:21PM ; 3014881166→ 2024566218;# 1

THE NATIONAL PTA LEADING THE WAY

The National PTA is on the move! With a rich history behind it, it is taking active steps to prepare for the 1990's and beyond. In 1989 it has had one of the most successful years in its 92-year history. For the seventh consecutive year there has been a major membership gain and the move is to increase membership both in numbers and inclusiveness of all parents—representing all segments of our society.

At its national convention in Atlanta, Georgia, 2,500 attendees addressed a number of issues vital to the welfare of children. A recently published National PTA book on parenting, *The National PTA Talks to Parents: How to Get the Best Education for Your Child*, exemplifies the collective knowledge of parents and their parenting skills across the nation. Coupled with this, the National PTA magazine, *PTA Today*, received the Educational Press Association of America's awards for the Best Theme Issue and the Best Feature Article of the Year. With the renewal of the Centers for Disease Control grant, the National PTA is leading the nation in preparing materials for parents on the latest social concern—AIDS. In addition, the award of $1 million grant from the GTE Foundation to address the issue of drug and alcohol prevention has quadrupled the National PTA grant budget and increased its cooperation with major corporations, foundations and governmental agencies on behalf of children. In Washington, Congress is looking more than ever to the National PTA for assistance and guidance in preparing legislation that affects children and schools.

The excitement and the energy that are flowing through this large association benefit children and society as a whole. Where there are children the National PTA is Leading the Way!

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The National PTA is a nonprofit membership association dedicated to improving the welfare of children and youth. It was founded in 1897 at a meeting of 2,000 women and men in Washington, DC. Following its incorporation, first as the National Congress of Mothers and later as the National Congress of Parents and Teachers, it chartered branch organizations in states to carry on its objective of working for children.

In 1970 the National PTA merged with the National Congress of Colored Parents and Teachers to serve the needs of all America's children. The National Congress of Colored Parents and Teachers had been founded in 1926 to assist black students and parents in states with legally mandated segregation. It was organized with the encouragement and assistance of the National PTA, and the past presidents of the National Congress of Colored Parents and Teachers are considered past presidents of the National PTA.

Today the National PTA has more than 6.6 million members belonging to more than 27,000 local units in every state, in the District of Columbia, and associated with the Department of Defense schools in Europe. Members pay nominal dues to their local units which include the local dues, the dues established by each state, and national dues.

The National PTA is governed by a board of directors composed of 52 state PTA presidents, 15 national officers and about 30 other board members who are elected for their expertise in fields important to the National PTA. The board of directors of the National PTA usually meets four times a year. Much of the work of the board of directors is done by various committees and commissions that recommend policies and programs for action by the full board. All work at every level from the local unit to the board and president is done on a voluntary basis. PTA members volunteer endless man hours of work and are men and women who come from every level of American society—business persons, public employees, professionals, blue-collar workers and many more.

The chief executive officer of the National PTA is the president, who is elected by the members and who is also chairman of the headquarters committee, which establishes policies for staff and office operations. The National PTA staff carries out much of the work of the organization in its national headquarters in Chicago and in its Office of Governmental Relations in Washington, DC. The staff is headed by the executive administrator, who reports to the president and to the headquarters committee. The staff is organized into four divisions, each headed by a division director, plus the executive administrator's office.

"Parents have come to look to their PTA for advice on how to get the best education for their child..."

—Preface
National PTA Talks to Parents

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LEGISLATIVE PROGRAM

"To secure adequate laws for the care and protection of children and youth."

—National PTA Bylaws Article II:c

The National PTA Legislative Program is the sole authority for any action by the National PTA on federal legislation or regulations affecting the health, education and general welfare of children and youth. It is composed of:

(1) basic, broad statements of Policies and Specific Items, both of which have been approved by at least 31 state PTAs;

(2) Legislative Directives, adopted by the National PTA board of directors, that focus on issues of current concern and are within the authority of the Policies; and

(3) resolutions with federal legislative intent and Position Statements of the National PTA board of directors serve to guide National PTA legislative efforts.

The interpretation/implementation of the program on a day-to-day basis is the responsibility of the elected National PTA vice-president of legislative activity (under the supervision of the National PTA president), working in conjunction with the staff of the National PTA's Office of Governmental Relations in Washington, DC.

The National PTA has been called upon by members of Congress to either testify or provide technical assistance to legislation impacting schools and the welfare of children. Some of the most recent topics include:

- School lunch
- Environmental issues in school
- Youth service
- Television violence
- Children's television programming
- Corporal punishment
- Volunteer liability
- Child care

These and other issues are discussed at a legislative conference each year in Washington, DC, where congressmen, senators and government officials often address the PTA delegation.

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The National PTA

Because Children are the Future

by Manya Ungar
National PTA President

This issue of *PTA Today* coincides with the anniversary of the founding 92 years ago of the National Congress of Mothers, which in time became known as National PTA. You will find that this issue is somewhat of a departure from our usual format. It deals with what is still "at issue" regarding children and how—in the collective wisdom of its members and leaders—to improve their lives, their health and their education.

When the 2,000 women and handful of men met in Washington, DC in 1897 to establish our association, they believed that the problems the children of their days faced were so grave as to require a united attack and advocacy—a network of concerned, caring adults. Some of the problems they discussed at the first conference and subsequent two conventions were controversial then and, unhappily, still exist today. These include how to reduce drug abuse, provide greater health care, improve the lives of minority and handicapped children, strengthen values in the home and schools, teach sex education, end abuses of child labor, establish a system of juvenile justice, increase parent involvement in nurturing and educating children, and enact legislative remedies to guarantee the safety and protection of children and youth.

Those of us who have devoted much time to PTA are so familiar with the history and careful study that has resulted in democratically arrived at positions that we sometimes forget many of our members are unaware of both.

I have been reminded of that often lately when answering questions from both the press and our members about today's controversies. They've expressed either wonder or concern about why and how National PTA came to support comprehensive health education (including AIDS and sex education) or to question educational choice or testing, or to oppose tuition tax credits and vouchers. They question where these positions come from and why local members should concern themselves with them.

One answer might be to quote our first president and cofounder of PTA, Alice McLellan Birney, who set our course and direction almost a century ago when she stated "[We] stand for all childhood, all parenthood, all homehood." What worried our founders in large measure is what still worries us. The names of the problems—AIDS, educational choice, school-based health clinics, equity and excellence in public education—may differ but the underlying concerns and convictions are the same.

In an effort to inform, perhaps, even inspire our members to become more comfortable, conversant and committed to addressing those concerns and sharing those convictions, we decided to dedicate the February 1989 *PTA Today* to spotlight the unfinished agenda for children. We've asked longtime PTA volunteers and staff to focus on the thorny issues still being debated today to help improve the lives of children and to outline the history and process behind PTA concepts.

I hope after reading these articles you'll have a better grasp of PTA's commitment to: preserving a strong system of public education; encouraging values and religion while adhering strictly to constitutional separation of church and state; expanding inclusivity, supporting comprehensive health education; using tests appropriately; and opposing corporal punishment in schools. And we also would hope that you'll have a renewed, if not new, pride in being part of the oldest, largest and most effective voice for children. □

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March 2, 1990

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON

FROM: MARK DAVIS

SUBJECT: PTA Legislative Conference Remarks

I. SUMMARY:

On Monday, March 5, you will address an audience of 110 National PTA Board Members, 50 Presidents of State PTA's, and 50 Legislative chair people from each state. The location will be the East Room at 4 o'clock in the afternoon. Accompanied by Mrs. Bush and Sec. Cavazos, you will speak for 11 minutes from speechcards.

II. DISCUSSION:

The purpose of this speech is to provide specific direction on how parents can help achieve the recently announced national education goals.

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Public Papers of the Presidents

Remarks at the University of Virginia Convocation in Charlottesville

25 Weekly Comp. Pres. Doc. 1458

September 28, 1989

LENGTH: 4045 words

Governor Baliles. Mr. President, Ladies and gentlemen, as you may have noticed during the course of this unprecedented education summit, Virginia law and tradition oblige us to publicly invoke the name of Thomas Jefferson at least once or twice an hour. [Laughter] There are worse habits.

Mr. President, it has been an interesting, sometimes provocative, gathering. You asked the Governors to be candid, and I think we've fulfilled that request -- perhaps beyond your fondest hopes. [Laughter] I would also say, however, that you gave as good as you got. But these are times for candor and outspoken self-examination. These are times for us to open our eyes and our minds and face the facts. The world has changed more than we sometimes would prefer. The challenges, both internally and externally, are profound and difficult. And, frankly, we have not made it easy for ourselves.

With the last decade, immense Federal budget deficits have accumulated with resulting declines in domestic spending, including education. We need not assign blame, but we ought to acknowledge that the Federal budget situation has left the States increasingly on their own to address not only education, but also health care, transportation, law enforcement, and other pressing concerns. Indeed, the Federal budget deficits have been the backdrop of the education summit stage. The Federal deficits confine our flexibility, limit our options, and explain our shared reluctance to discuss financial resources. To be sure, in recent years the States have stepped into the breach. Imaginative and innovative programs have been created and funded by Governors and State legislators determined not to let the red ink in Washington inhibit the potential of our people in their enterprise.

But has it been enough? Has the renaissance of State governments yielded a renewed competitive America? The evidence says no. Indeed, it may be said of the American Federal system of government that the whole remains less than the sum of the parts. Education is one example, but not the only one. In other words, if we are to take on education as a nation, we had better get all the parts in accord and pulling together. And you, Mr. President, have taken a valuable and important step in that direction.

Up to this point, Mr. Jefferson's preference for locally administered education has prevailed. We will not depart from that model entirely. States and localities will continue to provide more than 90 percent of the funding and the preponderance of the direction and supervision.

And yet, there is a Federal role to be more clearly defined, supported, and sustained. In response to international economic competition, a consensus has emerged for an American national resolve. The Jeffersonain belief that education is the first, best hope for our Republic's enduring success has not

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diminished. We have simply discovered that, as the times change, so must our ideas. That may be the finest result of this education summit: that we have begun, State and Federal governments together, to think anew our respective roles and to address education for the first time as a nation undivided.

Mr. President, you have a loyal ally to support your efforts in the person of the new Chairman of the National Governors Association. It is my pleasure to introduce my friend and the distinguished Governor of the State of Iowa, Terry Bradstad.

Governor Bradstad. Thank you, Governor Baliles. Mr. President, First Lady Barbara Bush, members of the Cabinet, fellow Governors and their spouses, President[University of Virginia] O'Neil an Mrs. O'Neil, and members of the University of Virginia community: It is indeed appropriate that this education summit be held here admist this historic setting. On behalf of the Governors and their spouses we want to thank the faculty, administration, and students for hosting us here at this beautiful University of Virginia campus. And I hope we haven't disrupted your class schedules too much the last couple of days. [Laughter]

With this historic education summit, the President and the Governors have taken an important first step in the process of developing for the first time a national consensus for educational goals. We are discussing some of the most critical issues facing America today -- that is, the state of education. Our discussions underscore the breadth and depth and the complexity of the issues that we face. We believe that this summit can serve as a catalyst for change and improvement in American education.

But we know that we can't do it alone. Not even the President of the United States and the Congress, each Governor and their legislature can cause the kind of changes that we want. We have to have the involvement of the people who are directly affected; the people who can assure that we get results for America's children. These are the teachers, the parents, local school administrators and school board members. Students, business leaders, leaders in their communities. People who care deeply about American education. Only with the commitment of all of these people and with their cooperation and help can we be successful in attaining the goals that we hope to agree upon.

Governors realize that this is a time for results. We are working hard to achieve results in our States -- results like better student performances on math, science, and foreign language tests; lower dropout rates and higher graduation rates; improved adult literacy; skilled and productive workers for the jobs of the 21st century.

To get the results we want, we have to hold our education system accountable and give educators the flexibility they need to do their job. It is time to find new measures of performance based on what students know and what students can do, not just the number of classes that they complete in high school or college. It is time for more flexibility in the use of Federal dollars, and better coordination and cooperation among all levels of government and the different agencies of the Federal Government and State governments. We need to better serve the needs of American families and American schools.

On behalf of the nation's Governors, we thank you, Mr. President, for convening this historic summit, for the process that you have started and for

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our opportunity to help achieve significant goals that will get results for future generations of Americans.

And now I have the privilege of introducing the Secretary of Education for the United States. Lauro Cavazos was appointed by President Reagan in 1988 as U.S. Secretary of Education. He was confirmed unanimously by the United States Senate, and before that, he had a distinguished career as president of Texas Tech University. And I'm pleased to say, he also has a Ph.D. from Iowa State. Lauro Cavazos, Secretary of Education.

Secretary Cavazos. Thank you, Governor. Thank you. Thank you, ladies and gentlemen. It's my distinct pleasure to be here today as we continue this historic education summit. The decisions we make will affect the lives of millions of children in the United States, and it is for those children and the future of this country that we are here. President Bush has pledged his support for education and system, and it is an honor now for me to introduce the President of the United States, George Bush.

The President. Thank you all very much. Thank you, Secretary Cavazos. Thank you, Governors. Thank you, Dr. Cavazos -- Secretary Cavazos. First, my response to all the Governors here, and I want to thank -- the music of that Air Force Band, just lovely. Thank you for your performance. I want to thank Governor Baliles and Governor Branstad and so many others who had a very special role. I want to thank President O'Neil and Mrs. O'Neil. It was only yesterday that I discovered that he had evicted them for the president's house. [Laughter] And not only did they go peacefully, but they left me this necktie from Eljo's, which I'm sure some of you may recognize. You talk about Virginia hospitality. [Laughter] And I also want to pay my respects to the students and especially to the distinguished faculty for this great institution.

And for Barbara and me it's a delight to be back in Charlottesville. Imagine this: You have a President, the Cabinet, America's Governors all visiting your school. And the big man on the campus -- still Sean Moore.[Laughter] But, you see, we're somewhat familiar -- our son Marvin and our daughter-in-law Margaret, have gone here, both advising me to be humble while I'm at U. Hall. You see, they told me you only do the wave for Ralph Sampson. [Laughter]

Now, it's easy to keep your perspective and be humble at a school so rich in history and in educational endeavor. And I've also been deeply impressed by the commitment, the creativity, and the knowledge that my fellow chief executives bring here to this education reform agenda. In our meetings yesterday, I learned exactly how much you care about the children of your States and the future. And in short, I came to Charlottesville with high expectations, and I've got to say, you have exceeded them. So the spirit of our summit is not: "Who will get the credit?" The spirit of this summit is: "How can we get results?" We are here to put progress before partisanship, the future before the moment, and our children before ourselves.

I've heard eloquent advice from many of you, and from so many others, in the last few weeks. And I've listened, and I am deeply appreciative of all that I have learned. But I've also learned that we should listen to our children. And they have much to tell us. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds, the majesty of space. And think what these images would have meant to the ever-curious founder of this university, who

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could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is commonplace. And our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we're close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs here at Mr. Jefferson's school. And every step we take at this university is truly a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, a horizon limited only by the blue mountains beyond. But Jefferson surveyed a horizon that no one else could see. He saw the graceful dome of the Rotunda, the elegance of the Lawn and its pavilions. He saw meeting rooms and libraries and lecture halls teeming with professors, students yet unborn. Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his university, and his dream, that inspires us today to follow in his footsteps. As President O'Neil said, Thomas Jefferson, our first education president, was a relentless advocate for universal public education. "He had a fundamental conviction that on the good sense of an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed those words -- this assessment -- from a friend of mine, another Renaissance man of our time, the late Bartlett Giamatti. Like Jefferson, his life was a metaphor for civility and public service. And it is this commitment to public service that we must carry on. So, let us make this an educational society.

We have already come close to this Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and its diversity, in its commitment to meeting special needs and individual differences. And we're inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations. And yet, after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, million of others don't read at all. And while millions go to college, millions may never graduate from high school.

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

Education is our most enduring legacy, vital to everything that we are and can become. And come the next century, just 10 years away, what will we be? Will we be the children of the Enlightenment, or its orphans?

Six years ago, the Committee on Excellence in Education issued its powerful report; and yet today, our nation is still at risk. The educational reform movement has done well in articulating its criticisms. And now it is time to define goals. This is the time for action. I sent my proposals for Federal action in education to Congress last spring, including an increase in funding for Head Start. The Educational Excellence Act of 1989 includes ways to reshape and expand Federal efforts, to recognize excellence, lift the needy, foster

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flexibility and choice, and measure and reward progress. I remain solidly committed to these principles and I value your advice and ideas as we continue to refine the Federal role.

Some offer a completely different answer: spend more money alone. And at the Federal level, we have asked Congress to provide nearly a half a billion dollars in new funding for 10 worthy programs. Your States may also choose to spend more. But to those who say that money alone is the answer, I say that there is no one answer. If anything, hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results.

And this is only the third time in our 200 years as a nation that a President has called a summit with the Governors. And I've called you together because you bear the constitutional responsibility for education. And I didn't ask you to such an historic occasion merely to bemoan what is wrong. We are here to work; and work together, to once again make an American education the best in the world. And let me say to the Governors before this majestic audience, these sessions have been informative and thoughtful and very useful to me. And I appreciate the obvious extensive preparations that the Governors have undertaken in the days and weeks leading up to this summit. The Governors have emphasized to me the need for national performance goals and the importance of greater flexibility in the use of Federal funds, while accepting enhanced accountability for the results. And they've also stressed the high priority that helping prepare preschool children should have in Federal spending even in time of fiscal constraint.

And finally, the Governors have articulated eloquently the need to restructure our education system. You already are consulting with State legislators to better our schools. Our teachers already are giving their heart and soul to their jobs. But we've never before worked together -- President and principal, Governor and teacher -- to achieve results in education.

A social compact begins today in Charlottesville, Virginia -- a compact between parents, teachers, principals, superintendents, State legislators, Governors and the administration. Our compact is founded out on promises, but on challenges -- each one a radical departure from tradition. I hope that you will join me to define national goals in education for the first time. From this day forward, let us be an America of tougher standards, of higher goals, and a land of bigger dreams.

Our goals must be national, not Federal. That's why I welcome the initiatives of the National Governors' Association, from the Time for Results report in 1986 to the goal-setting project recently begun under the leadership of Iowa's Terry Branstad, South Carolina's Carroll Campbell, Washington's Booth Gardner, Bill Clinton of Arkansas. And my administration will work with you to build on the National Assessement Program's first State by State achievement results. We will work with you to formulate national goals. And then we're going to challenge superintendents and principals to meet these higher goals. In return, I accept your challenge and will work with you to loosen the grip of Federal restrictions. How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a Federal directive? Unnecessary restriction is the enemy of the bold. And bold action is what we need most of all.

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I ask Congress to allow Washington to be more flexible by passing reform legislation. And I ask you, in turn, to ease State restrictions on local bodies. And then we'll judge our efforts not by our intentions, but by our results. So, to get results, we need national goals and more flexibility from Federal and State government. To get results, we will need a new spirit of competition between students, between teachers, and between schools -- a report card for all. And to get results, we will need discipline, structure, and goals.

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

For myself, I envision tradition-shattering reform in five areas.

First, I see the day when every student is literate. But literacy should mean more than the "three R's." We must be a reading nation. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know why Americans died at Bunker Hill, at Gettysburg, and at Monte Cassino. And they must do more than identify names on a multiple choice question. They must understand the generosity of Andrew Carnegie and the genius of Alexander Graham Bell and the heroism of Rosa Parks. Some youngsters will naturally take longer than others. And some will need more study and extra instruction. But we should never send a student from school to school just because he or she has passed an arbitrary birthday.

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

Children also differ in their interests and learning styles and capabilities. And so, third, I see the day when choice among schools will be the norm rather than the exception, when parents will be full partners in the education of their children. Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated. Education is a way of life. And educational reform is an urgent responsibility for every parent, every student, every community. And those who do not advance the cause of education hinder it. Parents, students, and professional educators must be accountable to one another as a community.

But to be accountable, we need to know just how much progress we're making. So, fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are. And this means accepting the bad news along with the good. We've always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations. And accountability also means we must act on what we discover. Weak performance in the classroom or the principal's office will no longer be tolerated. But

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neither will indifference towards good educators. Society has no greater benefactors than outstanding teachers and principals. And so, let them have their day in the sun, get what they deserve -- generous praise and solid rewards.

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know: when standard and expectations are high, everyone does better. And this includes both the unusually gifted and those with special needs and disabilities. But it must also include the student we too often forget, the average student. All you guys with C's, I want to hear it from you. For I do believe that with a little care and a little work we can unleash within each of these so-called ordinary kids an extraordinary potential. This same potential can be found within every disadvantaged child, those from troubled neighborhoods, children for whom our schools must be a beacon of excellence, a sanctuary from violence, a model of good character, sound values, exemplary ethics. Let no child in America be forgotten or forsaken.

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom that they need. And such freedom will not lead to a quick and easy solution. It's the work of years. And we've taken such a long-term view in our meetings over the last couple of days.

We've discussed the need for educational reform in terms of our national competitiveness -- you hear Governor Baliles refer to that just a minute ago. But I'm sure you agree that there is more to learning than just our trade balance or the graying of our work force; it is broader than the important, but narrow, compass of economies and government. A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. And he observed that just as the touch of a button on a stereo will fill a room with music, so by taking down one of these volumes and opening it, one can call into range the voice of a man far distant in time and space and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment, every time a parent reads a bedtime story to a sleepy child, every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind. I might say parenthetically that is why my wife, Barbara, for many years has devoted a lot of her time to making this country more literate.

In essence, that is why we've gathered here at Mr. Jefferson's school. He was just one man, but look at what one man can do. Imagine what we can do, if we -- more than 50 strong -- are united by this great cause. 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. Thank you for your hard work and dedication. God bless you. And God bless the United States of America.

Note: The President spoke at 11:56 a.m. at the University Hall. In his remarks, he referred to University of Virginia football player Sean Moore, former University of Virginia basketball player Ralph Sampson, and former baseball commissioner, A. Bartlett Giamatti.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release February 26, 1990

REMARKS BY THE PRESIDENT
TO THE NATION'S GOVERNORS

The East Room

11:59 A.M. EST

THE PRESIDENT: Before I talk about the issues that we've been discussing with the Governors, I'd like to make a brief comment on yesterday's election in Nicaragua. Any friend of democracy can take heart in the fact that Violeta Chamorro won the election. And the election process, by all accounts, free and fair, is a credit to the people of Nicaragua who chose to determine their nation's future at the ballot box. And that is a victory for democracy.

Yesterday's election moves us one step closer to the day when every nation in this hemisphere is a democracy. And I'll soon send messages -- I think they may have already gone out -- to Mrs. Chamorro, congratulating her on her victory; to President Ortega, congratulating him on the conduct of the election and on his pledge to stand by its results; to President Carter and his counterpart on that one, Dan Evans; to Mr. Soares of the OAS; to Perez de Cuellar and Elliot Richardson of the United Nations for their leading roles in observing the elections.

In the next few days I'll be speaking with Central and South American leaders. This morning I talked to President Carlos Andres Perez of Venezuela about appropriate trade and economic measures that we can take to support the new government of Nicaragua.

We hope now for a peaceful transition for the institutionalization of the democratic process in Nicaragua. And there is space in a democratic Nicaragua for all political points of view. Given the clear mandate for peace and democracy, there is no reason at all for further military activity from any quarter. And we hope the cease-fire will be reestablished without delay and respected by all sides. For years the people of Nicaragua have suffered, and today the people of Nicaragua have spoken, and now is the time for Nicaragua to move forward to freedom.

And now, back to our agenda at hand. I am very pleased to be with you on this occasion -- an occasion which I believe will be viewed in years to come as a dramatic turning point for our country. You've come to Washington for this annual meeting with an uncommon agenda. Today, we're launching a new era in education reform. Its focus: high expectations. Its hallmark: results. Its energy derived from the people of our great nation who will insist on a world-class education for our kids.

For the first time in America's history we now have national education goals and objectives. Goals that pave the way to a decade-long commitment to excellence in education for all Americans. Goals that will guide us on the journey toward an American renaissance in education.

We made the commitment to develop national goals last fall there in Charlottesville, Virginia. Five months later, I'm glad to see that the spirit of cooperation and bipartisanship, so much in evidence there at Charlottesville, is still very much alive. That spirit has got to endure. And over the coming months and years, the spirit must serve as a signal to America that our commitment to these

common goals remains unshakable, very strong. Not for just today, not just tomorrow, but for the rest of the decade, to the year 2000, until we get the job done and get it done right.

You know, only a year or so ago, the notion of the President and the Governors agreeing on education goals was considered a bold step for America to take. Even now, there are some who say the goals we've established are too ambitious. I think they're mistaken. They've failed to appreciate the depth of our commitment to restructuring and change.

We've all been following the extraordinary events which have unfolded before our eyes in Eastern Europe over the last year. And there is a lesson in those events for all of us in this room and for all Americans. And that lesson is, when people unite behind common goals and demand the freedom to pursue their dreams, no system can stop them. And nothing will stop us.

There is nothing more important to the long-term stability and stature of America than establishing a first-class education system. Nothing is more important to a competitive America in the 21st century. Nothing is more important to improving the quality of life for our citizens, and nothing is more important than the promise inherent in these goals that all children in America can realize their fullest potential and reach our for their dreams.

I want to see these goals posted on the wall in every school, so that all who walk in -- the parents, students, teachers -- know what we're aiming for, so that everyone knows we have set for ourselves the goal that every child will be ready to learn from the first day they walk into the classroom. The goal of raising the graduation rate to 90 percent by making our schools meaningful, challenging and relevant to the needs of our students. Of setting high standards of achievement among our students, seeing that they leave the transition grades of four, eight and 12, having mastered the important subject matter. The goal of achieving first place in math and science among industrialized nations. Of every American adult being skilled and literate, equipped to be a productive worker and a responsible citizen. And finally, the goal of every school in America being safe, disciplined, and drug-free.

These goals and objectives have been developed with a great deal of energy and effort over these past five months. And with the input of hundreds of citizens from all sectors of society. And I want to thank everyone who has participated in this process. Governor Branstad and the members of your Education Task Force, I thank you for your commitment, your dedication, and all the hundreds of hours of hard work -- that as we acknowledge this first step, we've also got to recognize that hard work lies ahead.

Over the next few months I know you'll be looking at strategies in your states which will move us forward to these goals. And strategies that will focus on measuring progress by results, by how well students are doing. One of the Governors encouraged me in the meeting in there to encourage the people of this country to support state and local initiatives that have to do with making the educational system better. And certainly, I am prepared to do that, just as I am grateful to the Governors for their participation in settin these goals.

In the coming months, we'll work together with Congress on legislation to increase flexibility in federal funding in return for enhanced accountability. And you, the nation's Governors, have committed to break the bureaucratic shackles that smother innovation and stand guard over the status quo.

Although the federal government traditionally has a limited role in education -- and we all respect and acknowledge that it is the dynamism at the state and local level that achieves excellence -- I promise you that this administration is determined to walk with you every step of the way.

When I next meet with the Cabinet, my Cabinet, many of whom were with us there in Charlottesville, I'll ask each to work with our domestic policy advisor to devise strategies that can support your efforts and those of your communities in helping to achieve these goals. I will work with you to establish a bipartisan group to ensure that proper and constructive measurements of our educational performance are developed where they don't already exist. And this group is going to report to me each year on the progress we make.

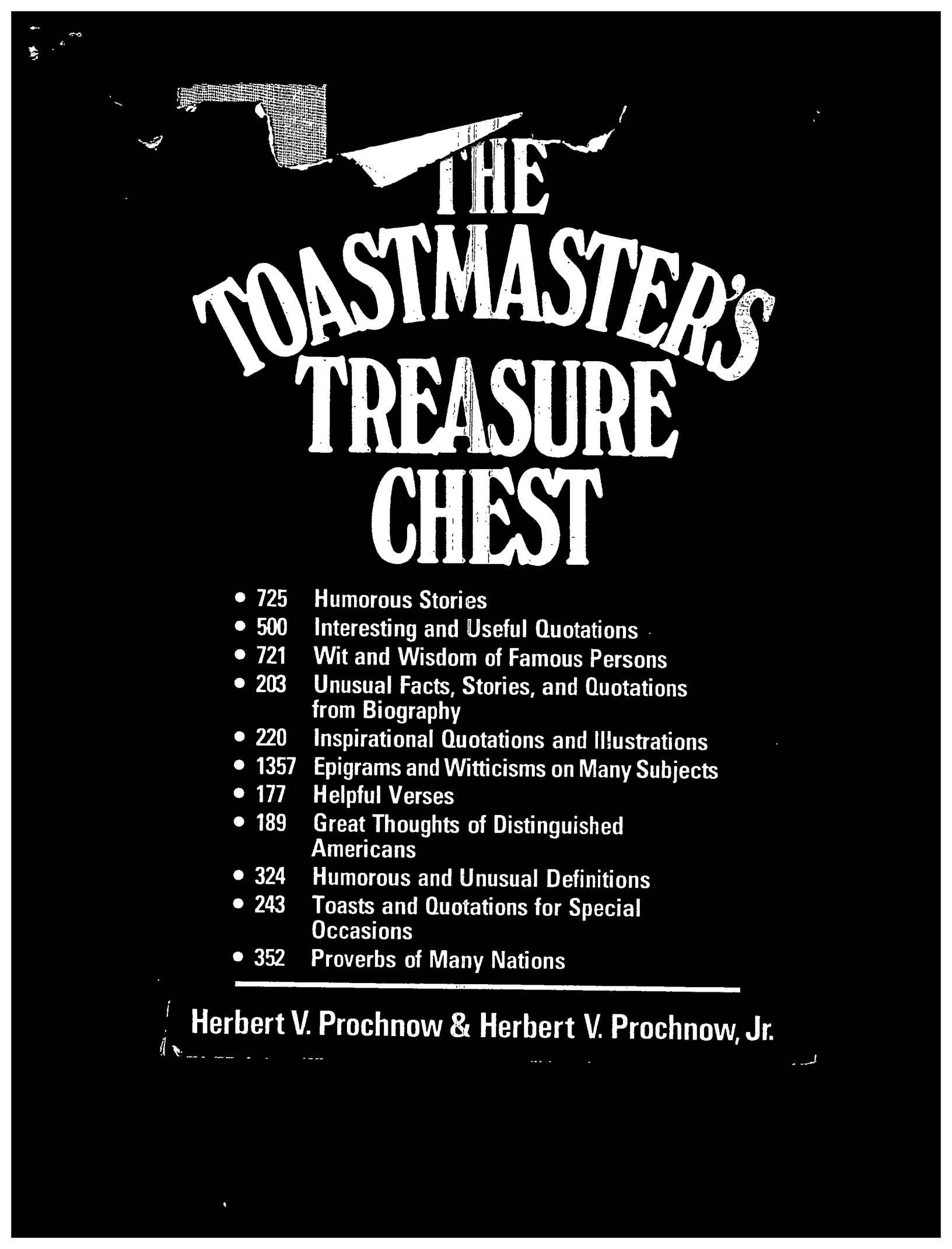
And I'm calling on America's private sector to be a third party in this enterprise. We need to know from them what the workplace will need and expect of our citizens in the 21st century. And we need their talent and their commitment to help move this reform effort forward. And finally, I will do everything I can to provide the national leadership and energy to keep education in the forefront of America's domestic agenda.

The work ahead will not be easy. We're traveling uncharted waters, and never before have we as a nation set such goals for education. And never before have the nation's leaders stepped forward to say we are willing to be held accountable for the results of this process. And never before have the President of the United States and the Governors joined together in a partnership and a long-term commitment on a single issue.

If we can accomplish just one thing today -- and it may be the simplest, and yet, most valuable of all -- it is to send a message to parents, teachers, community leaders and every other American. These goals are not the Governors' goals, they're not the President's goals. They are the nation's goals. And we are rejecting the status quo, raising our sites, investing our faith in the American people. And so today, I hope the Governors and the Cabinet will join me in extending a challenge to all Americans to adopt these goals as their own, and to take aim now at the year 2000 and to enlist every ounce of American innovation, energy, resolve, in the effort to achieve these education goals and prepare this nation for the challenges of a new century.

Thank you all very, very much for your superb cooperation. (Applause.)

END 12:10 P.M. EST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• 352 Proverbs of Many Nations
Herbert V. Prochnow & Herbert V. Prochnow, Jr.

1351 A college education shows a man how little other people know.—*Thomas Chandler Haliburton*

1352 Education is what remains when we have forgotten all that we have been taught.—*Sir George Savile*

1353 Some people have had nothing else but experience.—*Don Herold*

1354 He was the product of an English public school and university . . . that is to say, he was no scholar but essentially a gentleman.—*Henry Seton Merriman*

1355 Blessed are they who have nothing to say, and who cannot be persuaded to say it.—*James Russell Lowell*

1356 If you make people think they're thinking, they'll love you; but if you really make them think, they'll hate you.—*Don Marquis*

1357 I hate to see men overdressed; a man ought to look like he's put together by accident, not added up on purpose.—*Christopher Morley*

1358 There is nothing so consoling as to find that one's neighbor's troubles are at least as great as one's own.—*George Moore*

1359 Logic is an instrument used for bolstering a prejudice.—*Elbert Hubbard*

1360 To be good is noble, but to teach others how to be good is nobler—and less trouble.—*Mark Twain*

1361 No one is exempt from talking nonsense; the misfortune is to do it solemnly.—*Michel de Montaigne*

1362 Be nice to people on your way up because you'll meet them on your way down.—*Wilson Mizner*

1363 Some folks get credit for having horse sense that hain't ever had enough money to make fools of themselves.—*Kin Hubbard*

1364 Everything bows to success, even grammar.—*Victor Hugo*

1365 To his dog, every man is Napoleon, hence the constant popularity of dogs.—*Aldous Huxley*

1366 If a little knowledge is dangerous, where is the man who has so much as to be out of danger?—*Thomas H. Huxley*

1367 In dealing with Englishmen you can be sure of one thing only, that the logical solution will not be adopted.—*W. R. Inge, Dean of St. Paul's*

1368 Men are conservative after dinner.—*Ralph Waldo Emerson*

1369 By working faithfully eight hours a day, you may eventually get to be a boss and work twelve hours a day.—*Robert Frost*

1370 They spell it Vinci and pronounce it Vinchy; foreigners always spell better than they pronounce.—*Mark Twain*

1371 The trouble with the world is that the stupid are cocksure and the intelligent full of doubt.—*Bertrand Russell*

1372 You've no idea what a poor opinion I have of myself, and how little I deserve it.—*W. S. Gilbert*

1373 Youth is a blunder, manhood a struggle, old age a regret.—*Benjamin Disraeli*

1374 I've never any pity for conceited people because I think they carry their comfort about with them.—*George Eliot*

1375 The louder he talked of his honor, the faster we counted our spoons.—*Ralph Waldo Emerson*

1376 We reproach people for talking about themselves; but it is the subject they treat best.—*Anatole France*

1377 To bear other people's afflictions, everyone has courage and enough to spare.—*Benjamin Franklin*

1378 A man will sometimes devote all his life to the development of one part of his body—the wishbone.—*Robert Frost*

1379 It isn't so much what's on the table that matters, as what's on the chairs.—*W. S. Gilbert*

1380 There's always something about your success that displeases even your best friends.—*Mark Twain*

1381 No man needs a vacation so much as the person who has just had one.—*Elbert Hubbard*

1382 The greatest luxury of riches is that they enable you to escape so much good advice.—*Sir Arthur Helps*

1383 A hair in the head is worth two in the brush.—*Oliver Herford*

1384 Order is the first requisite of liberty.—*Georg Wilhelm Hegel*

The Role of Parents in School Readiness and Achievement

Parental interest and involvement in learning activities play a critical role in the readiness of young children for school and in student achievement. In particular, the activity of reading has been found to play an essential role in preparing a child for school learning and success. The Commission on Reading (1985) noted that "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

National education surveys suggest the relationship between parental involvement in activities such as reading and school readiness and achievement.

- In the Nation's Report Card, February, 1989, the National Assessment of Educational Progress (NAEP) indicated that consistent relationships exist between academic achievement and home support, including the availability of books and other reading materials at home, and the amount of attention parents give to student schoolwork.

- An analysis of the children of parents from the National Longitudinal Study of Youth found that the extent to which parents encouraged learning through reading and having books in the home was a more consistent predictor of young children's cognitive abilities than the type of child care setting and family socioeconomic status (Ginsburg & Myers, unpublished report).

- The 1983-84 NAEP reading survey (December, 1985) found that the frequency of parent reading activities with children was a more consistent predictor than either kindergarten attendance or the presence of household items reflecting advantaged socioeconomic status, as demonstrated by higher scores on NAEP reading achievement tests for students generally and language minority students in particular.

In addition to these surveys, research further substantiates the critical role that parental participation plays in the readiness of young children for school.

- Parent encouragement, interest, and concern have been found to be twice as important as socioeconomic background in determining student performance (Ginsburg & Hansen, 1987; Walberg, 1984).

- Several studies have found gains in school readiness abilities, reading achievement and motivation among young children whose parents read to them on a regular basis (Hoskins, 1976; Romotowski & Trepanier, 1975; Henry, 1975). Another study showed that young children identified as

gifted, compared to children of average intelligence, had parents who spent three times more time, on average, reading to them (Karnes, Shwedel, & Steinberg, 1982).

The studies suggest that greater school readiness and achievement are associated with regular patterns of reading to children 4 to 7 days a week for at least 8 minutes at a time. Unfortunately, this frequency of parental activity in a young child's learning is not been practiced by most parents.

-- A 1984 study of learning activities in the home found that parents of preschoolers read to them an average of only 2 minutes a day on weekdays and 3 minutes a day on weekends (Timmer, et. al., 1984).

-- A 1989 study conducted among 1,000 business people in North America and Australia reported that 42 percent do not read to their children at all (Priority Management Systems, 1989, as reported by Newsweek, September 4, 1989).

o Other family practices involving reading activities also promote educational motivation, readiness, and achievement. These include parents who themselves read (Dix, 1976; Hansen, 1969; Sider & Siedjeski, 1978); parents who encourage their children to read, who guide children in reading, and who help with homework (Hansen, 1969; Wells, 1978); and parents who regularly listen to their children read (Hewison & Tizard, 1980).

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Governors Adopt Goals For Educational Reform

Funding, Oversight Questions Unanswered

By Kenneth J. Cooper
Washington Post Staff Writer

The nation's governors yesterday adopted an ambitious set of goals for U.S. education that are intended to boost achievement levels and improve the country's ability to compete economically in the next century.

The top state executives present for the winter meeting of the National Governors' Association endorsed in slightly modified form the six goals that President Bush announced in his State of the Union address last month. The governors added 21 specific objectives for reaching the national education goals by the year 2000.

The plan was developed in negotiations between White House officials and governors following the education summit in Charlottesville last fall, and the Bush administration appears ready to embrace the 13-page document. "I don't see a problem," Roger Porter, domestic policy adviser to Bush, said after its adoption on a voice vote.

The six goals are to get every preschooler "ready to learn"; increase the high school graduation rate from 72 percent to at least 90 percent; lift American students to "first in the world in mathematics and science achievement"; reduce adult illiteracy from 12.5 percent to zero; make every school "free of drugs and violence"; and have students in grades four, eight and 12 demonstrate "competency over challenging subject matter" in English, math, science, geography and history.

The specific objectives include preschool, nutrition and health care for all disadvantaged children, a 50 percent increase in teachers skilled in math and science, a substantial increase in students competent in a second language and a kindergarten through grade 12 drug prevention program in every school district.

Iowa Gov. Terry E. Branstad (R), NGA chairman, said the goal-setting was already building the "national will" to "make a dramatic difference in the quality of education that the people of this country will enjoy and their ability to compete in the world in the 21st century."

Porter said the national education plan was unprecedented in a nation committed to state and local control of schools. "I'm not aware of any time in the past when we've had a set of national educational goals," he said.

The governors left unresolved the composition and control of "a bipartisan group" that would measure and monitor progress each year toward meeting the education goals. In dispute is how independent the board would be from both the Bush administration and the governors' association.

Also largely left aside until the governors' next meeting in July was the question of how to fund school improvements. They did make a joint pledge with the federal government to "fully fund" Head Start and other programs for disadvantaged preschoolers and, in a separate resolution, they called for a portion of any "peace dividend" to be devoted to education.

ASSOCIATED PRESS

North Dakota Gov. George Sinner, left, and Darman at governors' conference.

Richard Darman, the White House budget director, addressed the governors' executive committee and heard a strong appeal from Colorado Gov. Roy Romer (D) for increased federal funding for education, lest the goal-setting become "a hollow exercise." Darman was noncommittal but later told reporters he expected the education goals would cause "some shift, not just at the federal level," in budget priorities. He indicated that increases in federal spending for education were likely to go to Head Start, research, and training in mathematics and the sciences.

Samuel B. Husk, executive director of the Council of Great City Schools, which represents big-city districts, also tried to turn the focus to state budgets—wondering in an interview if governors would use any future surpluses for education, rather than tax cuts. "They have to be committed to using their peacetime dividends, too," Husk said.

Timothy J. Dyer, executive director of the National Association of Secondary School Principals, said the governors deserve "an A-plus for rhetoric, but fail economics. Their goals are lofty, patriotic, noble and certainly what we all would like. However, without resources, they are merely wishes."

Marc S. Tucker, president of the National Center on Education and the Economy in Rochester, N.Y., said he was hopeful because of the governors' stated interest in developing a strategy to implement the goals and in monitoring progress. "They don't believe the goals are self-fulfilling," he said.

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ral, Southeast; cold with flurries
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ATHER HOT LINE
T FULL DETAILS, 10A

Parents told: Get involved

By Pat Ordovensky
USA TODAY

SAN DIEGO — Parents who get involved in their children's schools are giving their kids a leg up on learning, say high school principals meeting at a national conference here.

"We know student achievement is directly related to parent involvement," says Thomas Evans, principal of Chesapeake Bay Middle School, Pasadena, Md.

Evans is among 160 members of the National Association of Secondary School Principals staffing USA TODAY's school hot line, which is being conducted during the group's conference. Parental involvement was one of the key issues on the minds of those who called over the weekend.

The hot line is open from 10 a.m to 10 p.m. EST, 7 a.m. to 7 p.m. PST through Tuesday. Principals are ready to answer questions on any school topic.

▶ Year-round school, 1D
▶ Speak up, parents, 2D

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CALL TODAY AND TUESDAY, 10-10 EST, 7-

By Sharon Donovan

BETTER ENVIRONMENT: Third-grade teacher Dwight Brown hopes that by keeping students such as Louis Burton in school all year, New Orleans can steer them away from drugs and crime.

Unraveling mystery of 'yuppie flu'

By Kim Painter
USA TODAY

Many scientists now strongly suspect chronic fatigue syndrome — once disparagingly dubbed "yuppie flu" — is a complex disorder of the immune system and brain, rather than a simple viral disease.

Lab findings and symptoms, which can include constant recurring fatigue, mental foginess, flu-like symptoms, allergies and a pronounced intolerance for exercise — indicate patients have overactive immune systems, says Dr. Paul Cheney of Charlotte, N.C., among experts meeting in Los Angeles over the weekend.

"It's really the opposite of AIDS. We're looking at patients whose immune systems are upregulated." But he says, some patients also seem to go through periods of low immune resistance, in which they are prone to infections.

Also reported: decreased blood flow, lesions and electrical disturbances in the brains of some patients. One theory is that excess immune regulating chemicals disrupt the brain.

Scientists continue a debate about what viruses, if any, might trigger or be triggered by CFS immune abnormalities. But, Cheney says, if the main problem is an immune disorder, "we're probably going to remain at a loss to precisely define this disease until we know a lot more about the immune system than we do today."

COVER STORY

Kids give up vacations to get ahead

Program in New Orleans strives to save children from being dropout statistics

By Pat Ordovensky
USA TODAY

NEW ORLEANS — At 10 a.m., on the corner of Louisa and Edna streets two miles from the French Quarter, about a dozen young men are hanging out.

All are in their teens or 20s. All are leaning against cars or storefronts. All appear to be doing nothing but talking.

"That's the problem," says William Thomas, associate superintendent of schools, gesturing at the corner as he drives by.

Three blocks away, at Moton Elementary School, first-grade teacher Carol Bailey hopes she's part of a history-making solution.

Moton and nearby Lockett Elementary, serving students from two drug-infested, crime-ridden housing projects, are believed to be the first schools in the nation to switch to a "real" year-round schedule. Their 1,500 students go to school from July to June, off only on weekends, holidays and two weeks in the summer.

Critics of such a school schedule say kids need time off, need summer hours to play and "be children," and that those who don't like school for nine months are going to dislike it even more if they have to go year-round.

But others argue that desperate situations require desperate measures.

"The three-month summer vacation has no place in an urban school system," says Dwight McKenna, the New Orleans school board member who sold the idea to his board colleagues and school administrators. "It's not a luxury anymore. It's an absolute evil."

McKenna says that if kids from poor areas are kept in school all year, they will:

▶ Retain all they have learned without the need for refresher lessons each fall.

Please see COVER STORY next page ▶

numbers are averaged, 1.16 sexual partners a year. The range: 0.35 for those over 70, to 1.76 for those 18-29.

▶ 22 percent have been celibate over the past year.

▶ 1.5 percent of married people say they've had affairs in the past year. Since marry-

But, warn Sanders, K Bloomingto knows how m the AIDS viru a long time to sexuals shoul insulated f threat, becau

Get your turnta — while they l

By Bruce Schwartz
USA TODAY

Shopping for home electronics during the bargain-filled Presidents Day sales? Here's a non-conformist idea in a compact-disc world:

Consider a new turntable.

CD players will be this year's hot seller, says the Electronic Industries Association. And as surely as the CD is burying the LP, the CD player is shoving the turntable off shelves.

"A lot of guys have stopped marketing (turntables)," says David Fishman of consulting firm Arthur D. Little.

Manufacturers still in the business are marketing fewer models. And mid-price models are getting harder to find.

Dual/Ortofon, a long-respected audio manufacturer, has trimmed its line to seven turntables from a high of 12; 25 stylus cartridges from 40.

Sales are g inexpensive sive," says Ro tor of *TWIC* ther the buye turntable just system, or is s a serious turn

Dual's top s entry-level CS and gold-plate

An estimat bles (vs. 1.2 ers) were sol months of 198 ufacturers — drop from ea

But "there community w cord on a g sounds better Dual/Ortofon Byrne. "And lovers with e braries, most be able to be

▶ The LP cor

He's having a

LABOR PAINS: Detective Matt Sikes (Gary Gra alien co-worker, George Francisco (Eric Pierpoi his third child on 'Alien Nation' tonight on Fox. P

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Continued from 1D

▶ Have a chance to "catch up" academically with kids who get an educational head start at home.

▶ Be less likely to fall victim to the drugs and crime that pervade the area.

"Look at the inner city child," McKenna says. "Living in poverty. One parent who has no job. Crime statistics are way up in the summer. They're behind by third grade.

"I've got to bring my children to sixth grade with sixth-grade skills," he says. "The No. 1 dropout time is seventh grade.

"We've got to win the battle in the elementary schools. The battle is won or lost by age 9."

McKenna, a surgeon who publishes a newspaper for the New Orleans black community, persuaded the school board to spend $750,000 to pay teachers at the two schools for working all summer. The money comes from a federal grant set up to help disadvantaged students.

Moton and Lockett also are among the first schools to go year-round for purely educational reasons. The decision wasn't influenced by space or financial pressures — the main reasons more than 600 other schools across the USA have gone to a modified year-round program in which vacations are spread throughout the year.

The experiment started last July. The first measuring stick arrives in April, when students take achievement tests to determine how much they've learned in a year.

Associate superintendent Thomas says he's not expecting dramatic improvement, but gradual gains "over four or five years."

At Moton, teacher Bailey says she's been waiting 25 years to make history. In 1964, she was disappointed when four of her classmates were picked as the first blacks to integrate New Orleans schools and she was left out.

"Now I have my satisfaction," she says. "I'm involved in something of historical significance. This is going to revolutionize education.

By Sharon Donovan

DWIGHT MCKENNA: He led the push for the program.

"The kids need this extended year. There's so much negative out there that they see, and this keeps them away from it. Regardless of how the test scores go, this is the answer."

Teachers at the two schools were given the choice of working year-round, with additional pay at their regular rate, or switching to another school. Three switched. All who stayed have signed on for a second year.

Parents got the same choice: 10 of 760 took their kids out of Moton, 18 of 738 moved out of Lockett.

Lockett principal Wilbert Dunn says he called a parents' meeting last summer to explain the change of schedule. "Ninety percent favored it and the other 10 percent quickly fell in line."

How many teachers are doing it for the extra money? Bailey is irked by the question: "If we wanted money we wouldn't be in education."

Third-grade teacher Dwight Brown, who grew up in the area, calls it "the most squalid ghetto in the city." He says most of his friends from his youth are dead or in jail.

The kids "see the drug dealers in their big cars and their jewelry," he says. "We're in competition with them. But I think we're winning."

In Brown's classroom, the 23 third-graders are evenly split on the program's merits: nine yes; nine no; five no opinion.

"You learn more over the summer instead of forgetting what you've learned," says Louis Burton. "If you don't go to school, you just hang outside with nothing to do."

But Cindymiah Raymond says older kids "make fun of you because you have to go to school."

National education leaders cautiously cheer the experiment. "They're taking a risk by not going in lock step with everybody else," says Thomas Shannon, executive director of the National School Boards Association. "We applaud that. It's the kind of initiative that gives real meaning to local control of schools."

Samuel Sava, head of the National Association of Elementary School Principals, says the concept is good but it won't work unless the teaching process also is changed to meet the pupils' needs.

"If the purpose is to have children master basic skills," he says, "then you must spend more time on those basic skills — more time for reading, more time for math."

National Education Association president Keith Geiger says, "There are a couple of things we want to watch. If it has a dramatic effect on their ability, I suspect you're going to see more of it."

The New Orleans school board has pledged to pay for the Moton/Lockett experiment for at least five years. McKenna says "six or seven other schools" will go year-round if he can find the money.

Last week he was in Washington, D.C., banging on doors at the Education Department and on Capitol Hill seeking federal money to pay more teachers for summer work.

"We must change the image in the black community about who's the big man," he says. "The big man is not the man who can dunk the basketball. Those cheers quickly turn to tears for a great majority of young men.

"We've just got to get the emphasis off athletics and back to academics. If we don't, we've cheated our children and they damn well ought to be mad with us."

Some kids' mothers are learning with them

A bonus for 17 New Orleans students going to school year-round: Mama is going, too.

Several mothers are learning, at the same time as their kids, to read.

When Lockett Elementary went to a 12-month schedule last year, principal Wilbert Dunn encouraged parents to drop in and do volunteer work, such as serving lunch in the cafeteria.

Some of the mothers — most of whom live in a nearby public housing project — started talking about earning their GEDs, the adult equivalent of a high school diploma. So Dunn enlisted an adult-education teacher who conducts a daily 90-minute class at the school.

"I'm proud of myself," says Shirlee Dorest, showing a visitor a reading assignment she just completed. "I can read words I never thought I'd understand."

Iola Scott, who dropped out in 10th grade, says many of her friends in the project are embarrassed to admit their illiteracy: "When their little kids say 'Mama, look at my paper,' they say, 'Go away, I'm busy.'"

Says Dorest, mother of a second-grader: "We come here with our kids and we get out with our kids. My baby sees me doing schoolwork and it makes him want to do it."

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Principals advise parents to speak out and pitch in

By Pat Ordovensky
USA TODAY

SAN DIEGO — Parents calling USA TODAY's principals' hot line are being told to speak up if they want to be involved in their children's schools.

"Don't be shy, your help is welcome" is the message going to parents who call.

"If you were in my school, I'd tell you to join the PTA or the Black Students Achievement Association," advises Sue Ann Tabler of Oakland Mills High School, Columbia, Md. "Volunteers often are not popular with their children. But let *me* deal with your child, and I'll find something for you to do."

In middle school, parent involvement is essential, says Thomas Evans of Chesapeake Bay Middle School, Pasadena, Md.

"This is the critical age when more and more students are dropping out," Evans says.

Evans suggests parents "sit down with your principal and talk to him about what you would like to do."

Other questions fielded during the hot line's first three days:

Q. Is year-round school a good idea? — *Florida man.*

A. For best utilization of your buildings, it makes a great deal of sense. But you still have to sell the public. And people are so ingrained with the traditional school year that they want those three-month vacations. — *Ed Hedgepeth, Knoxville, Tenn.*

Q. How can we expect to get good teachers when we have tenure that lets teachers be accountable to no one? — *Michigan man.*

A. In my school, every teacher is accountable every day to see some growth in each student. It's a myth that tenure won't let you get rid of poor teachers. There's no principal that wants a lousy teacher and most of us won't keep them very long. — *David King, Pikesville, Md.*

Q. My school won't let my kid's teacher spank him if he needs it. I spank him. Why can't the teacher spank him? — *Arkansas man.*

A. That's a very sensitive issue these days. Many states are passing laws prohibiting corporal punishment because sometimes it can seriously injure a child. And if a child gets hurt in a spanking, parents can sue. — *James Howard, Marrero, La.*

Q. How can we get corporal punishment abolished? — *Georgia man.*

A. Attend your school board meeting. Call ahead and ask to be placed on the agenda. Voice your concerns and have your arguments well-prepared. You would be most effective if you organized a group of people who feel the same way you do. — *Ronald Shapiro, Newburgh, N.Y.*

Q. I'm a school board member. How do I know if my superintendent is doing a good job? He just presents us with his goals and says he has met them. — *Pennsylvania man.*

A. Check with your state school administrators association for research on what makes an effective superintendent. Use that to develop your own criteria. If your superintendent disagrees, confront the issue. Confrontation is good if it clears the air. Remember, in our system the local school board is the ultimate authority. — *King.*

Q. Why are most principals retired coaches? — *Georgia woman and several others.*

A. Many of our best teachers also are coaches because they want to pick up that extra $500 for the extra duty. But many states now are requiring principals to have specific leadership training before they are hired and are setting criteria that new principals must meet. There's a real trend in that direction. — *Several principals.*

Q. Why can't my school transmit my values to my children? — *North Dakota man.*

A. We can't discuss religious values in school. That's unconstitutional. But we can teach the difference between right and wrong, which is values, and we do that every day. — *Ken Nichols, Annapolis, Md.*

Our principals' hot line

How much homework is too much? How can you help your child do better in school?

Principals from across the country will staff USA TODAY's school hot line today and Tuesday. For answers to questions on any school issue, call 10 a.m.-10 p.m. EST/7 a.m.-7 p.m. PST. The phones are staffed by the National Association of Secondary School Principals, meeting this week in San Diego.

Call: (800) 866-0453

TDD number for the hearing impaired: (800) 331-1706

By Robert Beck

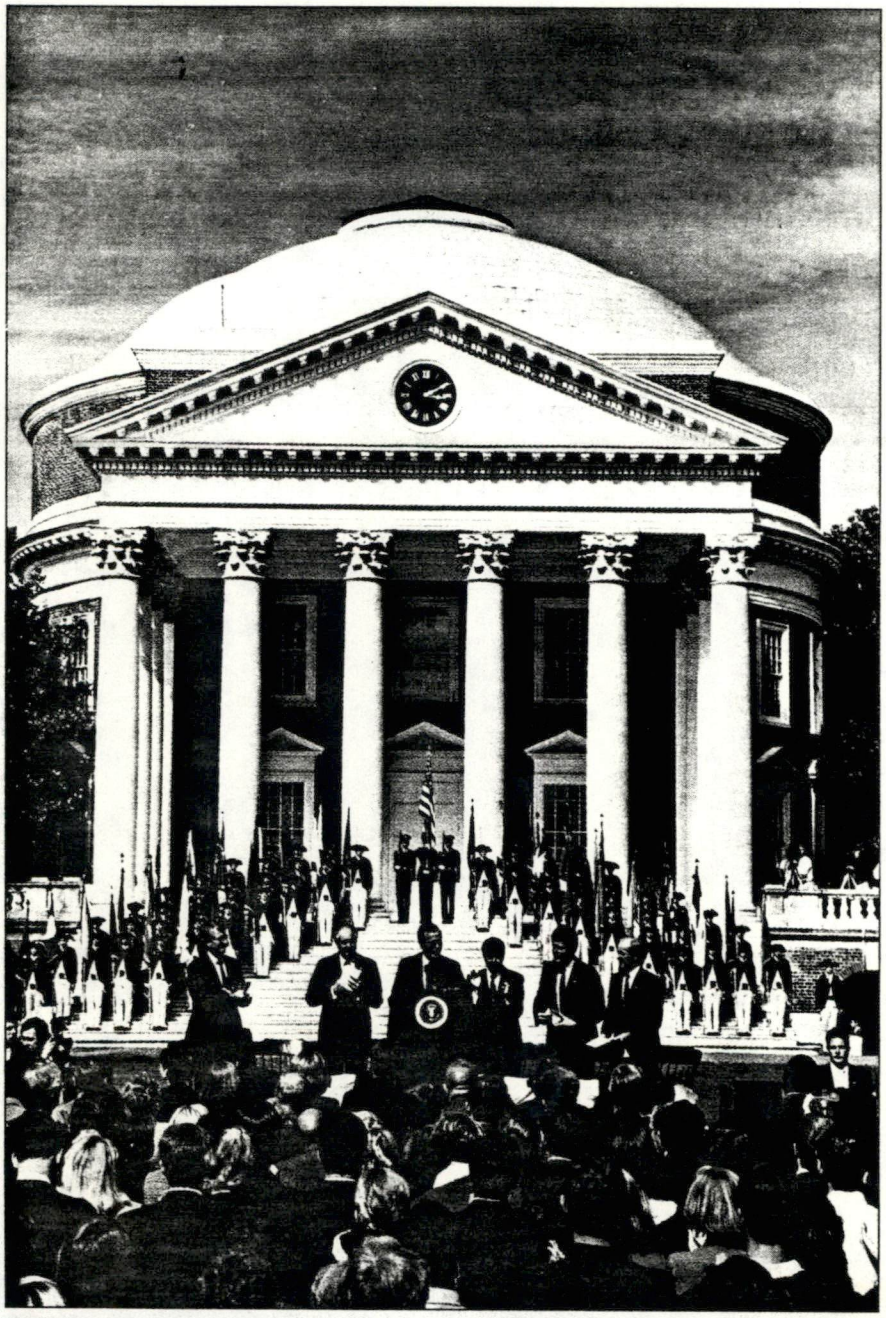
EVANS: Parental involvement in middle schools is critical.

By Robert Beck

TABLER: Kids' attitudes shouldn't prevent volunteering.

Judging Schools: The Focus Shifts To Results

Rather than looking at compliance with rigid government regulations, states are increasingly evaluating schools on how well students perform



DOUG MILLS/WIDE WORLD

The Summit: In Charlottesville, Va., President Bush and the nation's governors advocated annual report cards to measure the progress of students, schools, the states, and the federal government.

Spurred by political and business leaders, states and the federal government are moving rapidly toward what one leading educator calls a "paradigm shift" in the way schools are judged.

Unlike in the past, when schools were evaluated on whether they had complied with regulations governing "inputs"—such as pupil-teacher ratios, library books, and course offerings—governments are increasingly measuring school quality by how well students are performing.

President Bush and the nation's governors signaled their support for this new view at their education "summit" last fall. In a joint statement, the executives agreed to "establish clear measures of performance and then issue annual report cards on the progress of students, schools, the states, and the federal government."

But even before the summit, school accountability was an issue high on the state agendas. In fact, a majority of states can cite recent policy initiatives that try to hold schools accountable for the quality of instruction and student performance.

- In New Jersey, officials have sent parents the state's first "report card," which details how each of the state's schools performed on high school proficiency tests, elementary basic-skills tests, the Scholastic Aptitude Test, and Advanced Placement tests, as well as in student attendance and graduation rates.
- In North Carolina, lawmakers have linked some state funding to a district's ability to meet at least 75 percent of the performance goals it sets, using state-determined criteria.
- In Maryland, a governor's commission has proposed establishing an accreditation system that would evaluate schools, in part, on the basis of student performance.

Says Chris Pipho of the Education Commission of the States: "I'm hearing more legislators say, 'We've escalated money for reform; how do we know we've gotten anything for it?' "

Such activity by state policymakers, suggests Chester Finn Jr., professor of education and public policy at Vander-

bilt University, reflects a "paradigm shift" in education. In the near future, he predicts, "the enterprise of education will be defined entirely by actual learning accomplished and accounted for. Indeed, no 'education' will have taken place unless there is evidence learning occurred."

But, because schools continue to rely on what they consider to be inadequate measures of student performance—mainly standardized tests—this shift may be premature, critics warn. Until more accurate tools are in place, these critics charge, the accountability efforts could harm education by leading schools to employ the wrong policy prescriptions.

Moreover, contends Lorraine McDonnell, senior political scientist at the RAND Corporation, the drive toward accountability threatens to collide head-on with the equally strong move to restructure schools by granting authority at the building level. "A big issue," she says, "is how to devolve power down to schools and keep accountability to the larger system."

She continues: "The technical difficulties in designing [accountability] systems are significant. But these challenges pale in comparison with the philosophical and political issues accountability raises in public education: Who should be held accountable, to whom, for what? That has always been a difficult question, but school restructuring further complicates the resolution."

Those advocating more school-site autonomy, McDonnell says, contend that teachers and principals should be held accountable for their schools' performance. But, she says, state "indicator measures influence what schools do. They can act as a constraint on school-based management."

For example, she notes, a school may decide that it wants to de-emphasize science in order to focus on the arts. But if the state's accountability system includes a measure of student performance in science, the school may be unable to give up a science course if it does not want to look bad on the state measure.

But perhaps the most pressing question, suggests Susan Fuhrman, director of the Center for Policy Research in Education, is whether the states' efforts will lead to genuine improvements in student learning. States can point to "a lot of winners in all categories of schools," she says. "That's improvement. But whether that will lead to the kind of work force we want remains to be seen."

The calls for new standards of accountability reflect the growing involvement of business in education. (See page 60.) "They have become key actors in school reform in many states," notes Terry Peterson, executive director of South Carolina's joint business-education subcommittee. "As part of that, particularly if there is new money, they want to know what they are getting for their investment."

Lawmakers are saying, 'We've escalated money for reforms; how do we know we've gotten anything for it?'

Political leaders are also interested in seeing the results of large increases in education spending, suggests Marla Ucelli, education adviser to Gov. Thomas Kean of New Jersey. "The citizens of New Jersey have a right to know what we are getting," she says.

In response to such demands, more than half the states have put in place systems that link state actions—rewards or sanctions—with school performance. "A lot of states have moved on many issues, but there aren't many that have figured out how to put the pieces together in ways they are comfortable with," says Michael Cohen, associate director of education programs for the National Governors' Association. "It's easier to reach an agreement that [accountability for performance] is the direction they ought to be going than pulling it off."

The systems that have been in place so far have generally succeeded in focusing educators' attention on raising the level of student performance, suggests Peterson of South Carolina, which has one of the most extensive state accountability systems. In that state, districts that fail to meet state-established criteria on a range of indicators—including student-test scores, student and teacher attendance, dropout rates, and the proportion of teachers teaching out of their field—are listed as "seriously impaired" and must develop plans for improvement. Those that exceed state requirements and show improvement over time are eligible for public recognition, cash awards, and regulatory flexibility.

"People know about it, they think it's important, and they think it's a tool for school improvement," Peterson says of the state's accountability program. He notes that a survey of teachers and parents found that most respondents said being judged "impaired" was embarrassing to a district, but that improvements outweighed the negative stigma attached to the label.

Other education officials and researchers agree that accountability systems have motivated schools—but in the wrong direction. RAND's McDonnell offers an example. Student test scores, she notes, are a "very powerful lever" for changing instruction. Because scores and school rankings are often published in newspapers, some administrators tailor curriculum and teaching methods to raise them. But many of those changes have not necessarily been for the better, she cautions, since traditional standardized tests measure a narrow range of student abilities.

"I have certainly seen schools, many at the low end of the achievement distribution, that have really changed their behavior" in response to accountability pressures, she says. "But many have changed in ways we feel are inappropriate." □

—Robert Rothman, *Education Week*

The 21st Annual Gallup Poll of the Public's Attitudes Toward the Public Schools

by Stanley M. Elam and Alec M. Gallup

THE PUBLIC is ready for tradition-shattering changes in the policies that govern U.S. public schools. This interpretation of the results of the 21st annual Gallup/Phi Delta Kappa poll of public attitudes is inescapable. Among the findings that support it are these:

1. The public favors, by a 2-1 margin, allowing students and their parents to choose which public schools in their communities the students will attend. This is an aspect of the so-called parental choice movement, and it is already state law in Minnesota, Arkansas, and Iowa, while several other states are considering it in one form or another. Parental choice is also a centerpiece of the federal education policy articulated by the Bush Administration. The idea is especially popular among nonwhites and younger adults. Many people think that the option to choose their schools would improve students' satisfaction and achievement. Apparently, respondents to the 1989 survey are not much impressed by the argument that many schools would suffer from this tradition-breaking change.

2. A consensus appears to be building for more uniformity in public school programs. In the 1989 survey the public supports, by a substantial margin, the idea of a "standardized national curriculum," as well as national standards and goals for the public schools and nationally standardized tests to measure the achievement of those standards and goals. People seem willing to trust educators, perhaps working with lay panels, to establish these goals and prepare tests to measure their achievement.

3. A convincing 83% of the public think that more should be done to improve the quality of public schools in poorer states and communities. By a 2-1 margin, they say that they are even willing to pay more taxes to make this improvement possible.

4. The public favors (by 75% to 18%) reducing class size in the early grades to as few as 15 pupils. By a 68% to 25% margin, respondents say that they are willing to pay higher taxes to fund such reductions.

5. The public favors (by 71% to 21%) after-school and summer programs for students whose parents work. They are divided, however, on whether these programs should be financed by taxation, by parent contributions, or by some combination of the two.

6. People are deeply concerned about what they perceive to be the declining quality of the nation's inner-city schools; 74% think it is "very important" to improve them, and substantial majorities would be willing to pay more taxes to expand Head Start programs, to screen young children for health problems, and to provide day care for the children of working parents.

7. An overwhelming 83% of the respondents favor more state and federal assistance for high school graduates who have the ability and desire to attend college but cannot afford to do so. Respondents want more scholarships and grants, more work/study programs, and more low-interest loans.

Public approval of change was not indiscriminate in the current poll, however. For example, many people remain skeptical about the desirability of increasing the amount of time students spend in school, whether by lengthening the school day or the school year. In addition, rather than allow students to drop out of school as soon as they meet certain standards of knowledge and skill, the largest number of respondents would prefer to have students remain through high school graduation.

Two questions are standard in the Gallup education surveys. First, what are the biggest problems with which the schools in this community must deal? And second, what grade would you give the public schools in this community — A, B, C, D, or FAIL?

The public perception of local school problems and the ratings given public schools in the 1989 survey vary little from last year. Use of drugs, lack of student discipline, and lack of proper financial support again head the list of problems. The proportion of poll respondents who gave their local schools grades of A or B rose from 40% last year to 43% in this year's survey, up from a low of 31% in 1983, the year in which *A Nation at Risk* was published. That report of the National Commission on Excellence in Education warned of "a rising tide of mediocrity" and triggered the current reform movement.

Details of the 1989 Gallup education poll follow.

Support for Parental Choice

Among various proposals for school restructuring being considered by the nation's policy makers, one of the most frequently mentioned is parental choice. For this reason, four questions were asked in the current poll that sought to measure public attitudes toward the idea and toward the reasoning behind it.

Majority support for parental choice appears in all demographic groups and in all geographic areas, although that support is somewhat stronger among nonwhites (67%) and younger adults (67%) than among whites (59%) and persons aged 50 and over (51%). People in eastern states regard parental choice less favorably than those in the West (53% to 64%).

Half of the respondents to the current poll believe that parental choice would improve some schools while hurting others; 21% think that parental choice would improve *all* schools. Only 14% think that choice would hurt *all* schools.

Opponents argue that parental choice might benefit students of caring and ambitious parents but that the children of apathetic parents — those already most at risk — would be the ultimate losers as the quality of poorer schools declined further. But many poll respondents felt that student achievement and satisfaction would, on the average, be higher than at present.

The first question:

Do you favor or oppose allowing students and their parents to choose which public schools in this community the students attend, regardless of where they live?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	60	58	64	68
Oppose	31	33	29	22
Don't know	9	9	7	10

A question on parental choice was asked in the Gallup/Phi Delta Kappa survey conducted in 1987. However, the wording was somewhat different, and this difference probably accounts for the somewhat different response. The 1987 question:

Do you think that parents in this community should or should not have the right to choose which local schools their children attend?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Yes	71	68	76	81
No	20	20	21	15
Don't know	9	12	3	4

Further breakdowns for the 1989 question:

	Favor %	Oppose %	Don't Know %
NATIONAL TOTALS	60	31	9
Sex			
Men	60	32	8
Women	61	30	9
Race			
White	59	33	8
Nonwhite	67	22	11
Age			
18 - 29 years	67	24	9
30 - 49 years	64	29	7
50 and over	51	38	11
Community Size			
1 million and over	59	30	11
500,000 - 999,999	52	34	14
50,000 - 499,999	64	31	5
2,500 - 49,999	64	33	3
Under 2,500	59	31	10
Education			
College	60	33	7
Graduate	58	36	6
Incomplete	61	32	7
High school	62	28	10
Graduate	60	29	11
Incomplete	65	26	9
Grade school	54	33	13
Income			
$40,000 and over	62	32	6
$30,000 - $39,999	64	29	7
$20,000 - $29,999	59	33	8
$10,000 - $19,999	60	28	12
Under $10,000	61	30	9
Region			
East	53	39	8
Midwest	60	31	9
South	63	27	10
West	64	27	9

The second question:

What effect do you think allowing students and their parents to choose the students' schools would have on the public schools in this community? Do you think it would improve all the schools, hurt all the schools, or would it improve some and hurt others?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Improve all schools	21	19	24	25
Hurt all schools	14	14	14	13
Improve some, hurt others	51	51	51	55
Don't know	14	16	11	7

The third question:

If students and their parents were allowed to choose the students' schools, do you think student achievement in the public schools in this community, on the average, would be higher than it is now, lower than it is now, or wouldn't there be much difference?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Higher	40	39	42	51
Lower	10	11	8	8
Not much difference	42	42	43	33
Don't know	8	8	7	8

The fourth question:

If students and their parents were allowed to choose the students' schools, do you think student satisfaction with the public schools in this community, on the average, would be higher than it is now, lower than it is now, or wouldn't there be much difference?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Higher	49	48	53	57
Lower	7	7	6	8
Not much difference	37	38	35	32
Don't know	7	7	6	3

Support for National Goals, Standards, Curriculum, and Testing

Public opinion in these annual polls has generally supported the American tradition of local control of schools. For example, a 2-1 majority said in 1978 that federal regulations were more likely to hinder than to help the local schools. In 1982 a majority of respondents (54%) said that in the future they would like to see less federal influence on local educational programs. When the question was repeated in 1986, the results were almost identical. These sentiments may still hold, but the current poll reveals that a majority of respondents believe there should be a national public school curriculum, national goals and standards, and a national testing program to measure the achievement of those goals and standards.

These attitudes appear in the responses to several questions that were preceded by queries to determine whether respondents understood that we currently have no unified national goals, standards, or testing. People who said that they favored national goals and standards were also asked what groups should establish them. The responses show that the public places considerable confidence in professional educators to do so.

The first question:

As you understand it, do achievement standards and goals for the public schools differ from community to community and from state to state, or is there a single set of national achievement standards and goals that apply to all the public schools in the country?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Different goals	61	60	63	72
Single set of goals	24	23	26	12
Don't know	15	17	11	16

The second question:

Would you favor or oppose requiring the public schools in this community to conform to national achievement standards and goals?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	70	68	72	80
Oppose	19	19	20	14
Don't know	11	13	8	6

The third question (asked of those who favor national standards and goals):

Which one of the following groups do you think should establish these national achievement standards and goals: the President and Congress, professional educators, a consensus of state governors, or a panel of parents and other laypeople?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Professional educators	61	61	61	59
Panel of parents and other laypeople	20	19	22	23
The President and Congress	5	6	3	8
A consensus of state governors	3	3	2	2
Other	3	3	4	*
None	1	1	*	2
Don't know	7	7	8	6

*Less than one-half of 1%.

The fourth question:

As you understand it, do public school curriculum requirements — that is, the subjects required — differ from state to state and from community to community, or is there a standardized national curriculum that is required in all public schools in the country?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Differ	55	55	54	64
Standardized	29	28	33	23
Don't know	16	17	13	13

The fifth question:

Would you favor or oppose requiring the public schools in this community to use a standardized national curriculum?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	69	67	74	75
Oppose	21	21	20	18
Don't know	10	12	6	7

The sixth question:

As you understand it, do testing programs to determine the academic achievement of students differ from state to state and from community to community, or are there standardized testing programs that are required in all public schools in the country?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Differ	38	40	35	37
Standardized	42	39	49	49
Don't know	20	21	16	14

The seventh question:

Would you favor or oppose requiring the public schools in this community to use standardized national testing programs to measure the academic achievement of students?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	77	75	81	80
Oppose	14	15	13	17
Don't know	9	10	6	3

Remedying Inequality in Educational Opportunity

One of the longest-running scandals in U.S. public education is the inequality of educational opportunity resulting from the unequal distribution of economic resources among the governmental units that support schools. By and large, court actions designed to correct these educational inequities (e.g., *Serrano* and *Rodriguez*) have failed. Over the past decade or so, many states have taken legislative action to improve their equalization formulas, but district-to-district and state-to-state inequities persist.

A convincing majority of the public (83%) believes that more should be done to improve the quality of the public schools in poorer states and communities. Of this 83%, 62% (just over half of all respondents) say they would be willing to pay more taxes for the purpose.

The first question:

The quality of the public schools varies greatly from community to community and from state to state because of differences in the amount of taxes taken in to support the schools. Do you think more should be done to improve the quality of the public schools in the poorer states and in the poorer communities or not?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Yes	83	82	86	85
No	9	9	8	7
Don't know	8	9	6	8

The second question (asked of those who think more should be done):

Would you be willing or not willing to pay more taxes to improve the quality of the public schools in the poorer states and poorer communities?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Willing	62	62	62	58
Not willing	30	29	32	27
Don't know	8	9	6	15

Reducing Class Size

Although the findings of research remain unclear, most laypeople believe the broad generalization that students achieve much more when class sizes are small. They are highly supportive of new state initiatives designed to reduce class size to as few as 15 pupils in the early grades.

The first question:

In some school districts, the typical class has as many as 35 students; in other districts, only 20. With regard to the achievement or progress of students, do you think small classes make a great deal of difference, little difference, or no difference at all?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Great deal of difference	79	77	82	88
Little difference	13	14	12	6
No difference	6	6	5	5
Don't know	2	3	1	1

	National Totals		
	1989 %	1988 %	1973 %
Great deal of difference	79	71	79
Little difference	13	21	11
No difference	6	6	6
Don't know	2	2	4

The second question:

A few states have started programs in the early grades to reduce class size to as few as 15 pupils. Would you favor or oppose such programs in the public schools in this community?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	75	73	81	82
Oppose	18	19	14	10
Already have such a program	1	1	1	1
Don't know	6	7	4	7

The third question (asked of those who favor restricting class size to as few as 15 students in the early grades):

Would you be willing to pay higher taxes to fund such programs or not?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Yes	68	66	75	71
No	25	26	24	20
Don't know	7	8	1	9

Support for After-School and Summer Programs

A sizable majority (71%) of respondents favor more after-school and summer programs for students whose parents work. Not many people, however, believe that these programs should be supported by increased taxes alone. They prefer some combination of government and parent contributions.

The first question:

Would you favor or oppose having more after-school and summer programs in the local public schools for those students whose parents work?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	71	70	77	69
Oppose	21	21	18	27
Don't know	8	9	5	4

The second question (asked of those who favor more after-school and summer programs):

How do you think such programs should be paid for — by increased taxes, by contributions from the parents of those student involved, or by both increased taxes and parent contributions?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Increased taxes	15	16	14	11
Parent contributions	23	24	20	23
Increased taxes/parent contributions	57	55	60	63
Don't know	5	5	6	3

School-Site Management And Accountability

Some advocates of school restructuring would give building principals more authority for the operation of their schools and then hold them responsible for results. The public favors such proposals.

The question:

It has been suggested that school principals be given more authority to determine who will teach in their schools and how the schools will operate. In return, a principal given such authority would be held accountable for the school's performance; that is, after several years he or she would be rewarded if the school was educationally successful but replaced if the school did not meet established standards. Would you favor or oppose the adoption of this program in the public schools in this community?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	63	62	64	64
Oppose	26	26	26	24
Don't know	11	12	10	12

Because a few major school districts are experimenting with giving additional authority to parents, the parents of public school students were asked how much say they should have over several aspects of school operation. They expressed the opinion that parents should indeed have more say than they now do, particularly over the allocation of funds.

The question:

Do you feel that parents of public school students should have more say, less say, or do they have about the right amount of say regarding the following areas in public schools?

	More Say 1989 %	Less Say 1989 %	Right Amount 1989 %	Don't Know 1989 %
Allocation of school funds	59	10	27	4
Curriculum (i.e., the courses offered)	53	9	36	2
Selection and hiring of administrators	46	14	37	3
Books and instructional materials	43	13	41	3
Selection and hiring of teachers	41	17	38	4
Teacher and administrator salaries	39	17	39	5
Books placed in the school libraries	38	15	44	3

Criteria for Leaving School

Schooling to a certain age is required by law in every state, and the public is relatively well-informed about the requirements. However, there is little agreement about when a student *should* be allowed to drop out of school — at a minimum age, upon graduation from high school, or when certain standards of knowledge and skill have been met. Minimum age turns out to be the least-approved criterion. Three questions in the current poll probed the public's knowledge and opinion on this subject.

The first question:

Do you happen to know when students can legally drop out of school in this state? Does it depend on a minimum age, on whether the student has graduated from high school, or on the student's ability to meet certain standards of knowledge and skill?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Minimum age	70	70	71	65
Graduated from high school	6	6	6	5
Can meet standards	6	6	7	11
Don't know	18	18	16	19

The second question (asked of those who were aware of the minimum-age criterion):

Do you happen to know the minimum age at which a student can legally drop out of school in this state?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Yes	87	87	87	83
Don't know	13	13	13	17

The third question:

If you could choose one of these three plans, when do you think students should be allowed to drop out of school in this state? When they reach a minimum age, when they have graduated from high school, or when they have met certain standards of knowledge and skill?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Graduated from high school	45	46	45	40
Met certain standards	38	36	42	41
Minimum age	13	13	10	13
Don't know	4	5	3	6

Educational Influences on the Young

Educators often debate the strength and value of various educational influences on the young. A two-part question intended to reveal public perceptions of four of these influences was devised for the current poll. The public agrees that family influence is most important, as well as most positive, but the schools are a close second. The influence of peers and of television rank third and fourth in both strength and value. Television — a favorite scapegoat — gets a very low rating as a "positive influence."

The first question:

In addition to school, young people receive their education from a number of different sources. As I read off these sources, one at a time, would you indicate how important an influence you think each source is on a student by mentioning a number between zero and 10 — the higher the number, the more important the influence; and the lower the number, the less important.

	Most Important Influence (Ratings of 9 and 10 only) %
The student's family	63
School	47
The student's peers	41
Television	32

The second question:

Now, as I read off each of these sources, one at a time, would you tell me how *positive* an influence you think each source is on a student by mentioning a number between zero and 10 — the higher the number, the more positive the influence; and the lower the number, the less positive.

	Most Positive Influence (Ratings of 9 and 10 only) %
The student's family	53
School	39
The student's peers	24
Television	13

Why People Prize Education

These polls have repeatedly shown how important people believe education to be for success in life. To reveal detailed reasons why people want their children to receive an education, an open-ended question first asked in 1986 was repeated this year. The pragmatic bent of the American mind is immediately apparent in the responses. A primary concern for most parents is that their children be able to get good jobs and achieve financial security, and they believe that education will make these things possible. They consider knowledge for its own sake, good citizenship, and critical thinking skills secondary.

The question:

People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

	National Totals 1989 %	1986 %
Job opportunities/better job	33	34
Preparation for life/better life	25	23
Financial security/economic stability	15	9
More knowledge	9	10
To get a better-paying job	8	8
To become self-sufficient (independent)	7	3
Personal development/self-realization	7	3
Teaches a person to think/learn/understand	6	3
Education is a necessity of life	5	12
To become better citizens	5	6
For a successful life	5	5
Specialized training/profession	4	4
To learn how to get along with people	4	4
To learn basic skills/fundamental learning skills	4	3
For better/easier life than parents	3	4
To contribute to society	2	3
To develop the ability to deal with adult responsibilities	2	2
Creates opportunities/opens doors	2	2
Social status	1	1
For happy/happier life	1	2
To develop basic individual values	1	1
To develop an understanding of and appreciation for culture	1	1
To develop self-discipline	1	1
Helps keep children out of trouble	*	1
To develop critical thinking skills	*	1
Miscellaneous	*	2
Don't know	2	4

*Less than one-half of 1%.
(Figures add to more than 100% because of multiple answers.)

Longer School Day and Year

In 1982, when people were first asked about extending the public school year in their communities by 30 days or the school day by one hour, they opposed both suggestions. They opposed a longer year by 53% to 37%, and they opposed a longer day by 58% to 38%. By 1984 the opposition was somewhat weaker: 50% opposed to 44% in favor of the longer year; 52% opposed to 42% in favor of the longer day.

Although the question asked in this year's survey was phrased somewhat differently,* the responses suggest that opposition continues to dwindle. For the first time in the Gallup/Phi Delta Kappa polls, more people favor than oppose increasing the amount of time students in their communities spend in school, but no decisive majority opinion has emerged; 48% favor increased time in school, while 44% oppose it. Support is widely distributed among demographic and geographic groups, with some interesting differences. Men, for example, are somewhat more supportive of the idea than are women. People in larger cities are more likely to support it than are people in small communities or rural areas. And many more respondents in the West than in the East favor the idea.

The first question:

In some nations students spend about 25% more time in school than do students in the U.S. Would you favor or oppose increasing the amount of time that students in this community spend in school?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	48	48	46	54
Oppose	44	43	48	40
Don't know	8	9	6	6

*The 1982 and 1984 wording: "In some nations, students attend school as many as 240 days a year as compared to 180 days in the U.S. How do you feel about extending the public school year in this community by 30 days, making the school year about 210 days or 10 months long? How do you feel about extending the school day in the schools in this community by one hour?"

Further breakdowns:

	Favor %	Oppose %	Don't Know %
NATIONAL TOTALS	48	44	8
Sex			
Men	50	41	9
Women	46	47	7
Race			
White	48	44	8
Nonwhite	49	43	8
Age			
18 - 29 years	38	53	9
30 - 49 years	47	46	7
50 and over	54	36	10
Community Size			
1 million and over	52	37	11
500,000 - 999,999	61	29	10
50,000 - 499,999	46	46	8
2,500 - 49,999	44	53	3
Under 2,500	42	52	6
Education			
College	53	39	8
Graduate	52	41	7
Incomplete	54	38	8
High school	43	49	8
Graduate	45	47	8
Incomplete	38	53	9
Grade school	47	44	9
Income			
$40,000 and over	50	44	6
$30,000 - $39,999	55	42	3
$20,000 - $29,999	47	46	7
$10,000 - $19,999	45	43	12
Under $10,000	41	51	8
Region			
East	48	41	11
Midwest	43	49	8
South	43	49	8
West	61	34	5

Respondents who favor increasing the amount of time students spend in school were asked which plan they prefer: more days, more hours per day, or Saturday morning classes. Sentiment was equally divided between the first two alternatives. Few people like the idea of Saturday morning classes.

The second question:

Which *one* of these plans for increasing the amount of time students spend in school would you prefer? Increasing the number of days in the school year, increasing the number of hours in the school day, or having school on Saturday mornings?

	National Totals %	No Children in School %	Public School Parents %	Nonpublic School Parents %
Increasing number of days	46	44	49	62
Increasing number of hours per day	45	47	44	27
Saturday morning school	6	5	6	11
Don't know	3	4	1	*

*Less than one-half of 1%.

Concern About Inner-City Schools

In general, the public is aware of the decline in the quality of education in the nation's inner cities in recent decades. People attach a high priority to improving inner-city schools; almost no one thinks that attacking this problem is unimportant.

The first question:

Thinking about the nation's inner-city schools, is it your impression that they have improved, gotten worse, or stayed about the same over the last several decades?

	National Totals %	No Children in School %	Public School Parents %	Nonpublic School Parents %
Improved	12	11	13	15
Gotten worse	57	58	56	53
Stayed about the same	20	19	20	22
Don't know	11	12	11	10

The second question:

How important do you think it is to improve the nation's inner-city schools — very important, fairly important, not very important, or not important at all?

	National Totals %	No Children in School %	Public School Parents %	Nonpublic School Parents %
Very important	74	71	83	83
Fairly important	19	21	14	14
Not very important	2	2	*	1
Not important at all	*	*	*	*
Don't know	5	6	3	2

*Less than one-half of 1%.

STANLEY M. ELAM (Indiana University Chapter) is contributing editor of the Phi Delta Kappan. *He was* Kappan *editor from 1956 through 1980 and has been coordinating Phi Delta Kappa's polling program since his retirement. ALEC M. GALLUP is co-chairman, with George Gallup, Jr., of the Gallup Organization, Princeton, N.J.*

Grading the Public Schools

Public schools held their own in the ratings game this year. In the past five years, no statistically significant differences have appeared in the grades people give their local public schools or in the grades they give the public schools nationally.

Once again residents of large cities and nonwhites give schools the poorest grades. The decline in the quality of the schools that serve inner-city residents and minorities is a problem that should be high on the agenda of education policy makers.

Those who follow these polls are aware of three phenomena that recur annually in ratings tabulations. First, public school parents rate local schools more favorably than do other groups. Second, parents rate the school *their oldest child attends* even more favorably (about seven out of 10 of these ratings are either an A or a B). And third, the public as a whole rates its local public schools much more favorably than it rates the public schools nationwide.

A number of hypotheses are suggested by these facts. Perhaps the most obvious is that the more firsthand knowledge one has about the public schools (i.e., knowledge that does not come from the media), the better one likes them. This is a rare case of familiarity breeding respect.

The first question:

Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the *public* schools themselves, in this community, were graded in the same way. What grade would you give the public schools here — A, B, C, D, or FAIL?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
A & B	43	38	57	35
A	8	7	13	4
B	35	31	44	31
C	33	34	29	36
D	11	11	11	14
FAIL	4	5	2	7
Don't know	9	12	1	8

Ratings Given the Local Public Schools

	1989 %	1988 %	1987 %	1986 %	1985 %	1984 %	1983 %	1982 %	1981 %	1980 %	1979 %
A+B	43	40	43	41	43	42	31	37	36	35	34
A	8	9	12	11	9	10	6	8	9	10	8
B	35	31	31	30	34	32	25	29	27	25	26
C	33	34	30	28	30	35	32	33	34	29	30
D	11	10	9	11	10	11	13	14	13	12	11
FAIL	4	4	4	5	4	4	7	5	7	6	7
Don't know	9	12	14	15	13	8	17	11	10	18	18

Further breakdowns:

Grading the Local Public Schools

	A %	B %	C %	D %	FAIL %	Don't Know %
NATIONAL TOTALS	8	35	33	11	4	9
Sex						
Men	9	33	34	11	4	9
Women	8	35	32	11	4	10
Race						
White	9	36	32	10	4	9
Nonwhite	5	25	37	17	6	10
Age						
18 - 29 years	6	30	41	11	6	6
30 - 49 years	10	35	34	13	3	5
50 and over	7	37	27	9	4	16
Community Size						
1 million and over	8	28	33	14	7	10
500,000 - 999,999	8	27	36	14	4	11
50,000 - 499,999	8	39	32	9	2	10
2,500 - 49,999	7	43	27	13	3	7
Under 2,500	9	38	34	8	3	8
Education						
College	9	38	31	10	4	8
Graduate	13	40	28	8	3	8
Incomplete	7	37	32	11	5	8
High school	6	32	36	13	5	8
Graduate	6	34	36	14	4	6
Incomplete	7	28	35	10	6	14
Grade school	10	23	31	12	4	20
Income						
$40,000 and over	12	38	29	9	6	6
$30,000 - $39,999	11	32	40	8	2	7
$20,000 - $29,999	7	34	29	17	5	8
$10,000 - $19,999	6	34	38	8	4	10
Under $10,000	6	29	34	11	4	16
Region						
East	6	41	31	9	5	8
Midwest	10	30	36	13	4	7
South	9	32	33	11	4	11
West	7	35	31	12	4	11

The second question:

How about the public schools in the nation as a whole? What grade would you give the public schools nationally — A, B, C, D, or FAIL?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
A & B	22	22	24	15
A	2	2	2	1
B	20	20	22	14
C	47	46	47	52
D	15	15	15	14
FAIL	4	5	3	4
Don't know	12	12	11	15

The third question:

Using the A, B, C, D, FAIL scale again, what grade would you give the school your oldest child attends?

	1989 %	1988 %	1987 %	1986 %	1985 %
A & B	71	70	69	65	71
A	25	22	28	28	23
B	46	48	41	37	48
C	19	22	20	26	19
D	5	3	5	4	5
FAIL	1	2	2	2	2
Don't know	4	3	4	3	3

Required Community Service

Community service for high school credit is sometimes offered as a corrective for the excessive self-centeredness of adolescents. President Bush has expressed his approval of the idea. When a question on this topic was first asked in the 1978 survey, the question implied that community service would be an option, not a requirement, and approval was very high (87% for, 8% against). In 1984 the same question brought a high level of approval (79% for, 16% against).

In the current poll, the public was asked if community service should be made a *requirement* for high school graduation. Although there is less support for the requirement than there was for the elective, a majority of respondents still approve (61% for, 30% against).

The question:

Would you favor or oppose a requirement that all students in the local public schools perform some kind of community service in order to graduate?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	61	60	63	69
Oppose	30	30	32	25
Don't know	9	10	5	6

Part-Time Work by High School Students

In a study sponsored by Phi Delta Kappa in 1986,* 70% of a representative sample of U.S. high school seniors reported that they held paid part-time jobs outside the home while attending school. Nearly 40% worked between 11 and 25 hours per week at these jobs, and 37% reported that they earned between $50 and $125 per week. The more paid hours students worked, the lower the grades they received in school. This finding neither proves nor implies a cause-and-effect relationship, but it is nonetheless disturbing.

What, if anything, should be the schools' response to such findings? To obtain the public's view, four questions were asked in the current survey. Some 43% of the respondents believe that holding part-time jobs hurts the academic achievement of high school students. (Interestingly, however, some 28% of the *parents* of public high school students think part-time jobs actually *help* achievement.) A solid majority would like to see school authorities make recommendations about the kind of out-of-school jobs that students should take and about the number of hours that they should devote to them. Half of the respondents think that the schools should offer courses at odd hours for the convenience of working students. And a very large majority think that schools should give academic credit in certain courses for the work experience of students.

The first question:

Many high school students now work long hours at jobs outside of school. What effect do you think this has on their academic achievement — do you think this usually hurts their academic achievement, usually helps their academic achievement, or doesn't it make much difference?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Hurts	43	43	45	42
Helps	29	28	28	36
Not much difference	23	23	23	18
Don't know	5	6	4	4

The second question:

Do you think the public high schools in this community should or should not make recommendations to high school students about the kinds of outside jobs they should take and the number of hours they should work?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Should	62	62	62	69
Should not	32	31	33	28
Don't know	6	7	5	3

The third question:

Do you think the public high schools in this community should or should not offer duplicate courses in the afternoon and at night for working students?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Should	50	50	50	54
Should not	43	42	45	36
Don't know	7	8	5	10

The fourth question:

Do you think the public high schools in this community should or should not give academic credit in certain areas for work experience?

*Terry F. White, *A Study of High School Seniors, 1986* (Bloomington, Ind.: Phi Delta Kappa, 1986).

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Should	75	73	79	70
Should not	19	19	19	24
Don't know	6	8	2	6

Improving Services for Poor Children

A majority of the public expresses a willingness to spend more tax money to expand child development services in low-income communities. Support is particularly strong for health screening and for Head Start; support for day care for young children of working parents is less strong.

The question:

A recommendation has been made that child development services be expanded in low-income communities. As I read off each service, one at a time, would you tell me whether you would be willing or not willing to spend more taxes for that service in low-income communities?

	National Totals		
	Willing %	Not Willing %	Don't Know %
Screening young children for health problems	74	21	5
Head Start programs to help young children get a better start in school	69	25	6
Day care for young children with working parents	58	36	6

Acknowledgments

The advisory panel for this 1989 education opinion poll consisted of the following persons: Helen Bain, associate professor of administration and supervision, Tennessee State University, Nashville; Terrel Bell, former U.S. Secretary of Education, now an author, lecturer, and consultant, Salt Lake City; Denis Doyle, senior fellow, Hudson Institute, Chevy Chase, Md.; Chester Finn, Jr., professor of education and public policy, Vanderbilt University, Washington (D.C.) office; Anne Lewis, education policy writer, Glenn Echo, Md.; Sylvia C. Pena, associate professor of education, University of Houston; and John Rowley, president, Phi Delta Kappa, and administrator, Livingston (N.J.) Public Schools. — Stanley M. Elam, coordinator, Gallup/Phi Delta Kappa Poll.

Biggest Problems Facing Local Public Schools in 1989

Each year since 1986 drug abuse has edged higher in the public's perception of the most important problems facing local public schools. In 1986, for the first time, more respondents mentioned the use of drugs as a problem than mentioned discipline. In other respects, the 1989 responses are very similar to those given in each of the past several Gallup/Phi Delta Kappa surveys.

The question:

What do you think are the biggest problems with which the public schools in this community must deal?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Use of drugs	34	35	30	30
Lack of discipline	19	20	16	23
Lack of proper financial support	13	11	18	11
Poor curriculum/poor standards	8	9	9	7
Large schools/ overcrowding	8	6	11	6
Difficulty in getting good teachers	7	8	6	9
Parents' lack of interest	6	6	6	5
Integration/busing	4	3	5	7
Drinking/alcoholism	4	3	4	5
Low teacher pay	4	4	4	7
Teachers' lack of interest	4	4	6	2
Crime/vandalism	4	5	3	2
Pupils' lack of interest/ truancy	3	4	2	6
Moral standards	3	3	3	10
Lack of respect for teachers/other students	3	3	3	7
Lack of proper facilities	1	1	2	1
Mismanagement of funds/programs	1	1	2	1
Lack of needed teachers	1	1	1	1
Parents' involvement in school activities	1	1	1	2
Problems with administration	2	2	1	1
Communication problems	1	1	1	2
Lack of after-school programs	1	1	2	2
Too many schools/ declining enrollment	1	*	2	1
Transportation	1	1	1	1
Taxes are too high	1	1	*	1
Too much emphasis on sports	1	1	*	1
Peer pressure	1	1	1	*
Lack of family structure	1	1	1	2
School board politics	1	1	1	1
Teacher strikes	1	1	1	*
There are no problems	2	1	3	1
Miscellaneous	4	4	6	7
Don't know	9	10	6	4

*Less than one-half of 1%.
(Figures add to more than 100% because of multiple answers.)

Rough for Tina

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: One

PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)). Welcome to the East Room of the White House.

((You know, a British statesman once said that education is what remains when we have forgotten all we've been taught.\\ . . . So by this reckoning, I've become quite a scholar over the years.))\\\

But perhaps, as a nation, we **have** forgotten too much.

Years ago, a president of Columbia University said that America is the best half-educated country in the world. We can be thankful that the greater proportion today favors the educated. But that old observation still has the ring of an unpleasant truth -- despite some progress, many Americans **still** cannot read; many Americans **still** will not graduate high school; many Americans **still** face a future foreclosed.

No one knows this better than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this a fully educated nation. And you have said for years that

to make a difference in education, it will take a **national** campaign to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; **and that the vision of the PTA is now the vision of America.**\\\

Last year, I conferred with many teachers. And they all told me that no two students are exactly alike. No two schools face exactly the same challenge. And so, while we measure our progress in national test scores -- yours is the satisfaction of measuring the little victories -- school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. And I am pleased to tell you that from our meeting last week, from the enthusiasm of the governors to the dedication of education leaders like your President, Ann Lynch -- the Spirit of Charlottesville is stronger than ever.

And our resolve is strong because we are agreed on this point: **The time for rhetoric is past. The time for <u>results</u> is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to set the first national education goals in our nation's history. Americans are committed, as they have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must all agree to meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to step in **as early as possible**. There is only one program that prepares pre-schoolers, and does it well. **And that is why I am glad to back the full funding of Head Start.**\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them high standards of achievement. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too

much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\\

Fifth: Every American adult must be skilled and literate.

Education should not end with the conferral of a diploma. This country has such a marvelous system of junior and vocational colleges ready to teach new hobbies and skills -- from learning Spanish, to car mechanics, to computer literacy, to oil painting. Adulthood can easily be a time for learning, as well as for earning.

But there are many adult Americans who have yet to master the very basics. Barbara has been leading the campaign for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent tragedy; but it need not be a lifelong tragedy.

Our final and sixth goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words civility and civilization come from the same Latin root. For if civility is lost in our schools, then civilization itself is lost.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school,

is unique. So to make our goals work, we will need to relax the federal regulations that treat every state, district and school as if they were exactly alike.

When too many strings are attached to federal funding, people are treated like puppets. I promise to cut some of the strings, to continue to work with Congress on legislation to relax federal regulations.

And in return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied. We must have the courage to be graded by our results -- just like our children.

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are national goals, and it will take an act of national will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I am asking you to rethink every school procedure and course requirement, even the academic schedule itself. We have inherited a lot of hallowed traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But, as I said in Charlottesville, too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

After all, a school program won't kiss the pain away from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning.

Study after study has shown that parental encouragement, interest and concern are twice as influential in a child's success as their social and economic background. Study after study has shown that parents who read to their children for four to seven days a week, for at least eight minutes, will have children who are ready for school -- and children who will become lifelong readers. But the sad truth is, the parents of preschoolers in this country read to them an average of two minutes a day on weekdays, and three minutes a day on weekends.

That just isn't enough. Literacy doesn't begin with the alphabet. It begins with a sense of wonder that comes from a fantastic bedtime story. It begins with The Cat in the Hat. It begins with Winken, Blinken and Nodd. **And it must begin with every mother and every father in America.**\\\

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that is can reach every school or reach as many parents as you can --not the state government, not even the federal government. Success in education must come from you, from every parent and every teacher who will settle for nothing less than a world-class education for our children.

For all that you do, for all that you will do, on behalf of America's children, you have my sincerest thanks. May God bless you and God bless America.

# # #

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: One

PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten **a** history lesson from high school, but we haven't forgotten the lessons of history. Our first concern is for those Americans who **never** get the chance to learn.

Years ago, a president of Columbia University said that America is the best half-educated country in the world.\\ We can be thankful that the greater proportion today favors the educated. But that old saw still has the ring of an unpleasant truth -- despite some progress, many Americans **still** cannot read; many Americans **still** will not graduate high school; many Americans **still** face a future foreclosed.

No one knows this better than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later

merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** campaign to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; **and that the vision of the PTA is now the vision of America.**\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek <u>results</u> is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to step in **as early as possible**. There is only one federal program that prepares pre-schoolers, and does it well. **And that is why I am glad to back the full funding of Head Start.**\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\\

Fifth: Every American **adult** must be skilled and literate. You know, this country has such a marvelous system of junior

and vocational colleges ready to teach new hobbies and skills -- from learning Spanish, to car mechanics, to computer literacy, to oil painting. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been leading the campaign for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our **sixth** and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endanger.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress with national tests -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress **to cut you loose from excessive regulation.**\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results -- just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

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fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

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That just isn't enough. Literacy doesn't begin with the alphabet. It begins with a sense of wonder. It begins with The Cat in the Hat. It begins with Winken, Blinken and Nodd. **It must begin with bedtime stories that spark the fire of lifelong curiosity.**\\\

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in

America that is can reach every school or as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

# # #

PANAMA CAMPAIGN

Gen. Powell + Sec. Cheney before

need his adv. remarks
call Donna

1200 audience

Jim get history of 21 Gun salute
FDC

Bill Rosenker — no teleprompter

- Backdrop - ?
  no seating
  personal colors
  or platform

WLCA offstage announcement
Spkrs: Powell approx 2
Cheney
Bush 5-7 mins

What are service orders + history

history of seal

Sean Byrne - Event Day

Mtg w/ Panama Servicemen

20 mins → 45

NSC

↓

Phillip Hughes

↓

Bill Price x6942

↳ Marine Aide x6942

Dave Borsit x1747

Brenda Hilland

Stitman

Tuesday

* Specialist Roderick Ringstaff

Army Medic

Black side shot →

Silver Star Bravery

wounded, ran continuously in beaten zone (fire swept area) retrieving wounded soldiers

Gen. Stiener + *Gen. Thurmond
clear out corrupt in PDF
good chance for verifiable

Photo-Op in front of fire

Srgt Stormy McLemore Army
~~Crpt Deborah Taylor~~ - MP
Dignitary Sec + escort

Tech. Srgt. Robert Rankin AF
Coord. airlift ~~AF~~ Army's 82nd Air. Div.

BM1 USN T~~X~~omas Acosta.
Small boat escort
to ship exiting canal

Marine Srgt Steven Phelps
Securing Howard AFB

Alive
Fit2H20

Coorp. among all branches
joint - operation

Prof.

Gifts
Fighting Knife from Capt. P. Soldier
PDF - in Spanish
going CD

Cap Navy Boat Unit
Honary Member of the 82nd ADiv
Honary Ranger Regimine
MP Unit (Srgt. McLemore)
gold coins from honorary division

Cheney remarks will
Concentrate on anecdotes.
at max 5.

396-3111
919-396-3111
-2520
-1200

LtG Carl Steiner
810-830

919-432-3001
-5200

MG James Johnson
(Major Gen)
1830 = 6:30 P
0006 = 6:00 A

Fort Ord Extremely Helpful

Mgr Gen. Carmen Cavezza

Cpl Joseph Legasspi
Cocsolo PDF Naval Inf.
In barracks, save Chinesse family + dr barracks

Going into Comendca (medic)
Silver Star (Ringstaff)

Psyc Ops - Support. Spcl teams
MP - Panama + Grenada + Caribbean

Sgt Adelmann Tchuman Arfld
secure, intense fighting

MG Johnson
Sgt Steven Adelmann
Just Cause
What is jump like?
Jump Master
particularly good
Units mission?
Battillions
Jump in, assemble, helicopter
& seize barracks Tinajitas
platoons set of helicopter
pick up zone

Any soldiers killed?

1 wounded during helic. assult then killed by mortar fire

1 gunshot to head (just heard)

One thing very helpful (morale booster) support of Am. people back home + Panamanian people.

Carl Stiner's Stories

Sean –

Once again you are my knight in shining armor. Thanks ~~again~~ for all your help w/PSE ~~and~~ especially for putting up with all my requests. ~~You're the greatest, and~~. You will relieved to hear this is the last military event on my schedule for a while. You're the greatest! Thanks!

Hey, Dave –

Thanks for your assistance reconstructing the Military Commanders meeting for use in the Panama Strategy remarks. I would have been at a real loss without you. Thanks!