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**OA/ID Number:** 13709  
**Folder ID Number:** 13709-011

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**Folder Title:**  
Swearing-in Ceremony - Lamar Alexander 3/22/90 [OA 6854] [1]

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McGroarty/Dooley  
March 21, 1991  
4:15 pm  
[ED]

PRESIDENTIAL REMARKS: SWEARING-IN OF SECRETARY ALEXANDER  
AIR AND SPACE MUSEUM  
MARCH 22, 1990  
10:00 A.M.

Thank you, Alex [Haley], for those kind words. It's a pleasure to be here today to witness the swearing-in of our new Secretary of Education -- Lamar Alexander. //

[Additional introductory acknowledgements.]

For a challenge of this magnitude, it is my good fortune to be able to call on a man with Lamar Alexander's considerable expertise. Lamar comes to this task as the son of teachers. He has served as a valued member of my Education Policy Advisory Committee -- and, most recently, he's served the students of his home state as President of the University of Tennessee. Five years ago, as Chairman of the National Governor's Association, he piloted the 50-state education survey, "Time for Results" -- a report that put us on the path to the six National Education Goals that guide our efforts from now to the year 2000. //

As a public servant, educator, author -- Lamar Alexander is a true renaissance man: a man with great **common sense**, who knows **what works**. He's also one of Tennessee's leading philosophers. He's got a saying you've probably already heard: "Today a rooster. Tomorrow a feather duster." [[Think about that one. Lamar, I'm going to make that our 7th National Education Goal -- by the year 2000, everyone in America will know what that saying means. //]]

Our setting today -- this great Air and Space Museum -- is a fitting site for this ceremony. It reminds us of another time when this Nation set for itself a national goal -- that of landing a man on the moon. And we did it. //

Lamar Alexander understands that **real reform -- real restructuring of American education** -- can only take place on the state and local level. That's one of the key reasons I asked **Governor Alexander** to become **Secretary Alexander**. He knows the key to success is to make certain education reform is national -- not federal. Nationally, we have established goals. We are **setting standards and raising expectations**. We must bring all levels of government and all Americans together -- parents, teachers, students, civic and business leaders and all interested citizens -- to work toward our goals. //

What we can do on the federal level is serve as a **catalyst for change**. We can point the way forward, contribute ideas and create incentives for change -- and we can start with freedom of choice. In education, freedom of choice recognizes that parents are the real experts on what's best for their kids.

Often, parents with means -- families in the mid-to-upper income brackets -- already have choice. They can send their children to private schools -- or move to districts with the strongest public schools. Poor parents don't have those choices. So let's be clear about who can most benefit from greater freedom of choice. It's **poor families who will benefit** most from a healthy competition that creates real excellence in our schools.

With Lamar as the sparkplug, we're going to move forward towards our national goals on many fronts. We're going to make our **schools** better and more accountable. We're going to reward excellence in our **teachers**. Challenge our **children** to learn -- and all American **adults** to recognize that learning is a life-long process.

Learning isn't something that happens only in school. Lamar likes to talk about something he calls the 91% factor: the fact that by the time the average American youth reaches the age of 18, he's spent **9%** of his time **in the classroom**, and **91% outside of it**. We must work as a society to support the kind of values, culture -- the vital sense of community and, yes, citizenship -- that gives real meaning to all that our children learn. //

I know some people question whether we can meet the ambitious goals we've set for ourselves -- **whether we can lower the drop-out rate, or rise to first rank world-wide in math and science**. Well, we can. / Think about this: The graduating class of the year 2000 is in 3rd Grade today. Think about what it means to be an eight-year-old -- about the **world of learning** that lies ahead. Let's help those kids learn all they can on the journey from 8 to 18 -- and then let's see where they take us in the next century. //

Mr. Secretary, let me say to you and to all the dedicated people of this Department: there is no single issue that determines more about America -- about our dreams and destiny -- than education. America's future walks through the doors of our

schools every day. For the sake of that future, America can settle for nothing short of excellence in our schools.

I thank you all for this warm welcome. / Now, it is with great pleasure that I witness the swearing-in of Secretary Alexander.

# # #

**XEROX****FAX COVER SHEET**

Date: 3 - 21 MAR 91 P4: 01

**FAX MESSAGE FOR:**

Name: Peggy DOOLEY	FAX Number: 202-456-6218
Firm:	
Location: DEOB Room 111 1/2 Wash. DC. 20500	

**FROM:**

Name:	
Firm: XEROX CORPORATION	FAX Number: 203-329-1385
Address: 800 Long Ridge Road, P. O. Box 1600, Stamford, Ct. 06904	
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**COMMENTS:**

Peggy . . . 4 speeches attached  
 Pt I . ASTD - 5/6/90 - 18 pages  
       - Harvard - 3/8/90 - 19 pages.  
 Pt II - Natl. Govs - 2/25/90 - 13 pages  
       - Standard - 16 pages.

I'll send the book  
overnite.

Lucy

P.S. I split the transmission

**NOTES ON  
EDUCATION FOR A FAIR AND COMPETITIVE SOCIETY**

**DAVID T. KEARNS**

**CHAIRMAN**

**XEROX CORPORATION**

**TO**

**ON**

## PROBLEM STATEMENT

- **PLEASED TO BE HERE TO DISCUSS AN AMERICAN CRISIS.**
- **THE WORD "CRISIS" IS AN APT ONE.**
- **IN FACT, IT'S A NATIONAL DISASTER.**
- **A THIRD OF TOMORROW'S WORK FORCE WILL BE MINORITY, AND HALF OF THOSE KIDS ARE GROWING UP POOR.**
- **A FOURTH DROP OUT.**
- **MOST WON'T HAVE THE SKILLS TO SURVIVE IN AN ADVANCED ECONOMY AND A GLOBAL MARKETPLACE.**

- **AMERICA'S FUTURE DEPENDS ON EDUCATING OUR CHILDREN.**

-- **EVERY YEAR 700,000 KIDS DROP OUT OF SCHOOL.**

-- **ANOTHER 700,000 GRADUATE WITHOUT BEING ABLE TO READ THEIR OWN DIPLOMAS.**

-- **THAT'S 50% OF OUR YOUTH.**

- **OUR SCHOOLS HAVE PUT US AT A TERRIBLE COMPETITIVE DISADVANTAGE IN THE GLOBAL ECONOMY.**

- **AMERICA'S SCHOOL CHILDREN RANK LAST IN INTERNATIONAL COMPARISONS IN MATH AND SCIENCE.**

- **THE LABOR DEPARTMENT SAYS MORE THAN THREE-FOURTHS OF NEW WORKERS WON'T HAVE THE SKILLS THEY NEED TO DO THE WORK THAT NEEDS TO BE DONE.**
  
- **THAT SPELLS DISASTER FOR AMERICAN BUSINESS, FOR OUR ECONOMIC FUTURE, AND FOR OUR STANDARD OF LIVING.**
  
- **WHEN THE SKILLS LEVEL OF THE WORKFORCE DIFFERS FROM THE SKILLS LEVEL REQUIRED BY THE ECONOMY, PEOPLE CALL IT A WORK FORCE MISMATCH.**
  
- **I CALL IT A PUBLIC EDUCATION FAILURE.**

## **THE JAPANESE LESSON**

- **OUR SCHOOLS HAVE TO EDUCATE EVERYBODY --  
NOTHING LESS WILL DO.**
  
- **THAT'S WHAT THE JAPANESE DO.**
  
- **THERE'S A LOT OF EVIDENCE THAT A KEY REASON  
FOR THEIR ECONOMIC SUCCESS IS THEIR  
EDUCATION SUCCESS.**
  
- **VIRTUALLY ALL THEIR YOUNG PEOPLE GET A  
WORLD CLASS HIGH SCHOOL EDUCATION.**
  
- **WE MUST DO THE SAME.**
  
- **WE CAN'T EDUCATE THE AFFLUENT AND IGNORE  
THE DISADVANTAGED.**

**-- WE CAN'T HAVE EXCELLENCE WITHOUT EQUITY.**

- **IMPROVING OUR EDUCATION SYSTEM WILL TAKE SOME RADICAL CHANGES IN THE WAY SCHOOLS ARE RUN.**

**SIX PART PROGRAM**

- **TOO MUCH OF WHAT PASSES FOR EDUCATION REFORM AMOUNTS TO JUST TINKERING AT THE MARGINS.**

**-- REAL REFORM MEANS RESTRUCTURING THE SYSTEM FROM TOP TO BOTTOM.**

-- **NOTHING ELSE WILL WORK.**

● **MANY ASK WHAT SHOULD OR CAN WE DO?**

1. **CHOICE: LET PUBLIC EDUCATION WORK IN A FREE MARKET. LET SCHOOLS COMPETE FOR STUDENTS AND LET STUDENTS ATTEND THE SCHOOL OF THEIR CHOICE.**
2. **RESTRUCTURING: SCHOOLS WOULD BE RUN BY TEACHERS AND PRINCIPALS AND DISTRICT OFFICES WOULD BECOME SERVICE CENTERS.**
3. **PROFESSIONALISM: SALARIES WOULD BE BASED ON A COMBINATION OF PERFORMANCE AND LONGEVITY, AND TEACHERS WITH SPECIALTIES IN SHORT SUPPLY WOULD BE PAID MORE.**
4. **STANDARDS: ACADEMIC STANDARDS MUST BE RAISED FOR ALL STUDENTS, AND STUDENTS HELD STRICTLY ACCOUNTABLE TO THEM.**

5. **VALUE: EVERYTHING IS NOT RELATIVE. THERE ARE PLENTY OF CONSTANTS IN AMERICAN VALUES, AND THEY OUGHT TO BE TAUGHT IN THE SCHOOLS.**
  
6. **FEDERAL RESPONSIBILITY; WASHINGTON SHOULD FULLY FUND HEAD START AND CHAPTER 1 PROGRAMS AND IT SHOULD EXPAND THE BUDGET FOR EDUCATIONAL RESEARCH AND DATA COLLECTION.**

### **ROLE OF BUSINESS**

- **HOW DO WE ACCOMPLISH THIS?**
  
- **WE NEED BUSINESS LEADERS IN EACH OF THE NATION'S COMMUNITIES TO INSIST THAT PUBLIC EDUCATION BEGIN TO LEARN ITS LESSONS FROM SUCCESSFUL FIRMS IN THE MARKET, THAT "CHOICE", "DIVERSITY", AND "COMPETITION" ARE TERMS AS WELL SUITED TO THE PUBLIC AS THE PRIVATE SECTORS.**

- **THE BUSINESS ROUNDTABLE -- WHICH CONSISTS OF THE NATION'S 200 LARGEST COMPANIES -- HAS MADE A MAJOR COMMITMENT TO THE GOVERNORS.**
  
- **EACH CEO HAS MADE A TEN-YEAR COMMITMENT TO A STATE.**
  
- **XEROX CHOSE THE DISTRICT OF COLUMBIA.**
  
- **WE INTEND TO GO BEYOND THE RHETORIC.**
  
- **WE INTEND TO ACT.**
  
- **UNDER THE LEADERSHIP OF JOHN AKERS -- CHIEF EXECUTIVE OFFICER OF THE IBM CORPORATION -- WE ARE COMMITTED TO A TEN YEAR PLAN, ONE THAT TRANSCENDS INDIVIDUAL CEO'S AND INDIVIDUAL CORPORATIONS, ONE THAT WILL PUT THE NATION'S CORPORATE RESOURCES BEHIND THE CAUSE OF REFORM UNTIL THE NEXT CENTURY.**

- **EACH CEO HAS MADE A TEN-YEAR COMMITMENT**
- **WE BELIEVE IT WILL TAKE THAT LONG TO  
INSTITUTIONALIZE TRUE EDUCATION REFORM.**
- **AND THAT IS WHAT WE ARE AFTER.**
  
- **NOT TINKERING AT THE MARGINS.**
  
- **NOT WHAT I CALL FEEL-GOOD PARTNERSHIPS THAT  
DO LITTLE BUT SHORE UP A BAD SYSTEM.**
  
- **BUT FUNDAMENTAL REFORM AND RESTRUCTURING  
OF OUR PUBLIC EDUCATION SYSTEM.**

- **GOVERNORS AREN'T THE ONLY ONES WHO NEED HELP.**
  
- **AN INCREASING NUMBER OF SCHOOL SUPERINTENDENTS -- PEOPLE LIKE JOE FERNANDEZ WHO JUST TOOK OVER IN NEW YORK CITY -- ARE WILLING TO ATTACK THEIR OWN BUREAUCRACY.**
  
- **AND UNION LEADERS LIKE AL SHANKER AND ADAM URBANSKI HAVE SHOWN REAL COURAGE.**
  
- **THESE PEOPLE ARE HEROES IN MY BOOK.**
  
- **THEY ARE TAKING ON THE SYSTEM AND TRYING TO IMPLEMENT REAL CHANGE.**
  
- **THEY DESERVE OUR SUPPORT.**

**NO QUICK FIXES**

- **REAL STRUCTURING IS ESSENTIAL.**
  
- **I URGE YOU NOT TO LOOK FOR EASY SOLUTIONS OR QUICK FIXES.**
  
- **THERE AREN'T ANY.**
  
- **WE BELIEVE EDUCATION REFORM IS OUR BUSINESS, NOT BECAUSE IT MAKES US FEEL GOOD -- THOUGH IT WILL.**
  
- **NOT FOR REASONS OF ALTRUISM AND PHILANTHROPY EVEN THOUGH THEY ARE IMPORTANT.**

- BUT FOR THE BEST, MOST HARDHEADED BUSINESS REASON: THE BOTTOM LINE.**
- GOOD EDUCATION IS GOOD BUSINESS.**
- IT'S GOOD FOR THE NATION, GOOD FOR WORKERS, AND GOOD FOR INTERNATIONAL COMPETITIVENESS.**
- I URGE YOU TO BECOME ADVOCATES OF EDUCATION REFORM.**
- OUR FUTURE -- ECONOMIC AS WELL AS POLITICAL -- DEPENDS AS NEVER BEFORE ON THE QUALITY OF OUR CITIZEN'S EDUCATION.**

- **OUR ECONOMIC WELL BEING IN THE FUTURE IS DIRECTLY LINKED TO THE QUALITY OF THE AMERICAN WORK FORCE.**
- **WE STAND AT AN IMPORTANT CROSSROAD.**
- **WE CAN MAKE A DIFFERENCE.**
- **IT WILL TAKE REAL EFFORT, BUT IT WILL PAY RICH DIVIDENDS. WE ARE NOT ON A CRUSADE TO SAVE OUR SCHOOLS.**
- **WE ARE ON A CRUSADE TO SAVE OUR NATION.**
- **THERE IS NOTHING MORE IMPORTANT ON THE NATIONAL AGENDA.**

-- LET ME REPEAT THAT.

-- NO DOMESTIC ISSUE IS MORE IMPORTANT THAN  
EDUCATION.

● IMPROVING OUR SCHOOLS IS NOT JUST ANOTHER  
NATIONAL PRIORITY.

● I SEE IT AS UNDERPINNING TO A WHOLE SET OF  
OTHER ISSUES -- DRUGS, ECONOMY -- BALANCE OF  
TRADE, AND THE SECURITY OF THE U.S.

- **TWO CENTURIES AGO THOMAS JEFFERSON SAID "IF A NATION EXPECTS TO BE IGNORANT AND FREE, IT EXPECTS WHAT NEVER WAS AND NEVER WILL BE."**
  
- **IT IS OUR TASK TO MAKE SURE THAT ALL AMERICANS UNDERSTAND THAT JEFFERSON'S WORDS ARE AS TRUE TODAY AS WHEN HE UTTERED THEM.**
  
- **THANK YOU.**
  
- **I WELCOME YOUR QUESTIONS.**

**- # # # -**



OFFICE OF THE SECRETARY  
U. S. DEPARTMENT OF EDUCATION  
400 Maryland Avenue, S.W.  
Suite 4181  
Washington, D.C. 20202

31 MAR 19 P2:39

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FAX COVER SHEET

TO: Peggy

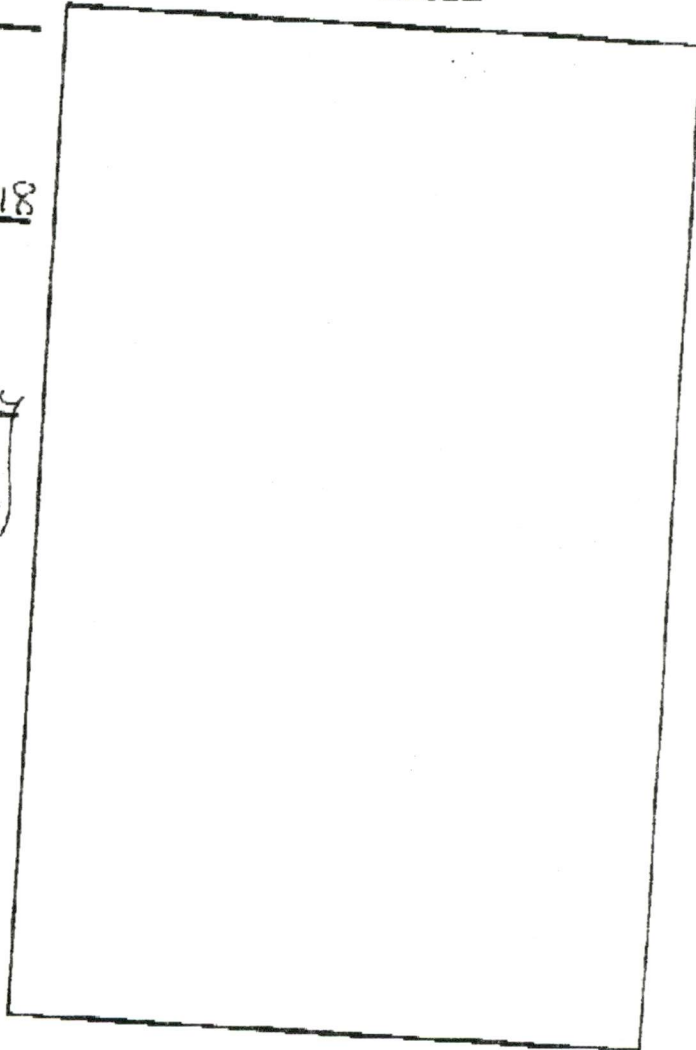
MESSAGE

FAX NUMBER: 456-6218

FROM: Sally McElroy

Wade Dyke

Sheet #1 of 8



**LAMAR ALEXANDER**

On December 17, 1990, President Bush announced his intention to nominate Lamar Alexander as U.S. Secretary of Education. Mr. Alexander has served as President of The University of Tennessee since January 1988. His comments on education are featured regularly on cable television's "American Magazine." He is a member of President Bush's Education Policy Advisory Committee.

While at The University of Tennessee, Mr. Alexander has emphasized the university's improving academic quality, reflected by a \$5.2 million commitment last year for 100 Whittle Scholars, the recruitment of Brown University Faculty Dean John Quinn and University of Connecticut Engineering Dean Wesley Harris, the appointment of the first black and the first female vice presidents at the university, and the recent unanimous approval of a new five-year plan for the university's campuses and institutes.

Mr. Alexander was Governor of Tennessee from 1979 to 1987. As Chairman of the National Governors' Association, he led the 50-state education survey, "Time for Results." In 1988 the Education Commission of the States gave him the James B. Conant Award for "distinguished national leadership in education." He was Chairman of President Reagan's Commission on Americans Outdoors and in 1987 was one of the NCAA's six Silver Anniversary scholar-athletes.

Mr. Alexander is a classical and country pianist and author of three books, the most recent being *Six Months Off* (William Morrow & Co., Inc.), the story of his family's "escape" to Australia after eight years in the Tennessee Governor's Mansion. He is a Phi Beta Kappa graduate of Vanderbilt University and was a law review editor at New York University Law School. He was born July 3, 1940.

His wife, Honey, is a member of the Corporation for Public Broadcasting and of the board of directors of Family Services of America. With Bob Keeshan, television's "Captain Kangaroo," the Alexanders helped to found Corporate Child Care, Inc., which helps companies solve their employees' child care problems.

The Alexanders have four children: Andrew, 21; Leslee, 18; Kathryn, 16; and Will, 11.

January 1991

Background on Department of Education  
for White House Research Office  
March 19, 1991

- In 1867, Congress created a non-cabinet level Department to collect information and statistics about U.S. schools. As federal education programs expanded, the need for a separate department grew.
- On October 17, 1979, President Jimmy Carter signed Public Law 96-88, creating the U.S. Department of Education. One of 14 cabinet-level federal agencies, the doors formally opened on May 4, 1980.
- Lamar Alexander was unanimously confirmed by the Senate on March 14, 1991, and sworn into office on March 18. He is the fifth Secretary of Education. His predecessors were Shirley Hufstedler (12/79-1/81); Terrell Bell (1/81-12/84); William Bennett (2/85-9/88); and Lauro Cavazos (9/88-12/90).
- The Department houses nearly 5,000 employees nationwide (4,896 part-time, full-time, consultants, experts, according to ED Personnel, as of 2/23/91): 3400 in Washington, D.C. and 1600 in 10 regional offices.
- For the 1990-91 school year, the federal government's share of spending for public elementary and secondary schools was only 6.0 percent (\$13.0 billion) of an estimated total of \$218.3 billion. For education spending at all levels (elementary, secondary, postsecondary, private), the federal share is an estimated 8.4 percent (\$33.2 billion) of an estimated total of \$397.0 billion. (Source: ED's Office of Educational Research and Improvement).
- The President's new domestic agenda, announced February 27, includes initiatives to expand educational choice, promote alternative certification for teachers and principals and provide more flexibility in federally-funded education programs in exchange for more state/local accountability. He will incorporate his education initiatives in a new Educational Excellence Act to be announced soon.

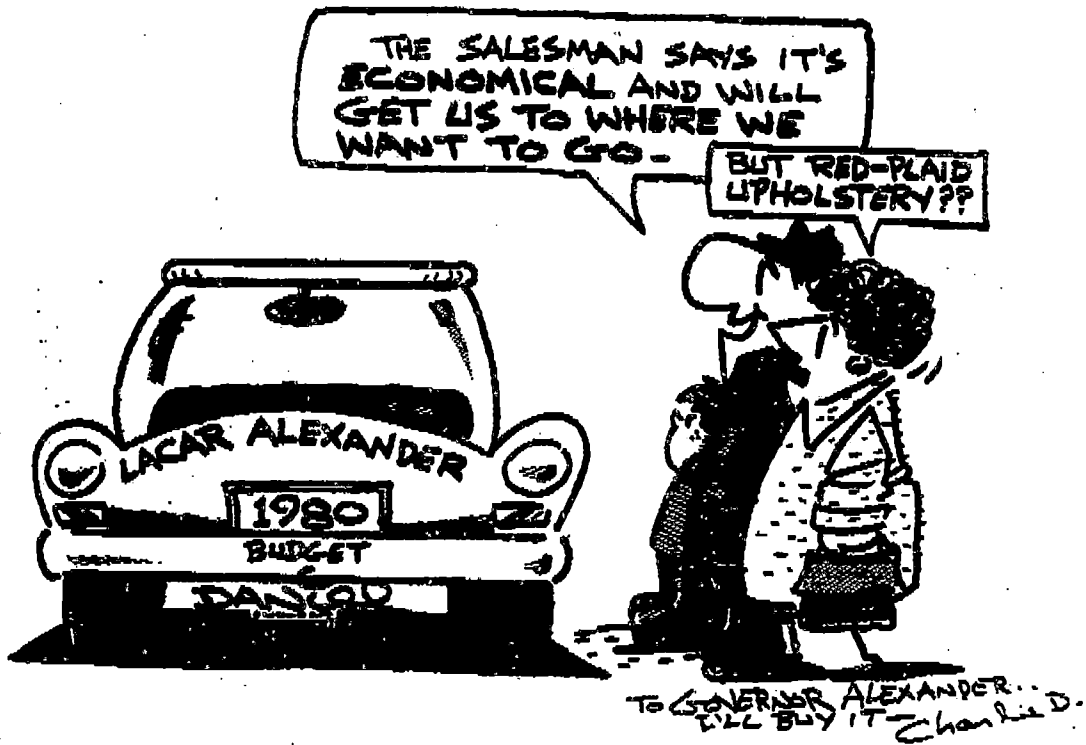
### On This I Sound Like a Broken Record

From "Steps Along the Way"

The preceding facts and the following conclusions may help you understand why I say time and time again that paying more for teaching well should be Tennessee's most important strategy:

1. Tennessee's most urgent need is to raise family incomes.
2. Higher family incomes come from jobs, not from government handouts.
3. Most new jobs are grown at home, not recruited.
4. "Growing" and holding jobs today requires higher skills than many Tennesseans have.
5. Skills are usually learned in schools.
6. Therefore, better schools mean better jobs for Tennesseans, young and old.
7. The teacher-student relationship is the heart of a school.
8. Therefore, better teachers produce better schools.
9. Many talented people will not join a profession that does not reward performance and results.
10. Taxpayers will not pay teachers' salaries that average much above their own (taxpayers') salaries.
11. Taxpayers will pay to make Tennessee's best teachers among the best-paid teachers in America because the taxpayers' jobs depend on the teachers' results.
12. Therefore, paying more for teaching well is the best way to keep and attract the best teachers.

Raising family incomes is much more complicated than what I have just outlined; but basing policy on this series of conclusions for ten years will do more than anything else the state can do to raise family incomes.



### One Governor's Report Card

As my term draws to a close, people often ask, "What are your accomplishments?" I know what they are thinking. Saturn and Nissan came, so I must have talked Saturn and Nissan into it; the schools are better because of *my* Better Schools Program; there are new roads—the governor built them; fewer babies die—Honey's programs saved them. Some think about it the other way, too. Prisoners escape; I must have gone to sleep at the watchtower.

But that is not the way it is, and that is not the way I mark my own report card. *Governors* don't have those kinds of accomplishments; *the people* do. A governor achieves his personal best by being honest and by staying in touch with the people who elected him to serve them.



### A Tennessee Report Card (1979-1987)

Here is my list—in priority order—of the twenty-five most important things that state government helped happen during the last eight years (aside from the birth of William Houston Alexander, May 14, 1979). Most of the twenty-five things are programs and policies based upon the facts and conclusions you have just read:

- \* 1. MASTER TEACHERS AND PRINCIPALS—Tennessee, five years ahead of the nation in paying more for teaching and leading schools well, offering 77 percent pay increases over three years to the best teachers with twelve-month contracts.
- 2. TENNESSEE HOMECOMING '86—Seven hundred ninety-

eight communities, studying their heritage, thinking prouder and bigger, all at once, in one state, the biggest celebration in our history. (If we could bottle the spirit, it would outsell anything else in Tennessee!)

3. SATURN AND NISSAN—The biggest United States investment ever and the biggest overseas Japanese investment ever both coming to Tennessee, a national verdict about where to build the highest quality car or truck at the lowest possible cost in the 1990s.

4. NEARLY 10 PERCENT OF ALL JAPANESE UNITED STATES INVESTMENT COMES TO TENNESSEE—Developing the best relationship any state has with America's number one ally.

5. THREE BIG ROAD PROGRAMS IN SIX YEARS—More than doubling the gasoline tax to build one of the best state road systems, including 152 miles of new state-paid interstate highways.

6. KNOXVILLE'S OAK RIDGE CORRIDOR—Building an interstate highway from the nation's most visited national park (Great Smokies) by the airport for the most livable city in the U.S. (Knoxville) to the world's finest energy research laboratory (Oak Ridge), giving joint appointments to twenty-five nationally distinguished scientists at the laboratory and at an improved UT-Knoxville, building a \$25 million technical institute on the corridor, all in an area where 3,000 Ph.D.'s live and work, creating Tennessee's answer to North Carolina's Research Triangle.

X

7. CENTERS OF EXCELLENCE AND CHAIRS OF EXCELLENCE AND ONE HUNDRED PERCENT FUNDING FOR HIGHER EDUCATION—Endowing our colleges and universities so they can do better what they do best.

X

8. THE LOWEST INFANT MORTALITY RATE IN TENNESSEE HISTORY—Fewer babies die, because there is the Healthy Children Initiative. (Honey would put this first. She's probably right—she almost always is.)

9. CLEAN WATER PROGRAM—Safe Growth Team's most important accomplishment: \$1 billion of government money over twenty years so there will be enough safe water.

X

10. BETTER SCHOOLS TASK FORCES—One hundred twenty-five local citizen groups setting *their own* goals and issuing *their own* report cards, because ultimately communities fix schools.

X

11. BASIC SKILLS FIRST—New standards and tests so we can insist that eighth graders know eighth-grade skills.

X

12. COMPUTER SKILLS NEXT—Computers and training so that every ninth grader knows basic computer skills.

13. ELIMINATE MOST CEILINGS ON INTEREST—They were running away money and jobs.

14. SCENIC PARKWAYS SYSTEM—No new billboards or junkyards on three thousand miles of roads to scenic places (unless cities and counties change their zoning).

X

15. GOVERNOR'S SCHOOLS—Four month-long residential Governor's Schools for gifted high school juniors in the Sciences, Performing Arts, Humanities, and International Studies; a Governor's Academy for Teachers of Writing; Principals' Academies, plus

several hundred Levels II and III teachers teaching summer classes for other students who want to get ahead and students who need to catch up.

16. STATE PRISON OVERCROWDING PERMANENTLY ENDED—New corrections laws put state prisons in best shape in a long time. (I'm sure the Democrats will wince at this. It's always been on their gripe list.)

X

17. REORGANIZED ADULT JOB TRAINING UNDER BOARD OF REGENTS—To help adults who need basic skills, computer skills, and new jobs skills.

X

18. COLLEGE FRESHMEN WHO NEED THEM MUST TAKE REMEDIAL COURSES—Twenty percent need them, even though they have a high school degree.

19. PRIVATE MANAGEMENT OF CORRECTIONS—More pioneering to see if someone else does it better for less money.

X

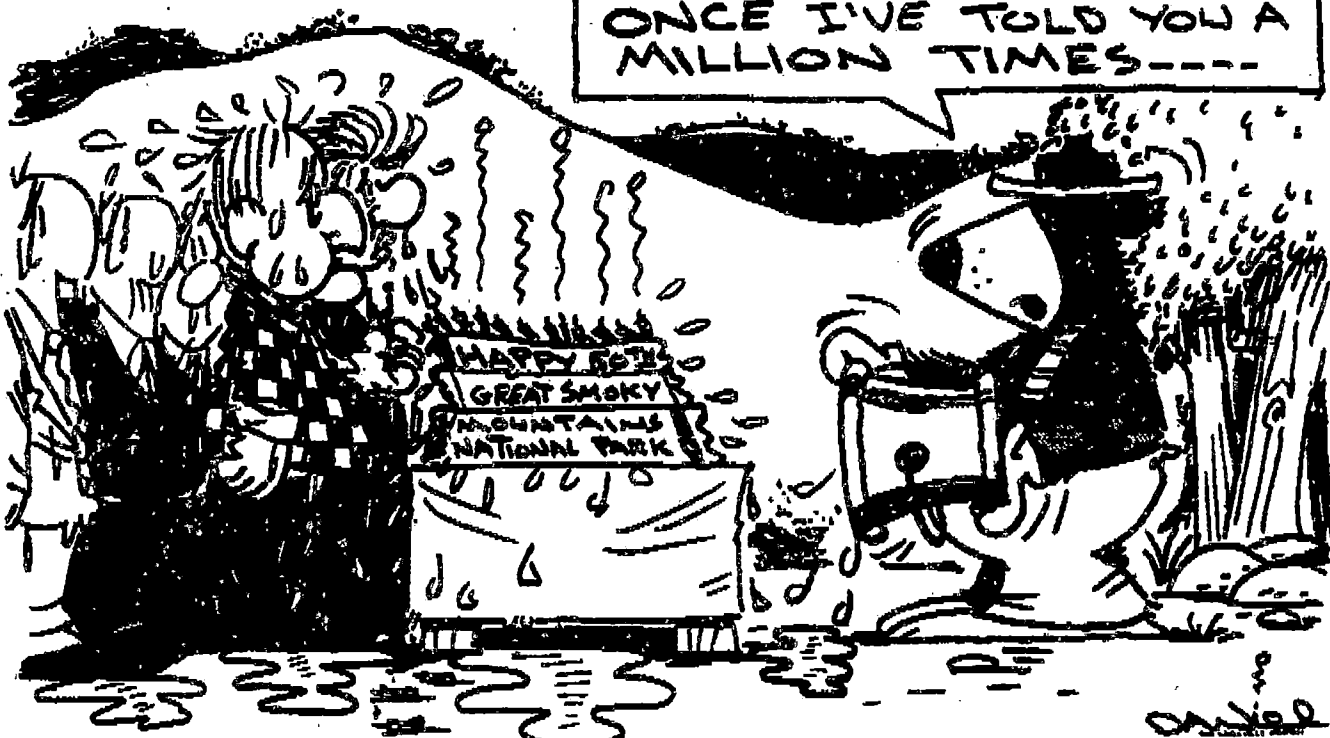
20. ABOLISHING MEMPHIS STATE UNIVERSITY'S UNDERGRADUATE TEACHER EDUCATION PROGRAM—In its place is a master's degree program attracting talented men and women who already have college degrees in their teaching fields and who want to be teachers. It's the wave of the future.

21. TENNESSEE HERITAGE OF MUSIC—Three million dollars in endowment and annual operating funds for symphonies and community orchestras.

22. MEMPHIS JOBS CONFERENCE—The catalyst that helped our largest city find its strengths, celebrate them, and move ahead.

23. TENNE-SENIOR—Retail discounts for 530,000 Tennesseans sixty-five and over.

IF I'VE TOLD YOU PEOPLE  
ONCE I'VE TOLD YOU A  
MILLION TIMES----



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24. **TOURISM BECOMES A \$4 BILLION INDUSTRY**—With the help of Tennessee Homecoming '86, a big advertising budget, and the World's Fair.

25. **ALL DONE WITH THE LOWEST TAXES IN THE SOUTH**—State and local per capita taxes in Tennessee are the lowest in the South; there are a thousand fewer state employees than there were eight years ago, the state debt has been reduced six of the last eight years, and Tennessee is one of eleven states with a Triple A bond rating.



**Honorable Mention:**

*Clean Roadsides*—A litter pick-up crew in every county.

*Medical Home for Every Child*—So every poor child has a doctor.

*Tennessee Tomorrow*—So tomorrow's political leaders can meet today's.

*Jobs for High School Graduates*—Skills and jobs for high school graduates who otherwise would have been *least* likely to succeed.

*"Just Say No"*—Preventive measures to halt the alcohol and drug epidemic among young Tennesseans.

I figure everyone else will develop a report card for the last eight years so I might as well offer my version.

ntinued college instruction of Putnam County. In 1915 echnic Institute. Dixie Col- , along with \$75,000 from began on September 14, (1916-1920). The institute is a high school for Cooke- o 1938. Third year college e high school was discon- ne a four-year college. In d the last high school class

ial and Technical Subjects nal accreditation in 1939. 10 to 1974. An Army Air during World War II. The d into five schools in 1949; late School was founded in of science degree program e college in the 1960s. On echnological University. A 70. In 1971 the university Army Corps of Engineers, f Nursing was initiated in s was opened at Smithville, us include Derryberry Hall emorial Library; University alth and Physical Education Bruner, Foster, Henderson, cademic buildings; twenty- . apartments. The university nter for Crafts near Smith- nter Hill Lake twenty-five arms.

educational, residential and demic calendar with a sum- with a faculty of 560. The and Home Economics, Arts and Engineering; School of ian Center for Crafts; and e bachelor of arts, science, me economics, chemistry, ology, engineering science chemical, civil, electrical,

and mechanical engineering; master of arts, science, business administration, engineering, and engineering science and mechanics; master of chemical, civil, electrical, industrial, and mechanical engineering; specialist in education; doctor of philosophy; and associate of science. The Joe L. Evins Appalachian Center for Crafts is located at Smithville; it offers courses leading to bachelor of fine arts and bachelor of science degrees. The Division of Extended Services provides noncredit courses, evening classes, and off-campus courses. There are two off-campus centers: Tennessee Tech/Roane State Crossville Center at Crossville, Tennessee, and Tennessee Tech/Motlow State McMinnville Center at McMinnville, Tennessee.

Students may enroll in the Army Reserve Officers' Training Corps program. Among student organizations are the Associated Student Body, thirteen social fraternities, and six social sororities. Students publish the *Oracle* weekly newspaper and the *Eagle* yearbook. *Homespun* literary magazine is published by the Department of English. The university is a member of the Ohio Valley Conference; teams compete in men's football, baseball, cross-country, soccer, and golf; women's volleyball; and men's and women's basketball, rifle, and tennis. The Jere Whitson Library has 760,000 volumes. The university is accredited by the Southern Association of Colleges and Schools. Arliss Lloyd Roaden has been president since 1974.

REFERENCES: Harvey Neufeldt, Tennessee Technological University; Harvey G. Neufeldt, "Higher Education in the Upper Cumberland: Tennessee Polytechnic Institute," paper presented at the Second Upper Cumberland Lecture series, September 20, 1979; Austin Wheeler Smith, *The Story of Tennessee Tech* (Nashville: McQuiddy Printing Co., 1957).

**TENNESSEE SYSTEM, THE UNIVERSITY OF.** Knoxville, Tennessee 37916 (615) 974-2591. The University of Tennessee System was organized in 1968 with subordinate units The University of Tennessee, Knoxville; The University of Tennessee at Martin; and The University of Tennessee Medical Units. Andrew David Holt, president of the University of Tennessee, Knoxville, was chosen president of the system in 1968. The units were headed by chancellors. The University of Tennessee, Knoxville, was chartered as Blount College on September 10, 1794. It became a land-grant college in 1869 and was named The University of Tennessee in 1879. The University of Tennessee at Martin had been established in 1900 as Hall-Moody Institute by the Southern Baptist Conference of West Tennessee. It became Tennessee Junior College under the administration of The University of Tennessee in 1927. In 1951 it became a senior college as The University of Tennessee Martin Branch.

The University of Tennessee Medical Units had developed from the merger of University of Memphis College of Physicians and Surgeons and College of Dentistry with the University of Tennessee in 1911. The College of Pharmacy was organized in 1925. In 1926 the Memphis Training School for Nurses became part of the university, and in 1927 the School of Biomedical Sciences was

established. In 1974 the medical units became The University of Tennessee Center for the Health Sciences located at Memphis. In 1969 The University of Tennessee at Chattanooga was established as a state institution under the system with the merger of the private University of Chattanooga and Chattanooga City College. The University of Chattanooga had been established as Chattanooga University in 1886 by the Methodist Episcopal church. Ties with the church had been severed in 1935. Chattanooga City College had operated as a private, predominantly black junior college.

Holt was succeeded at The University of Tennessee, Knoxville, by Charles Weaver, chancellor from 1971 to 1973, and as president of the system by Edward Joseph Boling in 1970. The system is governed by an eighteen-member board of trustees serving nine-year terms and is administered by a president elected by the Board of Trustees.

**Tennessee, Knoxville, The University of.** Knoxville, Tennessee 37996 (615) 974-3288. The territorial legislature of the Southwest Territory, later the state of Tennessee, chartered Blount College at Knoxville, the territorial capital, on September 10, 1794. The college was named for William Blount, the territorial governor. The college was opened early in 1795, meeting at the home of Samuel Carrick (BDAE), who first had opened a school there on January 1, 1793. A two-story frame building was constructed at Gray and Clinch streets. Five women students were enrolled in the college in the early 1800s. On October 26, 1807, the Tennessee legislature established East Tennessee College, absorbing the assets of Blount College. Carrick continued as president until his death in 1809. The college was closed due to lack of funds from 1809 to 1820; it was reopened to male students under David A. Sherman, who served until 1825. The school was consolidated with Hampden-Sydney Academy (later Hampden-Sydney College†) from 1820 to 1826. The college was moved to the Charles McClung, Jr., residence on the forty-acre College Hill site. Center College building was constructed in 1828.

Under Joseph Estabrook, president from 1834 to 1850, the legislature changed the name to East Tennessee University on January 29, 1840. A gymnasium constructed in 1854 was destroyed during the Civil War. The university continued to operate until the campus was occupied in 1862 by Confederate troops who turned it into a military hospital. Thomas W. Humes was appointed president of the closed university on March 19, 1864. The school was reopened on March 1, 1866, with twenty students in attendance. On January 16, 1869, the university became the land-grant college for the state of Tennessee under the Morrill Act of 1862. A 262-acre farm was purchased in 1869. South College Building was constructed in 1872. In March 1879 the university was renamed the University of Tennessee. A medical college was established at Nashville, Tennessee, as a branch of the university in 1879, and a dental college was added later. The Graduate School was established in 1879. A summer normal school was conducted on the campus in 1879. The Agricultural Experiment Station was formed



John C. Hodges Undergraduate Library, and 10 student residence halls. The university maintains the 18,500-acre Ames Plantation near Grand Junction, Tennessee; the Dairy Experiment Station near Lewisburg, Tennessee; 250-acre Arboretum at Oak Ridge; a research farm; animal research laboratory; and seven agricultural experiment stations throughout the state. Among graduates were state governors James B. Frazier and Winfield Dunn; U.S. senators Howard Baker, Jr., Albert Gore, Sr., Estes Kefauver, and Lawrence D. Tyson; college president David Bancroft Johnson (BDAE); U.S. Supreme Court Justice Edward T. Sanford; U.S. Marine Corps Commandant Clifton Cates; Pulitzer Prize winners Bernadotte E. Schmitt and John M. Hightower; and Albert Alexander Murphree (BDAE). U.S. Commissioner of Education Philander Priestly Claxton (BDAE) was a graduate who also served on the faculty. Faculty members included Edward Southey Joynes (BDAE), John Berrien Lindsley (BDAE), John McLaren McBryde, William Albert Noyes (BDAE), and John Alexander Witherspoon (BDAE).

The University of Tennessee, Knoxville, is a public, coeducational, residential and commuter, land-grant university operating on the quarter academic calendar with a summer quarter. In the 1980s there were nearly 23,000 full-time and more than 7,000 part-time students with a full-time faculty of 1,300 and a part-time faculty of 420. The university is organized into colleges of Agriculture, Business Administration, Communications, Education, Engineering, Home Economics, Law, Liberal Arts, Nursing, and Veterinary Medicine; School of Architecture; graduate schools of Library and Information Science, Planning, and Social Work; and Division of Continuing Education. At Oak Ridge are the Graduate School of Biomedical Sciences, Evening School, and Resident Graduate Program. The University of Tennessee Space Institute is located at Tullahoma, Graduate Center at Kingsport, and Graduate Engineering Center at Chattanooga. The Institute of Agriculture is composed of the colleges of Agriculture and Veterinary Medicine, the Agricultural Experiment Station, and Agricultural Extension Service.

The College of Agriculture offers bachelor of science in wildlife and fisheries science, forestry, agriculture, and agricultural engineering degrees. Farms adjacent to or near the agricultural campus are the Morgan Farm of 80 acres, Cherokee Farm of 550 acres, Plant Science Farm of 510 acres, and a 510-acre livestock farm. Forestry facilities are Cherokee Woodlot (120 acres), Oak Ridge Forest (2,260 acres), and Ames Plantation (8,000 acres). Students publish the *Tennessee Farmer* quarterly. The College of Veterinary Medicine awards doctor of veterinary medicine, master of science, and doctor of philosophy degrees. It operates research facilities at Cherokee Farm and in middle and west Tennessee. The College of Business Administration awards the bachelor of business administration degree. It conducts the Center for Business and Economic Research. The College of Communications includes the School of Journalism. It confers the bachelor of science in communications degree.

student residence halls. The ion near Grand Junction, Tennessee; 250-acre Ar research laboratory; and seven tate. Among graduates were Dunn; U.S. senators Howard Lawrence D. Tyson; college upreme Court Justice Edward ton Cates; Pulitzer Prize win r; and Albert Alexander Mur n Philander Priestly Claxton faculty. Faculty members in rrien Lindsley (BDAE), John ), and John Alexander With-

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ence in wildlife and fisheries ineering degrees. Farms ad- Morgan Farm of 80 acres, of 510 acres, and a 510-acre odlot (120 acres), Oak Ridge acres). Students publish the ary Medicine awards doctor tor of philosophy degrees. It middle and west Tennessee. bachelor of business admin- ss and Economic Research. ol of Journalism. It confers

The College of Education includes the School of Health, Physical Education and Recreation. It grants the bachelor of science in education degree. The College of Engineering offers bachelor of science in aerospace, chemical, civil, electrical, industrial, mechanical, metallurgical, and nuclear engineering; bachelor of science in engineering physics; bachelor of science in engineering science; master of science; and doctor of philosophy degrees. The college houses the national headquarters of Tau Beta Pi and Chi Epsilon honor societies. There is a cooperative engineering program. There are five-year cooperative programs with a number of liberal arts colleges. The college conducts a graduate program at the University of Tennessee Space Institute and the Engineering Experiment Station. Engineering students publish the *Tennessee Engineer*.

The College of Home Economics awards bachelor of science in tourism, food, and lodging administration; home economics; and interior design degrees. The College of Law is conducted on the semester academic calendar. It confers the doctor of jurisprudence degree. There is a dual doctor of jurisprudence/master of business administration degrees program with the College of Business Administration. Students publish the quarterly *Tennessee Law Review*. Among law student organizations are the Student Bar Association, three national law fraternities, and a national honor fraternity. The College of Liberal Arts grants bachelor of arts, fine arts, music, science in chemistry, and science in social work degrees. The College of Nursing awards the bachelor of science in nursing degree. The School of Architecture confers the bachelor of architecture degree. Students publish *Portfolio* journal of architecture.

The Graduate School grants master of arts, science, accounting, business administration, arts in college teaching, engineering, fine arts, mathematics, music, public administration, and public health; master of science in library science, nursing, planning, and social work; specialist in education; and doctor of business administration, education, and philosophy degrees. The school conducts off-campus graduate centers at Kingsport and Oak Ridge; the Chattanooga Graduate Engineering Program; Nashville Graduate Engineering Program; and the University of Tennessee-Oak Ridge Graduate School of Biomedical Sciences. The Graduate School of Library and Information Science offers the master of library and information sciences degree. The Graduate School of Planning awards the master of science in planning degree. The master of science in social work degree is conferred by the Graduate School of Social Work. The school conducts degree programs at Nashville, Knoxville, Memphis, and Chattanooga. The Division of Continuing Education offers a variety of credit and noncredit courses, conferences, and workshops. It conducts the Evening School. The university conducts Transportation and Water Resources Research centers.

Students may enroll in foreign study programs and Air Force and Army Reserve Officers' Training Corps programs. There are more than 200 student organizations, including the Student Government Association; Phi Beta Kappa (1965), Sigma Xi, and 50 other local and national honor and professional societies; 26 national social fraternities; and 20 national social sororities. Students publish the



*Daily Beacon* student newspaper, the *Volunteer* yearbook, and the *Phoenix* quarterly literary magazine and participate in operating WUOT-FM radio station. There is a closed-circuit instructional television system. The university is a member of the Southeastern Conference and competes in men's football, baseball, wrestling, and golf; women's volleyball; and men's and women's basketball, cross-country, track and field, swimming, and tennis. The James D. Hoskins, John C. Hodges Undergraduate, Agriculture-Veterinary Medicine, and Music libraries have more than 1.4 million volumes and the Law Library has more than 133,000 volumes. The university is accredited by the Southern Association of Colleges and Schools. Jack Edward Reese has been chancellor since 1973.

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**Tennessee at Chattanooga, The University of.** Chattanooga, Tennessee 37402 (615) 755-4011. The Methodist Episcopal church established Chattanooga University at Chattanooga, Tennessee, in July 1886 with about 100 students under Edward Samuel Lewis as president (1886-1889). In 1889 Chattanooga University was merged with East Tennessee Wesleyan University at Athens, Tennessee; the new institution was called U. S. Grant University. In 1892 the College of Liberal Arts was moved to the Athens campus, and theology, law, and medical professional schools were located in Chattanooga. The undergraduate college was moved to Chattanooga in 1904, and the professional schools were discontinued in 1910. Under John H. Race, president from 1897 to 1913, the name was changed to University of Chattanooga in 1907. Arlo Ayers Brown was president from 1921 to 1929.

Legal ties to the Methodist Episcopal church were severed in 1935 during the administration of Alexander Guerry (1929-1938). David Alexander Lockmiller was president during World War II and the postwar period (1942-1959). The College of Arts and Sciences was established in 1957. William Henry Masterson was president from 1966 to 1969, when the university was merged with the Chattanooga City College, a private, predominantly black junior college, to become The University of Tennessee at Chattanooga under the University of Tennessee System.\* Masterson continued as first chancellor until 1973. New schools founded were Business Administration (1974), Engineering (1977), Education (1978), Human Services (1980), and Nursing (1980). On the seventy-nine-acre campus are more than twenty-five buildings, including Founders Hall

# INTRODUCTION

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policy agenda must be translated into terms that citizens understand and care about. Ultimately, it is the responsibility of Governors and other policy leaders, educators, and the business community to join together to help make this case. Without ongoing public understanding and support, efforts to restructure the education system will not succeed.

Subscribing to an agenda for reform and actually making the needed changes are quite different, and there is much hard work ahead.

At the state level, the primary task is to alter the policy environment in which all schools and districts operate. State policies cannot mandate the necessary reforms from the top. But they can and should provide the incentives and build the capacity for dramatic improvements in schools and colleges. This task is larger and more complicated than originally contemplated by the Governors in the *Time for Results* report. Rather than a series of discrete initiatives or reforms in a number of separate areas, what is required is a comprehensive and coherent set of changes in the policy framework that:

- Determines the goals and expectations for the education system, so that performance standards for all students are substantially raised, and so that overall performance levels of U.S. students equal those of students in other industrialized countries with whom the United States competes.
- Establishes the means of assessing both student performance and systemwide progress, so that the assessment tools that are used are consistent with the high standards that are established, reflect the complex skills that are required for success in the workforce and the broader society, and can motivate teachers and students alike.

- Provides needed investments in recruiting, selecting, and retaining the best possible talent in the education system; develops educators' knowledge, skills, and talents; and provides them with the technology and other tools required to get the job done.
- Establishes an accountability and incentive system that provides real rewards—not exclusively monetary—for school professionals who succeed in producing gains in student performance, and real consequences for professionals who fail to do so, so that all individuals in the education system strive to do their best to improve student performance, and lack of effort is not tolerated.

Bringing about these changes is critical; it will involve hard work and a sustained effort. However, the Governors are convinced by their experience that fundamental changes in the elementary and secondary system will not be enough. The focus on education must be lifelong, from prenatal care through continuing education for adults. Schools cannot fully succeed unless all youngsters are ready to learn when they arrive at school. And students learn more when their parents are educated. That is partially why adult literacy and other intergenerational approaches are so important. The knowledge and skills of those already in the workforce also must be increased simultaneously with efforts to better prepare those who will soon enter it.

Resources are important as well. Governors know that creating a truly effective, world-class lifelong education system will take additional resources. They also know that it is easier to reach consensus on fundamental reforms when additional resources are part of the reform package. However, the demands are growing on limited state resources for health care, corrections, infrastructure, and other needs as

**“We must substantially boost the performance of the education system and the knowledge and skills of all Americans.”**

Bill Clinton  
Governor of Arkansas

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# INTRODUCTION

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In 1986 the nation's Governors released a report that set forth plans for improving American education. *Time for Results: The Governors' 1991 Report on Education* was the work of seven gubernatorial task forces that examined critical issues facing the education system in the areas of teaching, leadership and management, parent involvement and choice, readiness, technology, school facilities, and college quality.

The Governors recognized that the state-led education reform movement begun in the early part of the 1980s was not going to be sufficient to meet the challenge of providing all learners with the knowledge and skills required for the twenty-first century. While these efforts provided an excellent beginning by strengthening the weakest schools and supporting the lowest achievers, they could not bring about the substantial gains in overall performance required for the future. And continuing to make incremental changes in the education system would be insufficient. That is why the Governors began to establish a new agenda for education reform.

Several aspects of their report were significant. Along with other reports prepared at the same time, *Time for Results* called for a fundamental restructuring of the education system. More specifically, the Governors recognized that everyone in the education system—students, teachers, administrators, and local and state policymakers—needed to focus their efforts squarely on achieving the results needed for students, and worry far less about creating or complying with rules and procedures. They believed that schools could succeed only by attracting the very best individuals to the education profession, providing them with the training and tools they need, giving them both the responsibility and the authority for getting the job done, and holding them accountable for the results.

The Governors also recognized that restructuring the education system would require time. Neither changes in education practice nor improved results would occur overnight. To help provide for sustained gubernatorial attention, the National Governors' Association committed to report annually through 1991 on how states were responding to and implementing the recommendations in *Time for Results*. This series of reports would provide a mechanism for Governors to remind educators of the need for continuing education reform, and serve as a vehicle for capturing the most important lessons of state efforts.

Much has been accomplished in the past four years, and even more has been learned. This volume summarizes the efforts states have undertaken since 1986. In addition, it describes some of the critical lessons for states in each of the *Time for Results* task force areas. Beyond these specific lessons, though, Governors have learned some important things about the requirements for leading the effort to restructure the education system into the next decade.

Governors are more convinced than ever that the agenda to restructure the education system is critical and that they have gained the support of key players at all levels of the system. The call for fundamental restructuring was radical and controversial in 1986. Now it is the conventional wisdom. Organizations representing teachers, administrators, state and local boards, business groups, and others have all come to subscribe to this agenda.

While the need to restructure is recognized by the education community, this is not yet true for much of the public—parents in particular. There is still much to be done to help the general public understand their personal stake in the need to make fundamental changes in the education system to dramatically boost student performance. The complex

**“In a world of rapid change and global markets, we must prepare our citizens to be lifelong learners—people who can think critically, communicate effectively, and perform at a skill level equal to their international competition.”**

Roy Romer  
Governor of Colorado

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economic conditions make sizeable increases problematic, especially for elementary and secondary education. Further, there is a strong consensus nationally that additional investments will be needed to create and sustain an adequate education and training system for adults. Over the past decade, substantial additional resources have already been allocated to the elementary and secondary education system and to higher education. The challenges facing policymakers and educators alike will be to make the best use of resources, make the tough decisions about redirecting existing funds and efforts into more effective programs and services, and make the most critical and productive investment of any new resources that are available.

The *Time for Results* report called for a five-year period of sustained effort at the state level. Governors now know that accomplishing all that needs to be done will require a sustained effort for at least the remainder of this decade. At the national level and within states, there must be mechanisms for regular reporting to enable policymakers, educators, and the public to remain focused on the tasks ahead, and to gauge the progress that is being made.

The lessons that Governors have learned were very much in mind when the Governors met with the President at the Education Summit in September 1989. They influenced much of the discussion with the President, and formed the basis for the difficult work that followed. They are reflected in both the national education goals and the National Education Goals Panel established to monitor and report on progress toward meeting those goals. They are reflected in the commitment made by the Governors at the Education Summit to launch efforts in every state to restructure the education system, and in the recommendations made by NGA's Task Force on Education in *Educating America: State Strategies*

*for Achieving the National Education Goals*. As a result of these efforts, the nation now has a clearer focus on the results we must achieve, and a ten-year timeframe in which to achieve them.

The effort initiated by the Governors with the *Time for Results* report has succeeded more than any Governor involved in that effort could have imagined. There is a broad national consensus about the direction education reform must take, and there are new partners in the reform effort.

Attention now must be shifted to the efforts to achieve the national education goals. Rather than continue to report for an additional year on state efforts to address the *Time for Results* agenda, attention now must be focused on the National Education Goals Panel and its efforts to report on the progress the nation is making to achieve the goals.



**EMBARGOED FOR 11:30 A.M. RELEASE**  
**January 4, 1991 (03-91)**  
**Contact: Rae Young Bond, 202/624-5330**

**STATE EDUCATION REFORM PROGRESSES, ACCORDING TO GOVERNORS' REPORT**

WASHINGTON, D.C. -- Since the nation's governors began a wave of education reform in 1986, states have increased teacher salaries, enlarged the pool of capable teachers by implementing alternative teacher certification programs, and enabled parents to exercise more choice about the schools their children will attend.

Results in Education: 1990, a report released today by Colorado Governor Roy Romer for the National Governors' Association, indicates that other accomplishments are evident: nearly every state has developed innovative programs to improve the achievement of at-risk students, nearly every state promotes the use of telecommunications for distance learning, and the number of states with college assessment policies has grown from a handful to 31.

These examples represent some of the strides states have made in implementing the recommendations of the education agenda outlined in NGA's landmark 1986 report, Time for Results. The recommendations focused on seven major areas: teaching; readiness; leadership and management; parent involvement and choice; technology; school facilities; and college quality.

Gov. Romer, one of NGA's lead governors on education, said the report is "invaluable because it helps governors assess state progress toward better schools and outlines the lessons states have learned through their efforts." The governor released the report at a news conference in Washington, D.C.

Gov. Romer also chairs the national panel that will monitor U.S. progress in education. He said the report affirms that states "need to take a comprehensive systemwide approach to education reform if it is going to work over the long haul, and that governors must cooperate with educators and policymakers at all levels to change the education system for the better."

NEWS RELEASE

South Carolina Gov. Carroll A. Campbell Jr., also one of NGA's lead governors on education, said that both incumbent and incoming governors "will sustain the states' commitment to education reform. Governors are in this for the long term, because they know that education not only fosters continued growth in a changing and competitive economy, it also gets individuals involved in their communities and in the political system."

Results in Education: 1990 charts state successes in reaching education reform objectives and includes a frank discussion of areas in which more state effort is needed. The issue areas discussed in the new report were initially put forth in Time for Results: The Governors' 1991 Report on Education.

### The Governors' Agenda

Time for Results was released by NGA in 1986 under the leadership of former Tennessee Gov. Lamar Alexander, nominated last month by President Bush to be the new U.S. education secretary. Through Time for Results, the governors committed themselves to a five-year education agenda to:

- create a more professional teaching force;
- strengthen school leadership and management;
- promote greater parental involvement and choice;
- help at-risk children and youth meet higher educational standards;
- make more effective use of new technology in education;
- use more efficiently the resources invested in school facilities; and
- strengthen the mission and effectiveness of colleges and universities.

The governors have charted progress in these areas in updates of Time for Results released in 1987, 1988, and 1989. The reports, based on 50-state surveys, tracked education reform progress the states made each year in each of the seven areas addressed in Time for Results. The fourth and final report, being released today, summarizes what states have accomplished since 1986 in each of the seven areas. It outlines lessons learned that will help guide future state action as the states try to attain the national education goals and discusses what states must do to ensure further progress.

From now on, tracking progress on achieving six national education goals adopted by the governors and endorsed by President Bush in February 1990 will take precedence over monitoring the seven areas spelled out in Time for Results. Work that led to the development of the six goals was done by the governors and the administration at the education summit President Bush held with the governors in September 1989.

The six goals focus on readiness for school, high school graduation rates, student achievement and citizenship, math and science achievement, adult literacy and life-long learning, and safe, disciplined, and drug-free schools.

Monitoring progress toward the six goals will be done by a national education goals panel of governors, administration officials, and members of Congress. Chaired by Governor Romer, the panel will issue its first report in September 1991 -- on the second anniversary of the education summit.

Highlights of state action in the report:

#### School Leadership

Since 1986, states and localities have made progress in improving the quality of school leadership. Updated university programs to prepare administrators are small in number but growing; licensure requirements for administrators have been revised in some states; new leadership academies and training programs train principals, often in conjunction with teachers; and some of the new programs cooperate with the business sector to offer school leaders state-of-the-art training for corporate executives. These are substantial accomplishments, but states need to move more quickly in other areas as well. Through their efforts, states have learned that:

- Principal preparation must include internships that allow would-be principals to work alongside professionals.
- Principals must be trained to adapt to change, to create a vision of education for their schools, and to work collaboratively with others.
- Retraining programs must be comprehensive rather than hit-or-miss, yet must recognize that principals face competing demands that make it difficult to carve out time for such programs.
- Retraining programs for administrators are more effective if they include teachers, school board members, parents, and others central to good schools.
- District-level staff also need retraining for the new roles they will play once schools are restructured.

#### Teaching

States have raised teacher standards since the mid-1980s -- 36 now require teacher candidates to pass a multiple-choice test and complete an approved program. However, few states have determined what teachers must know and be able to do to help all students achieve at high levels. States have also tried to make the teaching profession more attractive by offering scholarships and forgivable loans to talented students who are interested in teaching; developing programs to stimulate minority students' interest in teaching; and, in two regions, implementing collaborative arrangements to make it easier for teachers to move within a region.

A number of states have revised requirements for teacher preparation programs, although it is widely recognized that these programs still need major improvement. States have successfully raised teacher salaries, which have outpaced inflation since 1985-86. Usually these are across-the-board increases, since higher salaries for specific categories of teachers in short supply are not generally accepted.

State programs such as career ladders, which provide incentives for teacher advancement within the classroom, have expanded within states such as Arizona, California, Missouri, Tennessee, and Utah. But such programs remain the exception nationwide. Finally, states that are involved in restructuring programs are designing professional development programs that meet the needs of teachers in restructured schools. States have learned that:

- Teacher preparation must involve greater exposure to arts and sciences, and new approaches are needed for initiating beginning teachers.
- Simply changing teacher roles by giving them more authority at the school site, or modifying governance structures will not necessarily result in improvements in the teaching and learning process; such changes need to be driven by student-oriented performance outcomes.
- Increased standards for teacher preparation programs have not caused a teacher shortage; tougher standards actually were accompanied by increased enrollments, although shortages still remain in certain subjects and locales.
- If states are really serious about increasing the supply of minority teachers, they will need to take a comprehensive approach that begins with improving minority student achievement at the elementary levels and continues through the college and professional years.

#### Parent Involvement and Choice

State programs to encourage parental involvement in their children's education and initiatives to allow families to choose the schools their children attend have proliferated in the past four years.

At least 20 states have enacted laws to promote collaboration between schools and homes; however, most states lack a centralized effort to involve parents in education. Thirty-four states have followed Missouri's lead in offering a parenting program to families of infants and preschoolers. At least seven states have laws that enable students to attend the public school of their choice outside their own districts. Nine states offer high school students the option of enrolling in college courses at state expense. States have learned that:

- The most effective parent involvement programs are comprehensive, use a combination of approaches, should continue throughout the school years, and attempt to meet the needs of a wide range of parents.
- Parent involvement efforts must be adjusted to new family structures and diverse backgrounds; an effective approach is to help parents work with their children at home.
- School choice alone will not meet all the nation's educational needs. However, combined with other approaches, such as a strong orientation to student performance, choice may help spur student achievement.
- Choice programs must offer quality and diversity and must be equitable. Transportation must be planned carefully to meet the needs of low-income parents and to provide appropriate information to parents. Done well, choice will not be a low-cost reform.
- Experience with choice programs thus far shows that few students actually choose to attend school outside their home district; for example, less than 0.5 percent of Minnesota's K-12 population participates in its choice program.

### Readiness

While many states have adopted innovative programs to address the educational achievement of students at risk of failure in school, ranging from preschool programs to dropout prevention efforts, states still have far to go in attaining academic success for all students. Most programs are not state-wide or comprehensive, although there are exceptions, such as Wisconsin's program for at-risk students.

Nearly two-thirds of the states have early childhood education and parenting programs. Almost all states have some programs targeted to students at risk of failure and these range from identifying at-risk youngsters at an early age to establishing alternative schools, revoking dropouts' driver's licenses, and developing programs that target middle school youth. For example, Carnegie Corporation is working with 27 states to address the educational, health, and social needs of middle school students.

A growing number of states are seeking to integrate other programs, such as health, education, and social services, to at-risk youngsters. In New York and Kentucky, these services are integrated at the school site for schools with a high proportion of low-income families. Through their policies and programs, states have learned:

- Quality early childhood education programs are more effective when linked with health care for the children and adult literacy, job training, and parenting programs for their parents.

- Coordinated approaches to delivering services to disadvantaged families need to be developed, but this won't happen readily. Training teachers and principals to work with other professionals providing human services will help, as will providing incentives or funding mechanisms to foster partnerships, both inside and outside government.
- Educators and policymakers have identified effective programs to improve achievement for all students. What is now needed is to replicate the successful programs in more places and to develop comprehensive policies. Restructuring schools on a wide scale is needed.

### Technology

Today almost all American schools have computers and videocassette recorders and students have greater access to them. Distance learning projects have proliferated. Nearly every state has either a state plan for technology or assists districts with technology plans.

More than 30 states support programs to train teachers in using technology. States are trying to improve the availability of hardware and software to schools and students. However, much progress remains to be made in developing software for use by students. Technology's potential to transform and customize American classrooms remains largely unrealized. In developing their educational technologies, states have learned several lessons:

- Statewide policies need to be coordinated to avoid the haphazard implementation of technology and the potential for expensive mistakes.
- Teachers and administrators need initial and continuing training in technology, particularly within the curriculum area in which the technology is to be used.
- Teachers with access to computers and software improve their instructional effectiveness.
- State and federal telecommunication regulations need to be reviewed to avoid cutting off innovative educational options.

### School Facilities

Some states have continued to leave school construction and maintenance costs to school districts over the past four years, while other states have enacted major new capital assistance programs or enlarged existing ones. School use has been expanded particularly through encouragement of school buildings for day care and latchkey program use.

A number of states still do not maintain up-to-date information on the condition of school buildings within the state, but others are computerizing their inventory and training local personnel to collect standardized information on school buildings.

Statewide needs assessments have uncovered substantial unmet building costs; for example, a recent public school facility survey in Ohio found a \$10 billion backlog of repair and renovation costs. Since 1986 states have learned that:

- While a preventive approach to maintaining school buildings appears best in the long-run, the cost of long-term maintenance of facilities often seems beyond the reach of many localities and states.
- Alternatives to construction, such as year-round schedules or the use of portable and private facilities, appear to have their drawbacks. In fact, year-round and extended-year schedules continue to face opposition at the state and local levels.
- To obtain comparable information on school facilities, states may need to either collect it themselves at the state level or train local personnel to gather data according to state standards.

### College Quality

States have been quick to respond to the recommendations on college quality in the Time for Results report, particularly by adopting policies to systematically assess the knowledge, skills, and performance of college students. Thirty-one states now have college student assessment policies.

About 20 states are considering reviews of the role and mission of their institutions of higher education to help hold public colleges and universities accountable, ensure the efficient use of state resources, and help teaching institutions focus on their purpose. States have also undertaken a wide range of actions to improve minority access and achievement in higher education, such as requiring campuses to adopt antiharassment policies, developing statewide plans to increase the number of minority faculty and staff members, and providing scholarships for low-income students.

Programs in Hawaii, Louisiana, and Rhode Island provide incentives to disadvantaged elementary school youngsters, such as future college tuition scholarships, to stay in school and make good grades. College savings plans adopted by 28 states and prepaid tuition plans in 12 states, have become a popular means for states to help families meet the cost of college tuition. Through their initiatives or national studies states have learned that:

- State higher education policies that reinforce the importance of undergraduate education should be comprehensive, consistent, and clearly communicated.
- State programs to assess what college students have learned must be given sufficient time to develop, must involve faculty in their implementation, and must push colleges and universities to show how the information from assessment is being used to improve instruction, curriculum, and programs on campuses.

- State initiatives to increase the number of minority students attending and graduating from college are most effective when minority achievement becomes a state priority, need-based financial aid programs are in place, states make an effort to improve transferability and collaboration throughout the entire education system, and states monitor campus progress in minority achievement

According to the report, the need to restructure the education system is recognized by the education community -- but much remains to be done to help the general public understand that fundamental changes in the education system are needed to improve student performance.

"Ultimately, it is the responsibility of governors and other policy leaders, educators, and the business community to join together to help make this case," says the report. "Without ongoing public understanding and support, efforts to restructure the education system will not succeed."

1ST STORY of Level 1 printed in FULL format.

Copyright (c) 1991 The Christian Science Publishing Society;  
The Christian Science Monitor

March 20, 1991, Wednesday

SECTION: THE U.S.; Pg. 9

LENGTH: 765 words

HEADLINE: US Education Community Upbeat As Lamar Alexander Takes Office

BYLINE: Clara Germani, Staff writer of The Christian Science Monitor

DATELINE: WASHINGTON

HIGHLIGHT:

New secretary expected to bring vision, political savvy to office

BODY:

EDUCATION Secretary Lamar Alexander began his first week in office on a deliberately low key, underplaying any contrast with his predecessor.

Yet there is an upbeat sense of bipartisan expectation among education department officials and in the education community that the former Tennessee governor is bringing the vision, and political savvy, that has been missing in President Bush's number one domestic policy area.

Mr. Bush took office promising to be the "education president," but rankings consistently showed his education secretary of the past two years, Lauro Cavazos, as his least effective cabinet member. Mr. Cavazos, who failed even to lobby his own Republican party on Capitol Hill to support Bush's education proposals, was forced to resign in December.

Major changes expected

"Things are going to get a whole lot better now," says Mike Cohen, executive director of the National Center on Education and the Economy. "The department will be able to provide the leadership it hasn't."

"The end of the war, expectations of changes in domestic issues and education being one of the most important domestic issues," constitute a confluence of factors that are building expectations of major change under Mr. Alexander, says Susan Fuhrman, director of the Rutgers University Center for Policy Research and Education. Education experts expect strong early positions from Alexander on such favorite conservative policies as allowing parents a choice in where their children go to school, national education standards to help uniformly gauge education progress and to hold schools accountable for what children should learn, and asking for less money for federal programs.

The national goals for education issued at Bush's historic 1989 education summit of state governors set the lofty agenda for Alexander. Goals set for the year 2000 include: making the United States first in the world in math and science; raising the high school graduation rate to 90 percent; assuring that every adult is literate.

(c) 1991 The Christian Science Publishing Society, March 20, 1991

"I think the most important accomplishment (of the administration) so far is the national goals which are really historic and generally underestimated," Alexander told reporters on his first day on the job this week.

However, he holds his strategy to achieve those goals close to the vest, saying he is waiting for marching orders from Bush, who has discussed education with him in three meetings during the height of the Gulf war.

No matter how unsettled his policy is, he looked to be fairly settled into his office March 18; Family pictures hung, it was already furnished with two Tennessee rocking chairs and his collection of walking sticks picked up along his 1978 gubernatorial campaign walk from one end of the state to the other.

Alexander's politics were honed on education issues: He pushed through extensive education reforms of the Tennessee system and engineered the National Governors' Association's move to center stage in national education reform in the late 1980s.

So he does have well-defined thinking on education, which he outlined for reporters.

"Some people get the idea that an education policy is a federally funded program, and that an education strategy is accomplished by sending a few programs up to the Hill and debating about their price tag. And that won't transform American education," he says.

Alexander backs choice

His strongest held opinion seems to be in the area of submitting schools to market economics.

"It's hard for me to see why choice even should be an issue. 201 I can't imagine how we ever drifted into requiring parents to send their kids to particular schools," he says. "From me, and I assume from the president, you can expect to hear us arguing that any environment in which we hope to improve kindergarten through the 12th grade must include choice."

He even suggests that to broaden the array of choice, museums and firms such as Xerox, IBM, and Burger King might be allowed to operate public schools in a free-market competition for public education funding.

Alexander says the first policy he will take up will be the administration's position on minority scholarships. He was drawn into his first dispute with Congress this week as he tried to postpone testimony on the subject scheduled for March 20 while he begins a review of the policy.

Assistant Secretary of Education Michael Williams was supposed to testify about his controversial warning of Fiesta Bowl officials in December that they would violate the 1964 Civil Rights Act if they offered race-specific scholarships.

3RD STORY of Level 1 printed in FULL format.

Copyright (c) 1991 The New York Times Company  
The New York Times

March 19, 1991, Tuesday, Late Edition - Final

SECTION: Section A; Page 21; Column 1; National Desk

LENGTH: 440 words

HEADLINE: New Education Chief Stresses Commitment

BYLINE: By KAREN DE WITT, Special to The New York Times

DATELINE: WASHINGTON, March 18

BODY:

On his first day on the job, the new Education Secretary, Lamar Alexander, had lunch with a group of teachers, chatted informally with reporters and then told 500 Education Department employees that President Bush had taken time out from the Persian Gulf war to meet with him three times to discuss education.

He said Mr. Bush was determined to be "the education President."

"We are the agency that can give him the most help in that," said Mr. Alexander, who was unanimously confirmed by the Senate last Thursday. In a relaxed, free-wheeling session with reporters, Mr. Alexander, a former two-term Governor of Tennessee, deftly avoided being pinned down on what he plans to accomplish. He said that over the next few weeks he would be putting together what he called a leadership team to come up with ideas for the President to consider.

"We're developing ideas for a strategy about how to meet the goals," said Mr. Alexander, referring to the six education goals for the year 2000 that were agreed to by the nation's governors and Mr. Bush last year. Mr. Alexander said he favored national tests and some form of school choice program, under which parents could send their children to any school they wished.

And he promised again to review the issue of minority scholarships that caused the Administration considerable embarrassment in December, saying that next week he would announce the procedures for that review.

He said the review would take several months. Asked whether he would retain Michael Williams, the Assistant Secretary who created the controversy by announcing the elimination of scholarships based solely on race, Mr. Alexander said: "Neither one of us was elected. We both work for the President."

Mr. Williams has been asked to appear before the House Subcommittee on Human Resources and Intergovernmental Relations on Wednesday to discuss the issue.

No Decision on Testimony

Mr. Alexander said no decision had been reached about whether Mr. Williams would appear, adding that while the policy was under review "there is not much interesting to say." The committee said it planned to subpoena Mr. Williams if he did not appear.

(c) 1991 The New York Times, March 19, 1991

Mr. Alexander, who has four children and sends the younger two to Georgetown Day School, a private school here, said he supports "school choice." He called for a "redefinition" of public schools to include private schools and schools run by businesses or institutions like the Metropolitan Museum of Art.

He did not rule out parochial schools, but said of the choices, "As you get down the continuum it gets more difficult" to include certain kinds of schools.

SUBJECT: EDUCATION AND SCHOOLS

ORGANIZATION: EDUCATION DEPARTMENT

NAME: ALEXANDER, LAMAR (SEC); DE WITT, KAREN



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**U. S. DEPARTMENT OF EDUCATION**  
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**FAX COVER SHEET**

**MESSAGE**

TO: Peggy Dooley

FAX NUMBER: 456-6218

FROM: Sally McElroy

These remarks  
are from a draft  
transcript

- 11 -

Q. Senator Kennedy had (inaudible) delayed action on S. 2 education bill so that you can react to it?

I know what it says; if he's going to give me that courtesy, I'll give him the courtesy of looking at it again and thinking about it.

My major concern about it is that I sense a feeling that the Congress feels left out of some parts of education. I don't want them to feel that way; they need to be for the goals; they need to be for the President's strategy; we need to work together.

But I do think it's important to have single board and I think that Governor Romer's board is properly composed. Ninety-three or four percent of the bill is paid for K through 12th grade by states and local governments and I think the commission is appropriately composed. Now if I can find ways to relieve a little bit of the tension that exists between the Congress and the Administration, this left-out feeling that some members have, why I'll certainly be happy to talk about that.

The only disagreement that I find with the Romer commission is that one little paragraph where every year somebody has to rate the administration's performance.

Q. (Inaudible question on choice)

I'm not sure that I can give you a complete answer to that, but I can tell you my disposition on it and I think the President's. It's hard for me to see why choice should even be an issue. In this country it ought to be such a given. Along with land condemnation and the military draft, it ranked right up there at the top with the most coercive aspects of American society and now we've gotten rid of the draft so that leaves it right up there with land condemnation.

I can't imagine how we ever drifted into requiring parents to send their children to particular schools. So from me, and I assume from the President, you can expect to hear us arguing that any environment in which we hope to improve K-12 must include choice. Especially parents who have less money ought to have more choices. Because parent's who have money already have lots of choices; they can move wherever they wish.

Q. (Inaudible reference to Chubb & Moe.)

The thinking that I like better, or that I'm more comfortable with is not quite as abrupt. Dr. Coldrie (SP?) in Minnesota (expresses) the idea of thinking of choice as a continuum; in this way you don't think of school districts as the only persons who have the exclusive monopoly to operate what we call today public schools.

You might let other public institutions operate public schools. The Smithsonian might operate one, the Metropolitan Museum of Art might operate one, you might then go down the continuum to non-profit institutions; you might then go on down

- 12 -

to business organizations; Xerox, Burger King, whomever, might operate a school that children could go to who would carry with them a public subsidy. Now when that might happen, you would have a redefinition of what a public school is; a public school might become any school that receives students that brought with them public monies and who were accountable to public authorities.

So I think we should continue to experiment with finding other structures for what I would call public education where the only persons who might be allowed to offer it might not be school districts.

Q. In the short term, how would public schools be enhanced by a child getting a government voucher to go to a private school?

I didn't even talk in those terms. And I don't think our goal is to.... Our goal is to help children have more superior educational opportunities. That should be our goal. Our goal is not to maintain in perpetuity this school or that school, it is to increase the number of superior educational opportunities for children. Almost all of those are going to be what we would call public schools, but we might want to redefine what the character of a public school is.

Q. So you're in favor of letting parents spend public money in private schools?

I do support, of course I support, the President's proposal that would permit low income parents to -- school districts to create schools, or systems, or situations where parents could send their children, even if they were private schools.

What I'm trying to say is that I don't look at schools as just public or private; I think we need to redefine what public schools are. Any school to which a child might go supported by public funds, accountable to public authorities, and regulation, could be a public school, whether it's run by the Smithsonian Institution or the Metropolitan Museum of Art or IBM.

Q. (Inaudible question about religious schools)

I didn't necessarily mean to exclude them, I think as you get down the continuum it gets more difficult. That's why I like the idea of the continuum. Public schools operated by the local school district are all we have today; all we can then do is jump over to a wholly private school. What I'm suggesting is that there may be a lot in between and that any of those schools that today we call private would then become so subject to regulation that they would adopt a public character.

-End of formal press conference-

(5,120 WORDS; FILED TO FLOPPY DISC AS: A:\PRESS)

Jim Manning 401-0113

McGroarty/Dooley  
March 20, 1991  
2:30 pm  
[ED]

PRESIDENTIAL REMARKS: SWEARING-IN OF SECRETARY ALEXANDER  
AIR AND SPACE MUSEUM  
MARCH 22, 1990  
10:00 A.M.

Thank you, {<sup>Alex</sup>-----}, for those kind words. It's a pleasure to be here today to witness the swearing-in of our new Secretary of Education -- Lamar Alexander. //

[Additional introductory acknowledgements.]

In a challenge of this magnitude, it is my good fortune to be able to call on a man with Lamar Alexander's considerable expertise. Lamar comes to this task as the son of teachers -- as someone who knows learning is a life-long process. He has served as a valued member of my Education Policy Advisory Committee -- and, most recently, he's served the students of his home state as President of the University of Tennessee. Five years ago, as Chairman of the National Governor's Association, he piloted the 50-state education survey, "Time for Results" -- a report that put us on the path to the six National Education Goals that guide our efforts from now to the year 2000. //

As a public servant, educator, author -- Lamar Alexander is a true renaissance man: a man with great **common sense**, who knows **what works**. He's also one of Tennessee's leading philosophers. He's got a saying you've probably already heard: "Today a rooster. Tomorrow a feather duster." [[Think about that one.

Lamar, I'm going to make that our 7th National Education Goal --

Mrs. Bush  
Alex Haley  
Invocation - Dr. Wm J Carl, III <sup>bro-in-law</sup> 1st Pres. Church  
Hon. John Minor Wisdom - US Ct of Appeals 5th H.O.  
Mrs. Alex ~~...~~  
Will (u), Kathryn (16), Leslee (19)

by the year 2000, everyone in America will know what that saying means. //]]

Lamar Alexander understands that **real reform -- real restructuring of American education** -- can only take place on the state and local level. That's one of the key reasons I asked **Governor Alexander** to become **Secretary Alexander**. He knows the key to success is to make certain education reform is national - - not federal. What we can do on the federal level is serve as a **catalyst for change**. We can point the way forward, contribute ideas and create incentives for change -- and we can start with freedom of choice.

I know this idea has generated its share of controversy. But **it isn't radical -- it's common sense**. It rests on a **principle central to democratic society**: the idea that individuals are capable of making wise decisions for themselves. In education, freedom of choice recognizes that parents are the real experts on what's best for their kids.

And let's be clear about who will benefit from greater freedom of choice. Parents with means -- families in the mid-to-upper income brackets -- already have choice. They can send their children to private schools -- or move to districts with the strongest public schools. Poor parents don't have those choices. And it's **poor families who will benefit most** from a healthy competition that creates real excellence in our schools.

Freedom of choice **can spark reform in every school system and every state**. Reform that encourages innovation in our

schools -- that rewards excellence in our teachers -- that challenges our children to learn. Reform that moves us closer every day to the ambitious goals we've set for our students and for our nation. //

Some people question whether we can meet our goals -- whether we can lower the drop-out rate, or return to first rank world-wide in math and science. Well, we can. / Think about this: The graduating class of the year 2000 is in 3rd Grade today. Think about what it means to be an eight-year-old -- about the world of learning ahead of you. Let's help those kids learn all they can on the journey from 8 to 18 -- and then let's see where they take us in the next century. //

Mr. Secretary, let me say to you and to all the dedicated people of this Department: there is no single issue that determines more about America -- about our dreams and destiny -- than education. America's future walks through the doors of our schools every day. For the sake of that future, America can settle for nothing short of excellence in our schools.

I thank you all for this warm welcome. / Now, it is with great pleasure that I witness the swearing-in of Secretary Alexander.

# # #

Alex Haley

Inv.

Pledge w/Haley

Haley Intro

POTUS

sw-in

Alex

God Bless Am.

Suite 250  
Susan Trayman > NGA

\* Reserved parking space  
car getting aligned in  
space - problem w/ parking

\* dog-lover  
couple of dogs that  
would drive anybody  
crazy.

\* Jim Bennett

→ UT →

he spoke to employees

THE WHITE HOUSE

WASHINGTON

- \* Education Summit <sup>Sept.</sup> 1989
- \* 1990 State of the Union  
to natl. edu. goals  
launching goals
- \* July, 1990 Natl. Educ. Goals  
Panel

THE WHITE HOUSE

WASHINGTON

March 20, 1991

MEMORANDUM TO TONY SNOW

FROM: AUSTEN FURSE *AF*  
SUBJECT: Lamar Alexander Swearing-In Speech Draft

The language about education choice in this draft is critical. Indeed, the draft's language about choice contains the kernel of a powerful strategy applicable to other issues. At pg. 2, para. 4, line 1, it reads: "I know this idea [choice in education] has generated its share of controversy. But choice isn't radical -- it's common sense."

The key word is "controversy." The more the media is convinced that what you are offering is controversial, the more likely they are to consider it newsworthy. For example, against all expectations, more Americans know that the President favors cutting the capital gains tax -- a relatively abstract issue -- than know that he is for choice in education or a child care tax credit -- two issues presumably closer to the day-to-day experience of ordinary Americans, including journalists.

Americans know about the President's position on the capital gains tax because it's "controversial," that is, the Democrats vociferously oppose it -- and because the press plays to a stereotype of Republicans as the party of plutocracy. Choice in education has its vociferous opponents, too; many more than does capital gains. Of course, outside of the organized special interests opposing it (note: another opportunity for the media to play to a stereotype -- this time though, of our opponents), educational choice is also ferociously popular, even with many of the opinion elite. That is why we need not fear that acknowledging the controversy over choice will diminish its popularity.

To the contrary, what we should fear is our own reflex to reach for the anodyne: to talk about the national education goals, for example, to the exclusion of talking about education choice. No one really objects to the education goals. No reporters ears prick up. Neither do the goals define, as choice does, a fundamental difference with our opponents. Thus, while important, the national

education goals are not as effective a focus for rallying support to the President as is the choice theme.

Therefore, as a matter of strategy, we should use the fact that a policy is controversial to leverage media attention to that policy whenever we are confident, as with choice, that that policy is broadly popular and reflects a fundamental difference between the Administration and the opposition. Applying this principle to other issues (e.g., death penalty, term limitation, drug testing, to name a few) will be controversial itself, because of the aforementioned constant temptation to temporize. This Administration left temporizing behind in Kuwait.

One other comment:

pg. 2, para. 3, line 2 "We can point the way forward, contribute ideas, and create incentives for change -- and we can start with freedom of choice."

We suggest adding "remove barriers," because that is what choice and other empowerment policies are really about (in the case of education, removing the barrier of monopoly control). Thus "We can point the way forward, remove existing barriers, contribute ideas, ...."

###

McGroarty/Dooley  
March 19, 1991  
5:30 pm  
[ED]

PRESIDENTIAL REMARKS: SWEARING-IN OF SECRETARY ALEXANDER  
-----  
MARCH 22, 1990  
XX:00 P.M.??

Thank you, {-----}, for those kind words. It's a pleasure to be here today to witness the swearing-in of our new Secretary of Education -- Lamar Alexander. //

{And before I go any farther, let me thank **Lauro Cavazos** for his keen commitment to America's schools and students.}

[Additional introductory acknowledgements.]

In a challenge of this magnitude, it is my good fortune to be able to call on a man with Lamar Alexander's considerable expertise. Lamar has served as a valued member of my Education Policy Advisory Committee -- and, most recently, he's served the students of his home state as President of the University of Tennessee. Five years ago, as Chairman of the National Governor's Association, he piloted the 50-state education survey, "Time for Results" -- a report that put us on the path to the six National Education Goals that guide our efforts from now to the year 2000. //

As a public servant, educator, author -- Lamar Alexander is a true renaissance man. He's also one of Tennessee's leading philosophers. He's got a saying you've probably already heard: "Today a rooster. Tomorrow a feather duster." [[Think about

that one. Lamar, I'm going to make that our 7th National Education Goal -- by the year 2000, everyone in America will know what that saying means. //]]

Lamar Alexander understands that **real reform -- real restructuring of American education** -- can only take place on the state and local level. That's one of the key reasons I asked Governor Alexander to become **Secretary Alexander**. He knows the key to success is to make certain education reform is national - - not federal: an effort that **brings all levels of government, and all Americans, together** in common cause to improve America's schools. And he knows that the last thing we need is a **set of federal prescriptions, a bureaucratic blueprint from on-high in Washington.** //

What we can do on the federal level is serve as a catalyst for change. We can point the way forward, contribute ideas and create incentives for change -- and we can start with freedom of choice.

I know this idea has generated its share of controversy. But **choice isn't radical -- it's common sense.** It rests on a principle central to democratic society: the idea that individuals are capable of making wise decisions for themselves. In education, freedom of choice recognizes that parents are the real experts on what's best for their kids. Everywhere choice has been tried, choice has worked -- in large part, because it brings parents into the process of shaping their children's education.

And let's be clear about who will benefit from greater freedom of choice. Parents with means -- families in the mid-to-upper income brackets -- already have choice. They have the option to choose private schools -- or to live in districts where the public schools are stronger. It's the families -- the parents and the children -- at the lower end of the income scale who find themselves without options. And it's those families who will benefit from a healthy competition that creates incentives for each of our schools to improve.

Some say freedom of choice will have to wait while other reforms go forward. I say: **The time for freedom of choice is now. Let choice be the catalyst that sparks reform in every school system and every state. //**

Mr. Secretary, let me say to you and to all the dedicated people of this Department: there is no single issue that determines more about America -- about our dreams and destiny -- than education. All of us like to speculate about what the future holds. Well, you don't have to have a crystal ball -- you just have to visit a classroom: because America's future walks through the doors of our schools every day. For the sake of that future, America can settle for nothing short of excellence in our schools.

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# # #

# AMERICAN SURVEY



## Unaccountable, ineducable, unmanageable, unreformable

FRANKFORT, KENTUCKY, AND NASHVILLE, TENNESSEE

**I**T HAS become a routine for American politicians, from the president down. Nothing, they solemnly assure voters, is more important to them than their country's (or their state's or their city's) children. And the key to the children's future lies in the schools. The past decade has probably seen more promises to reform America's education than to cut its budget deficits. No wonder that one recent poll had most respondents agreeing that George Bush was better at talking about American education than actually improving it.

That may change when his new education secretary, Lamar Alexander, is installed. Mr Alexander's confirmation was held up until March 13th by Edward Kennedy's Senate committee, which was looking into his personal finances. He made several highly profitable business deals both as governor of Tennessee in 1979-87 and, later, as president of the University of Tennessee.

He will soon join Mr Bush's three other recent cabinet appointees, Lynn Martin as labour secretary, Edward Madigan as agriculture secretary and Bob Martinez as drugs tsar. Most education lobbyists, after all, welcomed his appointment. But his fight for confirmation will pale beside the task of reforming America's schools.

For one thing, the role of the federal government remains tiny. It provides only 6% of the cash for the country's education (down from 9% in 1980). The rest comes from the states. As for Mr Bush's grandiose national education goals for 2000—for instance, that America should be first in the world in maths and science—they look like pie-in-the-sky. A governors' committee is admittedly working on a possible national system of testing. But even if the goals remain words alone, they could give a determined education secretary an excuse to press states to shape up—and, not least, to learn from each other.

Mr Alexander could start by looking at his own state and its neighbour, Kentucky. Last year Kentucky passed America's most radical education-reform act. It was motivated by persistently poor results, especially in the hills of eastern Kentucky. But more significant was a court case against the state's system of school finance. The schools lobby argued that the system was unfair because it relied partly on local property taxes,

so that rich districts had more to spend on schools than poor ones.

Kentucky's Supreme Court agreed. But it went on, almost melodramatically: "Lest there be any doubt, the result of our decision is that Kentucky's entire system of common schools is unconstitutional." It instructed the state's legislature to start all over again. The subsequent education-reform act makes three big changes.

First, school performance is to be carefully measured. A state council is drawing up the tests and other assessment tools. Second, decision-making is to be delegated to individual schools under councils on which teachers (and the school principal) will be in a majority. This includes such things as school hours, homework, the curriculum, even—within limits—hiring, firing and paying staff. The act scrapped hundreds of state regulations and all jobs in the education department, letting Tom Boysen, the newly appointed commissioner, start afresh.

The third change is that schools will be held accountable for their performance. They will be set targets, such as increasing their pass-rate, with a carrot of extra cash and pay if they achieve them. The stick is that, if a school persistently fails, it will be declared "in crisis". When this happens, outside managers will be sent in, the school's administrative and teaching staff may be sacked, and parents will be allowed to take their children elsewhere. Ultimately the school can be closed down.

Kentucky's act also shakes up teacher training, including letting outsiders into the profession, and it expands pre-school education. One consequence of the reforms was a sharp tax increase for both individuals and businesses. Both welcomed it. Parents wanted better schools for their children more than low tax bills. And, vitally, business groups in Kentucky as elsewhere have been agitating for better-qualified school-leavers for their workforces.

In Tennessee Mr Alexander's successor as governor, Ned McWherter, devoted his recent state-of-the-state message entirely to education reform. His plan, like Kentucky's, would delegate decision-making and improve accountability. It would be paid for by the state's first income tax. Since Tennessee's changes were not demanded by the courts, it may prove harder to push them through the legislature. But the fact that such big changes are thought necessary makes one



Alexander's turn

wonder what Mr Alexander achieved. He was hailed as an education governor. Yet he left a state with poor education results and the country's lowest level of school spending per resident. One of the few innovations he made was merit pay for teachers, officially called a career-ladder programme.

Merit pay gets lots of support from think-tanks in Washington. In Tennessee it is less popular. Even the state education department admits it has not worked well. Too many teachers find merit pay divisive. Some refuse to apply for it on principle. For every teacher who gets a bonus and then works harder, there is another who misses out and sinks into gloom. Above all, results in schools where lots of teachers win bonuses seem little better than those in schools where few do. Kentucky's system of school-wide bonuses for all staff members, based on school performance not individual merit, may work better.

### The right to choose

A big omission from both Kentucky's and Tennessee's school reforms is parental choice. Joe Nathan of the Humphrey Institute in Minneapolis calls this a tragic mistake. His evaluation of the results of school choice in Minnesota shows that it improves performance—something not yet demonstrated for school-based management and improved accountability alone.

Educators in Kentucky and Tennessee retort that choice means little in their rural eastern counties, many of which have only one school and little transport. They fear that choice, especially if extended to private schools, could lead to two-tier education or the re-emergence of segregated schools. Advocates of choice say this should not happen so long as it is pupils that choose schools, not the other way round. The best test for both sides, as with other much-talked-about school reforms, will come when the results of change are known.

Until then it might be worth watching Britain, where the 1988 Education Act is using a mixture of local management, increased accountability and greater parental choice to raise standards. By making finance depend partly on the number of children a school can attract—in effect by turning each pupil into a voucher—and by publishing results of national tests, the government hopes to channel money to the best schools.

The federal government loves to say that more money will not solve America's education problems. But reforming states have found that more money is a necessary way of getting entrenched interest groups behind school reform. Even if the money is found at state level, it affects Washington because state income taxes are deductible from federal taxes. If Mr Alexander is to make his mark, he may find himself battling federal budgeteers as well as state educators.

## French-American relations

# Rapprochement

WASHINGTON, DC

"SOMETIMES", said a French diplomat, "you want just to grasp a moment and make it last". As George Bush and François Mitterrand prepared for a mutually congratulatory meeting in Martinique on March 14th, the French embassy in Washington purred with self-satisfaction.

Not the least surprising side-effect of the Gulf war has been a remarkable improvement in relations between America and its oldest ally. After the Houston summit of industrial countries last July, French diplomats were talking openly of a "malaise" in the relationship: President Mitterrand had angered the Americans by seeming to be suspicious of German unification, which

doubt French resolve. France, says one of Mr Bush's closest advisers, was "staunch" throughout.

The love-fest has survived the end of the war. On the eve of the meeting in Martinique, the French were saying they no longer insisted on an international conference to tackle the Israel-Palestine question. Although France would still like such a conference (so does America, in theory), this was by no means to be seen as contradicting any American preference for direct talks between Israel and its neighbours. Perhaps a conference would be a useful ceremonial cap on agreements reached bilaterally: something like that, anyway.

The bliss cannot last: France and America will always find a reason to squabble. The square opposite the White House may be named after Lafayette, and French intellectuals may evince fascination with everything from the western to the blues, but there are gaps in France's understanding of what makes America tick.

Uniquely among Europeans, the French have never emigrated to the United States in large numbers. This pattern continues: between 1980 and 1988 there were 112,000 British emigrants to America and 56,000 Germans, but only 18,000 from France. Americans are not great world travellers, but according to a new poll for the Franco-American Foundation 18% of all Americans have been to France. Only 12% of the French have been to America. Whereas 66% of the Americans polled thought France's culture was important to America, only 44% of the French repaid the compliment.

At a conference which brought Michel Rocard, the French prime minister, to Washington just before the Martinique meeting, it was clear that agricultural trade will continue to be a sore point. There will be hard pounding, too, on France's determination to find a common European defence and security policy, especially if the Americans think that will shut them out of Europe. Mr Rocard went out of his way to say America had nothing to fear.

In other respects, the French and the Americans at the conference found common ground—or at least common experiences—in some surprising fields. Immigration from the Maghreb to France made some French people at the conference anxious to learn about America's melting-pot. American participants, far from sanguine about their own success in that regard, wanted to understand how France had forged such a strong sense of national identity.

Edward Tuck, the president of the Franco-American Foundation, draws a contrast. The British and the Americans, he says, define their friendship by what they have in common. The French and the Americans define it by their differences.



De Tocqueville defined the differences

President Bush believed was an unequivocal victory for western values, and whose consummation he had made a central part of American diplomacy. The Americans considered France (not wholly fairly) to be the only impediment to a deal on agricultural trade in GATT.

Then came the Gulf. Oddly, for one whose reputation in France is mixed, Margaret Thatcher did the French a service. According to one story, she told Mr Bush soon after Kuwait was invaded that, whatever they said or did, there was no need to worry about the French: Mr Mitterrand would be "on the boat when it sailed". The Americans believed her. Not once in the six months of the Gulf drama, not even in the last days before war, when Mr Mitterrand seemed to be pursuing a settlement that would include overt "linkage" of the Gulf to the Palestinian question, did the Americans

Accomplishments of Lamar Alexander as  
President of the University of Tennessee

Lamar Alexander served as President of the University of Tennessee system (U.T. - the Volunteers). The system is comprised of four schools and three institutes: campuses at Knoxville (flagship campus), Memphis (primarily the Medical campus), Chattanooga, and Martin; the U.T. Space Institute, the Center for Agricultural Studies, and Institute for Public Service.

The University points to the following as President Alexander's significant accomplishments:

- \* Formulation of Five Year Plans for all seven of the university's institutions. After identifying a need for such goal setting, President Alexander provided the necessary leadership to establish the system's first true master plan for continued development over the next five years. Areas of concentration included: the establishment of academic standards and goals for each of the institutions, a broad fundraising and budgetary plan of action, raising admissions standards, and growth and development goals for the university.
- \* President Alexander was instrumental in establishing closer ties in between the University and Oak Ridge Institute. See THE PRESIDENT'S remarks during visit to U.T. last year.
- \* President Alexander hired the University's first woman vice president and the University's first two African-American vice presidents in his short three years there.
- \* President Alexander's efforts were instrumental in establishing closer ties in between the University's Memphis medical campus and the other medical institutions that make up the sophisticated area medical community. His leadership provided the impetus to begin the planning of the Memphis Health Institutes.

## LAMAR ALEXANDER

Lamar Alexander is President of The University of Tennessee. His comments on education are featured regularly on cable television's "American Magazine." He is a member of President Bush's Education Policy Advisory Committee.

Mr. Alexander was Governor of Tennessee from 1979 to 1987. As Chairman of the National Governors' Association he led the 50-state education survey, "Time for Results." In 1988 the Education Commission of the States gave him the James B. Conant Award for "distinguished national leadership in education." He was Chairman of President Reagan's Commission on Americans Outdoors and in 1987 was one of the NCAA's six Silver Anniversary scholar-athletes.

Mr. Alexander is a classical and country pianist and author of three books, the most recent being Six Months Off (William Morrow & Co., Inc.), the story of his family's "escape" to Australia after eight years in the Tennessee Governor's Mansion. He is a Phi Beta Kappa graduate of Vanderbilt University and was a law review editor at New York University Law School. He was born July 3, 1940.

His wife, Honey, is a member of the Corporation for Public Broadcasting and the board of directors of Family Services of America. With Bob Keeshan, television's "Captain Kangaroo," the Alexanders helped to found Corporate Child Care, Inc., which helps companies solve their employees' child care problems.

The Alexanders have four children: Andrew, 19; Leslee, 17; Kathryn, 15; and Will, 10.

November, 1989

a speechwriter . . . .

→ 5 yr goals.

put us on the path . . . .  
to goals.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

December 12, 1990

REMARKS BY THE PRESIDENT  
AT JOBS FOR AMERICA'S GRADUATES AWARDS CEREMONY

The National Press Club

12:35 P.M. EST

THE PRESIDENT: Thank you, Governor McKernan for those very kind words. And let me also thank you, given all you have on your plate to -- for your responsibilities and services, Chairman. I also want to single out just a few here. I noticed you commented on the former Governor, now Senator Chuck Robb's participation -- Chairman now, to those who don't know this, of the Executive Committee of Jobs for America's Graduates; Ken Smith, who -- for the President. Julie Nixon Eisenhower, who's done an awful lot to make this day possible through her commitment.

And, of course, I want to salute the others that are with us -- Governor Wilder of Virginia and Governor Castle is here from Delaware; Governor Stevens of Montana. And then Kit Bond, a former Governor, I understand is with us -- and there he is over here. And then especially to salute Pete du Pont, the former Governor of Delaware, who really presided over the genesis and really with a stimulating word and thought behind all of this. And I'm delighted to be with all of you distinguished people who have made such a contribution.

Also I saw earlier Bill Brock, a former Senator, and I know of his interest in all of this, too. And I want to congratulate those governors not here -- it all adds up to a total of 19 governors being honored here today. And then again, I see a lot of those in town who do the heavy lifting when it comes to supporting all these worthy causes. And I want to thank each and every one of you and your foundations and your companies for seeing the light and getting out front on this important one.

My own interest, as Jock says, dates back to the very beginning -- not really the beginning because Pete gets the credit for that -- but back to my time on the Board of Directors, when the JAG -- Jobs for America's Graduates -- was nothing more than this idea with plenty of promise. And that's why it is with special pride that I meet with all of you -- the ones, literally, who have taken the idea and put it into action with, I think, spectacular results.

One of my great pleasures as President is to shine the spotlight on the success stories. Barbara calls it being a cheerleader. Well, she's darn good at it, too, I might add. But I think we are advantaged in having this special forum from which we can point out to the country the great successes that are taking place. And certainly today, JAG -- Jobs for America's Graduates -- deserves to be center stage. This organization has enjoyed lasting support from state officials, governors and from the business community. And it's all for one simple reason: It works. JAG works.

Take a look at the statistics -- 92 percent of the young people in this program were able to complete their high school diploma or their GED last year -- 92 percent. And it doesn't stop there. That's what Pete impressed on me and Jock has reimpressed on me. The program assists these new graduates during that critical school-to-work transition. Eighty-three percent of the young people

MORE

participating made a successful transition -- into the working world, the Armed Services, or on to their next level of education. And JAG accomplished all this at half the average cost of other youth employment programs.

You've been especially effective, I'd say, in the inner cities. Kids from low-income households, whose plans for the future don't include college -- and may not even include finishing high school. JAG takes aim at these at-risk kids: the ones who, without the right help, without the right encouragement, might find themselves out of school, on their own, no hope, no prospects, without a future, if you will. JAG catches these kids before they drop through the cracks -- 20,000 last year alone.

And since I know a little about this organization, I know that you're not resting on your laurels. I'm especially pleased that, with what Jock said here, that JAG has joined this nationwide points of light movement with today's announcement that each participant will be expected to engage in community service activities. JAG's been especially effective -- I said the urban area -- also in the urban schools. And I urge you to extend this inner city outreach, expand this proven program to as many cities and schools as possible. It's my hope that before long, there will be a Jobs for America's Graduates program in every state in this country. Because as great as it is to see these award winners here today -- and I met with them upstairs -- there's a place in this room for all 50 governors to be here. And it's no surprise to me that this success is taking place then at the state and local level.

Last fall, as the governors and I forged our historic partnership at the Education Summit, we recognized that excellence in education required an effort that was not federal, but national -- one that brought all levels of government together in common cause to improve America's schools. We've got to follow through on those goals.

I might say parenthetically just a word about a very new development. This morning, Secretary Cavazos, the Secretary of Education, my dear friend, resigned as Secretary. And I think of the contribution he made to establishing these national schools. And I think the country will always be very, very grateful to him for his service to country.

Since then -- since that get-together, we've made real progress. A set of six national goals are now in place -- as is this target date still in place for the year 2000. Efforts to expand, flexibility, and also accountability in education are underway. These efforts are underway. And at that summit, as Jock well knows -- Governor McKernan -- the governors also committed to undertake a major, state-by-state effort to restructure the education system.

And I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. Corporate leaders -- who know education is the key to competitiveness. Governors -- from Maine to California, along with top education officials from each state. Teachers and principals, whose daily dedication and commitment will mold tomorrow's citizens. And finally, students -- young people for whom the word education means hope and happiness, opportunity and achievement.

Let me explain to all of you about what I mean, just briefly, about restructuring our schools. I'll limit myself to the broad principles because the last thing we need if we want real restructuring is a set of prescriptions, a bureaucratic blueprint from on-high Washington, mandating the states.

One of the keys to this approach is empowering people, not the bureaucracies. And central to empowerment is this concept of choice -- empowering parents to decide which school is best for their children. Choice, you see, is the catalyst for change -- the fundamental reform that drives forward all the others.

MORE

Let me lay out five principles that should guide our efforts to restructure our schools -- principles that empower parents, expand choice, and encourage excellence in education. High expectations, decentralized authority, schools that are responsive, market-oriented, and performance tested.

Take the first: high expectations. We've got to raise our sights -- for our students, for our schools. We've seen the statistics. American kids already rank too low compared to our chief industrial competitors. America can't settle for a C average if we really mean to compete and get ahead. America's schools must, and will, aspire to world-class standards.

Secondly, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to ask more of our schools and our students -- if we tie the hands of the teachers and the principals, particularly those who make the difference. After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the secret is the principal who commands respect and cares deeply about each and every kid who walks into that school -- and that special teacher, who starts with the same tests and books and blackboard and then makes learning come alive.

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principals don't have enough of -- authority. And then let's hold them accountable for the results.

Third, we need responsive schools -- customer-driven, if you will. Schools that involve and engage students and their parents -- the real experts on what's best for their kids. That's central to the concept of choice. Everywhere choice has been tried, choice has worked -- in large part because it has brought parents into the process, into that whole process of shaping their kids education. We need schools that are open to the input from the business community -- real-world institutions that can work with our schools to educate the kind of employees they'll need tomorrow. If we want schools that work we've got to realize that there isn't any centralized monopoly on wisdom.

Fourth, restructuring means making our schools more market-oriented. We know what competition means in the business world. It's time we recognize that competition can spur excellence in our schools. Let them open their doors to experts from outside the teaching profession who are willing to share their wisdom in the schools. We've got to expand what they call alternative certification -- and tap the wealth of teaching in our society. There's a lot of talent out there that's precluded by mindless regulation from participating in our schools as teachers. Tap the wealth of that teaching talent that's been kept out of the classroom simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the necessary attention to rules and regulations and procedures -- all the measures of dollars spent -- all the hardware and software -- statistics and studies cannot be allowed to obscure the one measure that matters. And what matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know, whether we've taught them how to learn.

And one thing more while the subject is performance: We hold students accountable for their own failure. Well, let's do the same then for our schools.

These five principles -- high expectations, decentralized authority, schools that are responsive, market-oriented and performance-based -- these five can guide our efforts as we restructure American education to meet the ambitious goals that have been set for our nation's students and for our schools -- first set

MORE

by the governors of the 50 states -- as we lead America forward to what I hope will be an education renaissance, a system that can compete with any in the world. We've got to redouble our efforts to achieve these goals. This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a first-class economy if we settle for second-rate schools. And let me assure you, there is a role in this restructuring for everybody here -- for your energy, for your ideas, for your commitment to educational excellence.

Before I close, let me just thank once again the companies and the foundations and the individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. And to those students here with us today let me recognize your accomplishments -- but let me ask something else as well. Just as you've been helped along the way, make it your mission to reach out your hand to all the other kids like you who have everything they need to succeed except encouragement.

So once again, I really wanted to come over here, Jock, to thank you, to thank the other governors and senators that are with us here today -- thank you for all you're doing to help the kids of this country. May you all have a wonderfully merry Christmas. And may God bless the United States. Thank you very, very much.  
(Applause.)

END

12:50 P.M. EST

Office of the Press Secretary  
(Knoxville, Tennessee)

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EMBARGOED FOR RELEASE  
UNTIL 3:05 P.M. EST  
FRIDAY, FEBRUARY 2, 1990

TEXT OF REMARKS BY THE PRESIDENT  
TO THE UNIVERSITY OF TENNESSEE COMMUNITY

Alumni Memorial Gymnasium  
The University of Tennessee  
Knoxville, Tennessee

February 2, 1990

It's great to be back in Tennessee. I'm very proud of this State, and this University. And I hear some of you noticed the T-shirt I had on while jogging down in Texas in December -- the "Big Orange" colors of the Tennessee Volunteers.

I got the shirt in Washington when Pat Summitt came to the Rose Garden last April with Tennessee's Lady Volunteers -- the 1989 NCAA National Champions.

I am proud of Tennessee, and your great sports traditions. But the truth is, what makes this university so special says a lot about what makes America so special. It's not the winner's trophy at the end of the quest. It's the quest itself. And in Tennessee, as in America, that means the quest for excellence.

At U.T., the quest for excellence starts not on the basketball court or the football field but in the classroom. Maybe you heard that at the White House, I bragged as much about the Lady Vols' 14 years with a 100 percent graduation rate as I did about their basketball championship.

Earlier this week, I issued my first formal budget as President, a blueprint for the year ahead. And two days ago, I stood in the U.S. Capitol -- stood before the American people -- and reported to you on the State of the Union.

At the heart of my address was a sense of confidence that America today is second to none -- and a sense of commitment, a plan to keep America second to none in the years ahead. The foundation for our plan -- the foundation for our future -- is anchored by a cornerstone we call "Educational Excellence."

Education is our most enduring legacy, vital to everything we are and can become. And my budget calls for record funding, reflecting this belief. But as I said Wednesday night, real improvement in our schools is not simply a matter of spending more. It is a matter of asking more -- expecting more -- of our schools, our teachers, our kids -- and of ourselves.

You in Tennessee know that goals and high expectations work. Five years ago, Governor Alexander told Tennessee's eighth graders: "If you want to go to State universities -- you're going to have to take more math and science."

There was a good deal of grumbling at first. But today, almost all freshmen are meeting those requirements. As a result, admission scores are up. Retention rates are up. And best of all -- 41 percent more students are taking science and math in the high schools than were taking those subjects five years ago.

I believe what worked for Tennessee will work for America. And Wednesday night, I announced America's education goals -- goals developed with the Governors.

Part of the answer means getting back to basics. Recently one kid was asked if he knew what the "Three R's" were. He said, "Sure: Reading, 'Riting, and Remote Control."

Well, just as we're re-doubling our efforts to boost education, so we've doubled the "Three R's" as well. We have six goals -- "Six R's" for education in the 90's.

The first is Readiness. By the Year 2000, every child in America will start school ready to learn. And we've called for a record increase -- an extra half-billion dollars to ensure a fair start -- through project Head Start.

Our next goal might be called "Search and Rescue." We will target America's most at-risk youth, and get them the help they need -- the help they deserve. Our 10-year goal -- to raise America's high school graduation rate to at least 90 percent.

Third, it's time to Re-establish Excellence. By the new century, American students will leave grades 4, 8, and 12 having demonstrated competency over the world in which they live -- the world of math, English, science, history and geography.

And we're calling for a new Renaissance in science and math, to make America's students first in the world by the Year 2000.

Next -- Reading. A competitive America must be a literate America, where every man and woman possesses the knowledge and skills necessary to succeed in a global economy.

Last -- and most fundamental -- in every school in America, we've got to create an environment conducive to learning. That means disciplined schools. That means drug-free schools.

The solution to chaos in our classrooms is no mystery. Franklin had a word for it. Not Ben Franklin -- Aretha Franklin. She calls it: "R-E-S-P-E-C-T." Kids need respect for teachers; respect for learning; respect for themselves.

All six goals are important. And Lamar, I was thrilled to learn that Tennessee -- a major research university and a pillar of the science-rich, Oak Ridge Corridor -- has already taken the lead in responding to our challenge to use science and technology to boost America's competitiveness. And thanks to Governor McWhorter, Martin Marietta, and the Department of Energy -- you'll have a new Summer School for Math and Science -- and a new academy for America's top elementary and high school teachers.

Unbelievably, it was all put together in a week. And the speed of Tennessee's response proves what we've been saying since I first sent my Educational Excellence package to Congress last spring. The time for study is past. The time for action is now.

Building America's competitive strength today also means that we need quick Congressional action on our other proposals for investing in new capital -- intellectual capital. That includes everything from reforming product liability laws to doubling the budget of the National Science Foundation.

It means a record-high increase in funds for Research and Development -- R&D. New help for R&E -- Research and Experimentation -- by making the R&E Tax Credit permanent. And funds to improve education: The Eisenhower Education Grants for math and science would grow by 70 percent, to \$230 million.

In science and technology, the United States is today the undisputed heavyweight champion of the world. We produce more scholarly works, more breakthroughs, more international prizes.

But like any champion, we cannot rest on our reputation. More than 30 years ago, Dwight Eisenhower used his State of the Union speech to address a similar challenge. "Our real problem," said Ike, "is not our strength today. It is rather the vital necessity of action today to ensure our strength tomorrow."

Today, I am taking action by appointing the members of the President's Council of Advisers on Science and Technology. Indeed, Vice President Dan Quayle — who's doing such an outstanding job as chairman of both the National Space Council and the Competitiveness Council — is swearing in the members of this new council this afternoon. Comprised of some of the best scientific minds in the country, we will meet tomorrow at Camp David to discuss ways to maintain U.S. supremacy in these fields.

One way to do that is by challenging the impossible. And that brings to mind another challenge that will probably mean more to strengthening our educational system and competitive edge than any other single endeavor. I'm talking about space. For in the coming century, first in space will mean first on Earth. And America intends to stay No. 1.

We need to find ways to do things faster and more efficiently in space. That's why NASA and our Space Council have called on America's great universities and research centers to put their brightest engineers and scientists to work on coming up with bold, innovative ideas — new technologies for a new tomorrow in space.

Tennessee has already made important contributions to the space program. Rhea Seddon, one of America's first women astronauts, is a graduate of U.T.'s College of Medicine. And researchers at U.T.'s Space Institute in Tullahoma are working with NASA to develop advanced space propulsion systems for the next generation of manned and unmanned missions.

In the new century — your century — those new systems may help take Americans back to the Moon and beyond. Our goal: To place Americans on Mars — and to do it within the working lifetimes of scientists and engineers who will be recruited for the effort today. And just as Jefferson sent Lewis and Clark to open the continent, our commitment to the Moon/Mars initiative will open the Universe. It's the opportunity of a lifetime — and offers a lifetime of opportunity.

Yet, some wonder if America has lost its competitive edge, and ask if we must now look overseas for the answer. They point to last week's launch in Japan — a new satellite sent to orbit the Moon. They forget that 26 years ago today — long before many of you were born — America's Ranger 6 landed on the Moon.

The United States is the "defending world champion." But, we have to defend our title day-by-day, week-by-week, year-in and year-out. The Tennessee of Bob Neyland and Johnny Majors, of Wade Houston and Pat Summitt, knows something about defending athletic dynasties. Here it's done the old-fashioned way, the Tennessee way, the American way.

You can play smart. But there are no shortcuts. It takes hard work and grit. It demands the constant renewal of new talent and new ideas — always tempered by veteran coaching. And it means sweating harder, reaching higher, and seeing farther than the other guy.

It's never easy, keeping that No. 1 ranking. Pat Summitt said it in 1984, just before bringing the U.S. women's basketball team to an Olympic Gold medal. She said: "We're expected to win... That's a greater challenge than when you're expected to finish second."

Pat's right. We are going to need as never before the "can-do" attitude that brought our ancestors to America -- and that brought America to greatness. In World War I, when they asked your own Sergeant York how he captured 132 enemy prisoners and 32 machine guns all by himself, he answered: "I surrounded 'em."

That's what I'd expect from a Tennessean. And that kind of spirit is going to carry us into the 21st Century and beyond. And as we approach the challenges of tomorrow, in a world increasingly hungry for yesterday's values, I hope you'll continue to give voice to Tennessee's frontier virtues: Hard work. Loyalty. Love of faith, family and the Volunteer State.

When we hear America singing, it is often the sound of Tennessee -- the bluegrass riddling of the mountains; the gospel and country sound of Nashville; the jazz, the blues, of Memphis. It is the stuff of legend -- the spirit of faith and hope. And with spirit like that -- America's going to do a Tennessee waltz, all over the competition.

# # #

# Withdrawal/Redaction Sheet (George Bush Library)

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**Collection:**

**Record Group:** Bush Presidential Records  
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**Series:** Speech File, Backup  
**Subseries:**  
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<b>Re-review Case #:</b> 2004-2265-S	
<b>P-2/P-5 Review Case #:</b>	

<b>MR Case #:</b>	<b>Appeal Case #:</b>
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### RESTRICTION CODES

<p><b>Presidential Records Act - [44 U.S.C. 2204(a)]</b></p> <p>P-1 National Security Classified Information [(a)(1) of the PRA]  P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]  P-3 Release would violate a Federal statute [(a)(3) of the PRA]  P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]  P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]  P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]</p> <p>C. Closed in accordance with restrictions contained in donor's deed of gift.</p>	<p><b>Freedom of Information Act - [5 U.S.C. 552(b)]</b></p> <p>(b)(1) National security classified information [(b)(1) of the FOIA]  (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]  (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]  (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]  (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]  (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  (b)(9) Release would disclose geological or geophysical information</p>
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McGroarty/Dooley  
March 21, 1991  
1:30 pm  
[ED.2]

PRESIDENTIAL REMARKS: SWEARING-IN OF SECRETARY ALEXANDER  
AIR AND SPACE MUSEUM  
MARCH 22, 1990  
10:00 A.M.

Thank you, {-----}, for those kind words. It's a pleasure to be here today to witness the swearing-in of our new Secretary of Education -- Lamar Alexander. //

[Additional introductory acknowledgements.]

In a challenge of this magnitude, it is my good fortune to be able to call on a man with Lamar Alexander's considerable expertise. Lamar comes to this task as the son of teachers. He has served as a valued member of my Education Policy Advisory Committee -- and, most recently, he's served the students of his home state as President of the University of Tennessee. Five years ago, as Chairman of the National Governor's Association, he piloted the 50-state education survey, "Time for Results" -- a report that put us on the path to the six National Education Goals that guide our efforts from now to the year 2000. //

As a public servant, educator, author -- Lamar Alexander is a true renaissance man: a man with great **common sense**, who knows **what works**. He's also one of Tennessee's leading philosophers. He's got a saying you've probably already heard: "Today a rooster. Tomorrow a feather duster." [[Think about that one. Lamar, I'm going to make that our 7th National Education Goal -- by the year 2000, everyone in America will know what that saying means. //]]

Lamar Alexander understands that **real reform -- real restructuring of American education** -- can only take place on the state and local level. That's one of the key reasons I asked **Governor Alexander** to become **Secretary Alexander**. He knows the key to success is to make certain education reform is national - - not federal. Nationally, we have established goals -- and we can raise our standards and expectations. We must bring all levels of government and all Americans together -- parents, teachers, students, civic and business leaders and all interested citizens -- to work toward our goals. //

What we can do on the federal level is serve as a **catalyst for change**. We can point the way forward, contribute ideas and create incentives for change -- and we can start with freedom of choice.

I know this idea has generated its share of controversy. But **it isn't radical -- it's common sense**. It rests on a **principle central to democratic society**: the idea that individuals are capable of making wise decisions for themselves. In education, freedom of choice recognizes that parents are the real experts on what's best for their kids.

And let's be clear about who will benefit from greater freedom of choice. Parents with means -- families in the mid-to-upper income brackets -- already have choice. They can send their children to private schools -- or move to districts with the strongest public schools. Poor parents don't have those choices. And it's **poor families who will benefit most** from a

healthy competition that creates real excellence in our schools.

With Lamar as the sparkplug, we're going to move forward towards our national goals on many fronts. We're going to make our **schools** better and more accountable. To reward excellence in our **teachers**. To challenge our **children** to learn -- and all American **adults** recognize that learning is a life-long process.

We've got to recognize that learning isn't something that happens only in school. Lamar likes to talk about something he calls the 91% factor: the fact that by the time the average American youth reaches the age of 18, he's spent 9% of his time in the classroom, and 91% outside of it. We must work as a society to support the kind of values, culture -- the vital sense of community and, yes, citizenship -- that gives real meaning to all that our children learn. //

I know some people question whether we can meet the ambitious goals we've set ourselves -- **whether we can lower the drop-out rate, or rise to first rank world-wide in math and science**. Well, we can. / Think about this: The graduating class of the year 2000 is in 3rd Grade today. Think about what it means to be an eight-year-old -- about the **world of learning** ahead of you. Let's help those kids learn all they can on the journey from 8 to 18 -- and then let's see where they take us in the next century. //

Mr. Secretary, let me say to you and to all the dedicated people of this Department: there is no single issue that determines more about America -- about our dreams and destiny --

than education. America's future walks through the doors of our schools every day. For the sake of that future, America can settle for nothing short of excellence in our schools.

I thank you all for this warm welcome. / Now, it is with great pleasure that I witness the swearing-in of Secretary Alexander.

# # #

Research

Crime: weekly issue -

House, Sen. Judiciary

Manon's

fast track // mid way - done

5 have form

OTR ~~Manon's~~

Education - training on roll-out

April Kaiser: NGA (Seattle)

Royce, Charlie Cobb, Roe Wilson

not

**DEPARTMENT OF EDUCATION**  
**400 Maryland Avenue, S.W.**  
**Washington, DC 20202**

(Area Code 202)

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Procurement Info	708-6821
Public Info	401-1576
Publications Info	357-6651
Freedom of Info	401-1576
Privacy Act Info	401-2057
Inspector General's Fraud & Abuse Hot Line (24-Hour Service):	
DC Metropolitan Area	755-2770
Continental US (Toll Free)	(800) 647-8733
Facsimile:	
Main (Fed Ofc Bldg 6)	401-1971
ROB Location	708-8956

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Date: 3-21-91 MAR 21 P3: 39

**FAX MESSAGE FOR:**

Name: Peggy DOOLEY	FAX Number: 202-456-6218
Firm:	
Location: DEOB Room 111 1/2 Wash. DC. 20500	

**FROM:**

Name:	
Firm: XEROX CORPORATION	FAX Number: 203-329-1385
Address: 800 Long Ridge Road, P. O. Box 1600, Stamford, Ct. 06904	
Sender: Lucy Clark	Sender Phone Number: 203-968-3202

Total Number Of Pages Including Cover Sheet:

47 - 38 - 14

Please Contact Sender Immediately If All Pages Were Not Received**COMMENTS:**

Peggy . . . 4 speeches attached

At I . ASTD - 5/6/90 - 18 pages  
 . Harvard - 3/8/90 - 19 pages.

At II . Natl. Govs - 2/25/90 - 13 pages  
 . Standard - 16 pages.

I'll send the book  
overnite.

Lucy

P.S. I split the transmission

**TOWARD LASTING PARTNERSHIPS:**  
**GOVERNORS, CEO'S AND**  
**EDUCATION RESTRUCTURING**

**REMARKS BEFORE THE  
NATIONAL GOVERNORS  
ASSOCIATION**

**BY**

**DAVID T. KEARNS  
CEO AND CHAIRMAN OF THE BOARD  
XEROX**

**FEBRUARY 25, 1990**

**MR. GOVERNOR, DISTINGUISHED GUESTS, THANK YOU FOR THE GRACIOUS INTRODUCTION AND WARM WELCOME.**

**IT IS A PLEASURE TO BE WITH YOU.**

**FIRST, I WANT TO TELL YOU THAT I WEAR TWO HATS TODAY -- IN MY FORMAL CAPACITY, I AM HONORED TO REPRESENT THE UNITED STATES BUSINESS ROUNDTABLE, A MEMBERSHIP GROUP OF LEADING CEO'S FROM ACROSS THE COUNTRY.**

**BUT I AM ALSO HERE AS A SINGLE BUSINESSMAN, ONE WHO IS DEEPLY CONCERNED ABOUT THE PLIGHT OF AMERICAN EDUCATION.**

**I'D LIKE TO SPEND JUST A FEW MINUTES WEARING MY BRT HAT AND EXPLAINING WHAT THE BUSINESS ROUND TABLE IS, HOW WE CAME TO BE INVOLVED IN EDUCATION REFORM AND WHAT WE ARE DOING ABOUT IT.**

**(PAUSE)**

**THE BUSINESS ROUND TABLE CONSISTS OF 201 CHIEF EXECUTIVE OFFICERS OF MANY OF AMERICA'S LEADING CORPORATIONS.**

**IT HAS A VERY SMALL STAFF THAT IS SUPPORTED AND AUGMENTED BY A VARIETY OF TASK FORCES FORMED BY MEMBER COMPANIES.**

**LAST JUNE, PRESIDENT BUSH CHALLENGED THE BRT TO HELP HIM FULFILL HIS GOAL OF BECOMING THE EDUCATION PRESIDENT.**

**IN LATE SEPTEMBER WE MET WITH THE PRESIDENT AND TOLD HIM OF OUR PLAN TO SUPPORT NATIONAL GOALS, BUT WORK WITH YOU AT THE STATE LEVEL -- WHERE THE ACTION IS.**

**SINCE THEN OUR TASK FORCE HAS BEEN HARD AT WORK PUTTING SOME MEAT IN THE BONE.**

- 2 -

**I JOIN YOU TODAY TO TELL YOU  
THAT THE BRT IS COMMITTED TO  
HELPING YOU.**

**WE INTEND TO GO BEYOND  
RHETORIC.**

**WE INTEND TO ACT.**

**UNDER THE LEADERSHIP OF JOHN  
AKERS -- CHIEF EXECUTIVE OFFICER  
OF THE IBM CORPORATION -- WE  
ARE COMMITTED TO A TEN YEAR  
PLAN, ONE THAT TRANSCENDS  
INDIVIDUAL CEO'S AND INDIVIDUAL  
CORPORATIONS, ONE THAT WILL  
PUT THE NATION'S CORPORATE  
RESOURCES BEHIND THE CAUSE OF  
REFORM UNTIL THE NEXT CENTURY.**

**AS A FIRST STEP, JOHN AKERS HAS  
ASKED EACH BRT CEO TO FORM A  
PARTNERSHIP WITH A GOVERNOR.**

**I AM PLEASED TO REPORT THAT  
SUCH PARTNERSHIPS ARE BEING  
FORMED ACROSS THE NATION.**

**158 CHIEF EXECUTIVE OFFICERS  
COVERING ALL 50 STATES AND THE  
DISTRICT OF COLUMBIA HAVE  
ALREADY SIGNED UP.**

**AND IF I KNOW JOHN AKERS HE  
WON'T REST UNTIL ALL 201 BRT  
MEMBERS ARE ON BOARD.**

**EACH CEO HAS MADE A TEN-YEAR  
COMMITMENT.**

**WE BELIEVE IT WILL TAKE THAT  
LONG TO INSTITUTIONALIZE TRUE  
EDUCATION REFORM.**

**AND THAT IS WHAT WE ARE AFTER  
-- NOT TINKERING AT THE  
MARGINS.**

**NOT WHAT I CALL FEEL-GOOD  
PARTNERSHIPS THAT DO LITTLE BUT  
SHORE UP A BAD SYSTEM.**

**BUT FUNDAMENTAL REFORM AND  
RESTRUCTURING OF OUR PUBLIC  
EDUCATION SYSTEM.**

- 3 -

**IN CASE YOU ARE WONDERING, XEROX CHOSE TO WORK WITH THE DISTRICT OF COLUMBIA WHICH MAY SAY MORE ABOUT OUR NERVE THAN OUR JUDGEMENT.**

**THE GOAL OF THE BRT IS TO WORK WITH YOU AND WITH THE EDUCATORS IN YOUR STATES TO HELP YOU DEVELOP A REFORM AGENDA AND TO IMPLEMENT IT IN ALL 50 STATES.**

**THIS WILL CLEARLY TAKE A DIFFERENT SHAPE IN EACH STATE BUT THE BRT WILL ALSO PROVIDE SOME UMBRELLA ACTIVITIES.**

**WE ARE WORKING WITH THE ASPEN INSTITUTE TO DEVELOP A DAY-AND-A-HALF DIALOGUE WHICH WILL BRING TOGETHER GOVERNORS, CEOS AND EXPERTS ON EDUCATION REFORM.**

**YOU WILL BE INVITED TO THAT PROGRAM BY A CEO WHO HAS CHOSEN YOUR STATE AND I URGE YOU TO MAKE THE TIME TO ATTEND.**

**EACH CEO HAS ALSO DESIGNATED ONE OR MORE PEOPLE TO PROVIDE STAFF SUPPORT AND THESE PEOPLE WILL ALSO ATTEND A SEMINAR TO BRING THEM UP THE LEARNING CURVE ON EDUCATION REFORM.**

**THE EDUCATION COMMISSION OF THE STATES IS WORKING WITH US TO DEVELOP A HANDBOOK ON COALITION BUILDING AND EDUCATION REFORM.**

**ALTHOUGH THIS EFFORT IS BEING DRIVEN BY THE BUSINESS ROUND TABLE, WE ARE WORKING CLOSELY WITH THE COMMITTEE FOR ECONOMIC DEVELOPMENT, THE NATIONAL ALLIANCE OF BUSINESS AND THE U.S. CHAMBER OF COMMERCE.**

- 4 -

**ONE OF THE THINGS THAT WE BELIEVE WE CAN PROVIDE YOU IS INCREASED PUBLIC AWARENESS AND POLITICAL CLOUT.**

**FOR STARTERS I'M HERE TODAY TO TELL YOU THAT WE ARE 100 PERCENT BEHIND YOUR EFFORTS TO ESTABLISH NATIONAL GOALS AND PERFORMANCE STANDARDS TO BACK THEM UP.**

**EDUCATION IN THIS COUNTRY IS A \$200 BILLION ENTERPRISE.**

**TO INVEST THAT AMOUNT OF RESOURCES WITHOUT A NATIONAL CONSENSUS ON WHAT WE EXPECT IN RETURN IS FLAT OUT WRONG.**

**WE WOULDN'T DO IT IN BUSINESS AND YOU WOULDN'T DO IT STATE GOVERNMENT.**

**SO WE LOOK FORWARD TO THE GOALS YOU WILL ISSUE LATER TODAY.**

**AND I'LL MAKE YOU A PROMISE.**

**YOU'LL GET NO SECOND-GUESSING FROM THE BRT.**

**THEY'RE YOUR GOALS AND WE'LL SUPPORT THEM.**

**I'LL MAKE YOU ONE OTHER PROMISE.**

**WE ARE READY AND ANXIOUS TO ROLL UP OUR SLEEVES AND WORK SIDE-BY-SIDE WITH YOU TO IMPLEMENT THESE GOALS STATE-BY-STATE.**

**I WOULD BE THE FIRST TO ADMIT THAT WE DO NOT HAVE ALL THE ANSWERS.**

**BUT WE DO HAVE SOME AND WE'RE WILLING TO WORK WITH YOU TO DEVELOP MORE.**

**I AM SOMETIMES ASKED WHY BUSINESS IS SO FIRED UP ABOUT EDUCATION REFORM.**

- 5 -

**THE ANSWER IS DECEPTIVELY  
SIMPLE:**

- **WE CANNOT COMPETE IN A  
WORLD CLASS ECONOMY  
WITHOUT A WORLD CLASS  
WORK FORCE.**
- **AND WE CANNOT HAVE A  
WORLD CLASS WORK FORCE  
WITHOUT WORLD CLASS  
SCHOOLS.**

**I BELIEVE THAT THE NGA AND THE  
BRT HAVE A UNIQUE  
OPPORTUNITY.**

**TOGETHER WE MUST ORGANIZE  
AND LEAD A NATIONAL CRUSADE,  
NOT FOR EDUCATION REFORM  
ALONE, BUT FUNDAMENTAL  
EDUCATION RESTRUCTURING.**

**WE MUST DO SO BECAUSE, IF WE  
DO NOT, OUR ECONOMY AND OUR  
WAY OF LIFE WILL FALTER.**

**WE MUST DO SO BECAUSE I BELIEVE  
NO ONE ELSE WILL.**

**WE MUST DO SO BECAUSE, AS  
CLEMENCEAU OBSERVED ABOUT  
WAR, EDUCATION IS TOO  
IMPORTANT TO BE LEFT TO  
EDUCATORS ALONE.**

**IN A GREAT DEMOCRACY,  
EDUCATION IS EVERYONE'S  
BUSINESS.**

**BUT IT IS OF SPECIAL IMPORTANCE  
TO GOVERNMENT AND BUSINESS  
LEADERS TODAY BECAUSE OF THE  
WAY IN WHICH WEALTH IS  
CREATED IN THE MODERN WORLD.**

**IT IS THE PRODUCT OF APPLIED  
HUMAN INTELLIGENCE.**

**THE ERA OF STRONG BACKS AND  
DEFT HANDS IS BEHIND US.**

**THE FUTURE BELONGS TO THE  
EDUCATED.**

**WE MUST DO IS TO EDUCATE OUR  
WORKERS BEFORE THEY ENTER THE  
WORK FORCE.**

- 6 -

**BUSINESS CAN'T DO THE SCHOOLS  
PRODUCT RECALL WORK.**

**THE JAPANESE ARE PROUD OF  
SAYING THEY HAVE THE "BEST  
BOTTOM HALF IN THE WORLD."**

**FOR TOO LONG WE HAVE GOTTEN  
BY WITH THE "BEST TOP HALF."  
ONCE THAT WAS GOOD ENOUGH.**

**NO LONGER.**

**WHAT DO AMERICAN YOUNGSTERS  
NEED TO KNOW AND BE ABLE TO  
DO TO PREPARE FOR THE FUTURE?**

**DOES AMERICA NEED TO TURN OUR  
SCHOOLS INTO VOCATIONAL  
TRAINERS?**

**THE ANSWER IS A RINGING AND  
AUTHORITATIVE "NO."**

**BUSINESS IS PREPARED TO PROVIDE  
VOCATIONAL AND TECHNICAL  
TRAINING IF WORKERS ARE FIRST  
EDUCATED.**

**LET ME REPEAT: BUSINESS WILL  
TRAIN IF SCHOOLS WILL EDUCATE.**

**NO ONE NEEDS TO GO TO PUBLIC  
SCHOOL TO LEARN HOW TO REPAIR  
A XEROX MACHINE.**

**THAT'S A COST THAT XEROX IS  
WILLING AND ABLE TO BEAR.**

**AT ISSUE IS THE CAPACITY OF  
AMERICAN WORKERS AND  
MANAGERS TO CONTINUE  
LEARNING OVER THEIR LIFETIME.**

**SURVEYS, CONDUCTED BY THE  
COMMITTEE FOR ECONOMIC  
DEVELOPMENT, REVEAL ALMOST  
TOTAL AGREEMENT AMONG  
EMPLOYERS.**

**THE MOST IMPORTANT  
KNOWLEDGE AND SKILLS THE NEW  
EMPLOYEE CAN BRING TO THE JOB  
ARE "LEARNING TO LEARN" SKILLS,  
PROBLEM SOLVING, AND  
COMMUNICATION SKILLS.**

-7-

**(PAUSE)**

**HOW DO WORKERS ACQUIRE SUCH KNOWLEDGE AND SKILLS?**

**THEY ACQUIRE THEM THROUGH A BROAD AND DEEP CURRICULUM, WHAT WE USED TO THINK OF AS THE LIBERAL ARTS.**

**THEY ARE THE BUILDING BLOCKS OF THE KNOWLEDGE-BASED SOCIETY.**

**BUSINESS IS NOT ASKING THE SCHOOLS TO PREPARE A DOCILE AND COMPLIANT WORK FORCE.**

**TO THE CONTRARY, WE WANT A WORK FORCE WHICH IS CURIOUS, EVEN IMPATIENT; A WORK FORCE THAT KNOWS HOW TO THINK, TO ASK QUESTIONS, TO WORK TOGETHER, TO INNOVATE, AND TO SOLVE PROBLEMS.**

**THE WORKER OF THE FUTURE NEEDS TO BOTH KNOW HOW TO THINK AND HOW TO CONTINUE LEARNING.**

**TO PREPARE FOR THE FUTURE WE NEED TO BEGIN NOW.**

**I BELIEVE WE HAVE A HISTORIC OPPORTUNITY.**

**THE CURRENT ISSUE OF AMERICAN HERITAGE HAS AN EXCELLENT ARTICLE ON THE HISTORY OF EDUCATION REFORM,**

**IT POINTS OUT THAT ALL PREVIOUS ATTEMPTS AT REFORM HAVE FALLEN FAR SHORT OF THEIR GOALS.**

- **WE CANNOT LET THAT HAPPEN AGAIN.**
- **THE CLOCK IS TICKING.**

- 8 -

**THIS MAY BE OUR LAST  
OPPORTUNITY TO DRAMATICALLY  
IMPROVE THE QUALITY OF PUBLIC  
EDUCATION IN AMERICA!**

**(PAUSE)**

**I SAID EARLIER THAT I WAS  
WEARING TWO HATS TODAY -- MY  
BRT HAT AND MY DAVID KEARNS  
HAT.**

**I'M PUTTING ON MY DAVID KEARNS  
HAT NOW TO TALK FOR A FEW  
MINUTES ABOUT A  
CONTROVERSIAL SUBJECT IN  
EDUCATION REFORM AND ONE  
THAT I KNOW SOME OF YOU  
DISAGREE WITH ME ON.**

**I'M REFERRING TO "CHOICE" AND I  
BELIEVE ITS THE CENTER PIECE --  
THE LYNCH-PIN -- OF TRUE  
EDUCATION REFORM.**

**TODAY'S PUBLIC SCHOOLS ARE BY  
AND LARGE MONOPOLY  
PROVIDERS.**

**THEY ARE NOT SUBJECT TO THE  
PRESSURES OF CONSUMERS.**

**IN THE CASE OF SCHOOLS, THERE  
ARE NUMEROUS SMALL  
MONOPOLIES CALLED SCHOOL  
DISTRICTS--15,500 OF THEM.**

**IF YOU'RE SMART AND WELL-OFF,  
YOU CAN CHOOSE A GOOD  
MONOPOLY AND AVOID A BAD  
ONE.**

**YOU BUY INTO A "GOOD"  
NEIGHBORHOOD OR PAY TUITION  
AT A PRIVATE SCHOOL.**

**IT'S NO SURPRISE THAT THE POOR  
CAN'T.**

**BUT THINK OF IT.THE PEOPLE MOST  
IN NEED OF GOOD SCHOOLS ARE  
LEAST ABLE TO FIND THEM.**

**THEY'RE STUCK WITH  
"GOVERNMENT ISSUE"  
EDUCATION.**

- 9 -

I'LL HAZARD THE GUESS THAT EVERY SINGLE PERSON IN THIS AUDIENCE--INDEED EVERY FRIEND AND RELATIVE OF EVERY PERSON IN THIS AUDIENCE--THINKS THEY HAVE THE WIT, INTELLIGENCE, AND SENSITIVITY TO CHOOSE A SCHOOL FOR THEIR CHILDREN.

AND TO DO SO WISELY.

IF IT WORKS FOR YOU, IT WILL WORK FOR EVERYONE.

INDEED, THAT'S WHAT DEMOCRACY IS ALL ABOUT.

ONE OF THE MOST INTERESTING SCHOOL DISTRICTS IN THE NATION IS NEW YORK'S "SPANISH HARLEM."

IT IS A 100 PERCENT CHOICE DISTRICT.

THERE IS NO COMPULSORY ASSIGNMENT OF STUDENTS TO SCHOOLS.

EVERYONE CHOOSES THE SCHOOL THEY ATTEND.

SO POPULAR IS THIS APPROACH THAT WELL-TO-DO WHITE YOUNGSTERS ARE NOW APPLYING TO THE DISTRICT.

IT'S NOT SURPRISING TO ME.

ANY BUSINESS LEADER COULD HAVE FORECAST SUCH A RESPONSE.

CHOICE AND MARKETS WORK AMONG SCHOOLS AS WELL AS AMONG FIRMS.

SY FLEIGEL, UNTIL RECENTLY, DEPUTY SUPERINTENDENT IN SPANISH HARLEM, WAS ASKED WHY CHOICE WORKS IN A POVERTY-STRICKEN COMMUNITY.

HE HAS A SIMPLE ANSWER: "WHAT'S GOOD ENOUGH FOR RICH KIDS IS GOOD ENOUGH FOR POOR KIDS."

- 10 -

**IT IS INTERESTING THAT TALKING ABOUT CHOICE IN EDUCATION STILL ELICITS STRONG REACTIONS.**

**WHY?**

**PEOPLE IN MONOPOLY POSITIONS LIKE IT THAT WAY.**

**MANY BUSINESSMEN--IN WEAK MOMENTS--WOULD JUST AS SOON SEE COMPETITION DIE DOWN.**

**WHY?**

**IT MAKES THE PROVIDER'S LIFE EASIER.**

**SIMILARLY, SCHOOLS PREFER TO STICK TO THE STATUS QUO.**

**WE MUST ALL REMEMBER ONE HARD FACT: INSTITUTIONS WILL NOT CHANGE WITHOUT OUTSIDE PRESSURE.**

**BUSINESSES DON'T.**

**POLITICIANS DON'T.**

**SCHOOLS DON'T.**

**CHOICE PUTS POWER WHERE IT BELONGS: IN THE HANDS OF CONSUMERS.**

**AND IT WILL FORCE SCHOOLS TO "STAND AND DELIVER."**

**BUT MAKING IT A REALITY WON'T BE EASY.**

**AS MR. GORBACHEV IS FINDING OUT, PERESTROIKA--WHILE NECESSARY AND DESIRABLE--IS PAINFUL.**

**BUT IT IS WORTH IT.**

**THE KEY-STONE OF RESTRUCTURING IS TO CREATE A "PUBLIC MARKET," A SET OF RELATIONSHIPS IN THE PUBLIC SECTOR THAT MIRROR THE BEST OF THE PRIVATE SECTOR.**

- 11 -

**THAT MEANS CHOICE AMONG  
SCHOOLS--FOR TEACHERS AS WELL  
AS STUDENTS--TO CREATE  
VOLUNTARY COMMUNITIES OF  
SCHOLARSHIP.**

**THE GREAT SECRET OF THE  
MARKET, OF CHOICE AND  
DIVERSITY, IS THAT MARKETS  
HARNESS INDIVIDUAL EFFORT AND  
ENTHUSIASM ON BOTH SIDES OF  
THE EQUATION.**

**BOTH BUYER AND SELLER ARE  
INVESTED IN THE PROCESS.**

**PUBLIC EDUCATION MUST TAKE  
ANOTHER PAGE FROM AMERICAN  
BUSINESS AND PUSH DECISION-  
MAKING DOWN TO THE PRINCIPAL  
AND TEACHER LEVEL.**

**LET THEM RUN THEIR CLASSROOMS  
AND SCHOOLS AND TURN THE  
DISTRICTS AND THE  
BUREAUCRACIES INTO SERVICE  
CENTERS.**

**REAL RESTRUCTURING OF THIS TYPE  
IS ESSENTIAL.**

**I URGE YOU NOT TO LOOK FOR  
EASY SOLUTIONS OR QUICK FIXES.**

**THERE AREN'T ANY.  
WE MUST HAVE PATIENCE AND  
COMMITMENT BEFORE WE GET  
RESULTS.**

**WE MUST BE WILLING TO TRY NEW  
CONCEPTS AND STRATEGIES.**

**WE MUST BE WILLING TO RISK  
FAILURE TO ACHIEVE SUCCESS.**

**OUR FUTURE--ECONOMIC AS WELL  
AS POLITICAL--DEPENDS AS NEVER  
BEFORE ON THE QUALITY OF OUR  
CITIZENS' EDUCATION.**

**OUR ECONOMIC WELL BEING IN THE  
FUTURE IS DIRECTLY LINKED TO THE  
QUALITY OF THE AMERICAN  
WORKFORCE.**

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**WE STAND AT AN IMPORTANT  
CROSSROADS. WE CAN MAKE A  
DIFFERENCE.**

**IT WILL TAKE REAL EFFORT, BUT IT  
WILL PAY RICH DIVIDENDS.**

**WE ARE NOT ON A CRUSADE TO  
SAVE OUR SCHOOLS.**

**WE ARE ON A CRUSADE TO SAVE  
OUR NATION.**

**THERE IS NOTHING MORE  
IMPORTANT ON THE NATIONAL  
AGENDA.**

**LET ME REPEAT THAT.**

**NO DOMESTIC ISSUE IS MORE  
IMPORTANT THAN EDUCATION**

**IMPROVING OUR SCHOOLS IS NOT  
JUST ANOTHER NATIONAL  
PRIORITY.**

**I SEE IT AS UNDERPINNING TO A  
WHOLE SET OF OTHER ISSUES --  
DRUGS, ECONOMY -- BALANCE OF**

**TRADE, AND THE SECURITY OF THE  
U.S.**

**THAT'S WHY THE BRT IS  
REPRESENTED HERE.**

**THAT'S WHY WE WANT TO FORM  
LASTING, PRODUCTIVE, RESULTS-  
ORIENTED PARTNERSHIPS WITH  
YOU.**

**WE APPLAUD YOUR COURAGE IN  
STEPPING UP AND ISSUING  
NATIONAL GOALS.**

**AND WE LOOK FORWARD TO  
WORKING WITH YOU TO  
IMPLEMENT THEM.**

**THANK YOU.**

**- # # # -**

# XEROX

## FAX COVER SHEET

Date: 3-21-91

91 MAR 21 P 1: 56

*Mrs. Carl  
Drew Alexander*

### FAX MESSAGE FOR:

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*Peggy . . . 4 speeches attached*  
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*I'll send the book  
overnite.*

*Lucy*

*P.S. I split the transmission*

**REFORMING AMERICAN PUBLIC EDUCATION**

**DAVID T. KEARNS  
CHAIRMAN AND CHIEF EXECUTIVE OFFICER  
XEROX CORPORATION**

**HARVARD UNIVERSITY  
MARCH 8, 1990  
CAMBRIDGE MASSACHUSETTS**

**GOOD AFTERNOON.**

**DEAN GRAHAM, DISTINGUISHED  
FACULTY AND GUESTS, LADIES AND  
GENTLEMEN, IT IS A SPECIAL  
PLEASURE TO BE WITH YOU TODAY.**

**IT'S FAIR TO SAY THAT OUR  
GATHERING TODAY IS "UNIQUE."**

**RARE INDEED IS A CONVOCATION  
ON A UNIVERSITY CAMPUS THAT  
INCLUDES MEMBERS OF MORE  
THAN ONE FACULTY.**

**IT IS MY HOPE THAT IT WILL BE THE  
FIRST OF MANY SUCH GATHERINGS,  
NOT JUST AT HARVARD, BUT IN  
OTHER FLAGSHIP INSTITUTIONS  
ACROSS THE NATION.**

**THAT WOULD BE THE MOST  
IMPORTANT OUTCOME OF THIS  
MEETING -- IF, BY THIS EXAMPLE,  
WE STIMULATE OTHER  
DISTINGUISHED INSTITUTIONS TO  
EMULATE THIS CONVOCATION, TO  
BRING TOGETHER SCHOOLS OF  
BUSINESS, EDUCATION, AND  
PUBLIC POLICY.**

**ALL OF YOU HERE TODAY KNOW  
HOW SERIOUS OUR EDUCATION  
PROBLEM IS.**

**I AM NOT GOING TO CITE CHAPTER  
AND VERSE OF OUR EDUCATION  
SYSTEM'S FAILURES.**

**BUT I DO WANT TO TALK ABOUT  
THE INTERRELATIONSHIP BETWEEN  
SCHOOLS AND A HEALTHY,  
COMPETITIVE ECONOMY.**

**THE INTEREST OF BUSINESS  
LEADERS IN EDUCATION IS HARDLY  
NEW.**

**MORE THAN TWO CENTURIES AGO  
ADAM SMITH OBSERVED THAT THE  
WEALTH OF A NATION IS ITS  
PEOPLE.**

**NEVER HAS THAT BEEN MORE TRUE  
THAN TODAY.**

- **WE CANNOT COMPETE IN A  
WORLDCLASS ECONOMY  
WITHOUT A WORLDCLASS  
WORKFORCE.**

- **AND WE CANNOT HAVE A  
WORLDCLASS WORKFORCE  
WITHOUT WORLDCLASS  
SCHOOLS.**

**ONE OF HARVARD'S MOST  
DISTINGUISHED ALUMNI KNEW  
THIS WELL.**

**IN 1961 PRESIDENT JOHN F.  
KENNEDY TOLD THE CONGRESS:**

**"OUR PROGRESS AS A NATION CAN  
BE NO SWIFTER THAN OUR  
PROGRESS IN EDUCATION.**

**THE HUMAN MIND IS OUR  
FUNDAMENTAL RESOURCE."**

**WE SHOULD HAVE LISTENED.**

**MOST PEOPLE AGREE THAT OUR  
EDUCATION SYSTEM AND OUR  
ECONOMY ARE LINKED AND THAT  
OUR SCHOOLS ARE IN TROUBLE.**

**BUT WHAT IT MEANS -- AND WHAT  
WE DO ABOUT IT -- ARE STILL THE  
SUBJECT OF SPIRITED DEBATE.**

**THAT IS WHY I WANT TO  
EXPLICITLY DEVELOP A BUSINESS  
"METAPHOR" TODAY.**

**TO DO SO, I WANT TO RAISE FOUR  
QUESTIONS:**

- 1. WHO IS OUR COMPETITION?**
- 2. WHAT DOES IT MEAN TO BE  
EDUCATED FOR THE ECONOMY  
OF THE FUTURE?**
- 3. WHAT SHOULD OUR SCHOOLS  
LOOK LIKE TO ACCOMPLISH OUR  
OBJECTIVES?**
- 4. AND WHAT DO WE NEED TO DO  
TO GET FROM HERE TO THERE?**

**IN DOING SO, I WANT TO SEND A  
MESSAGE TO THE NATION'S  
BUSINESS, GOVERNMENT AND  
EDUCATION LEADERS: WE MUST  
ORGANIZE AND LEAD A NATIONAL  
CRUSADE, NOT FOR EDUCATION  
REFORM ALONE, BUT  
FUNDAMENTAL EDUCATION  
RESTRUCTURING.**

**WE MUST DO SO BECAUSE IF WE DO NOT, OUR ECONOMY AND OUR WAY OF LIFE WILL FALTER.**

**WE MUST DO SO BECAUSE NO ONE ELSE WILL.**

**WE MUST DO SO BECAUSE AS CLEMENCEAU OBSERVED ABOUT WAR, EDUCATION IS TOO IMPORTANT TO BE LEFT TO EDUCATORS ALONE.**

**IN A DEMOCRACY, EDUCATION IS EVERYONE'S BUSINESS.**

**BUT IT IS OF SPECIAL IMPORTANCE TO BUSINESS LEADERS TODAY BECAUSE OF THE WAY IN WHICH WEALTH IS CREATED IN THE MODERN WORLD.**

**IT IS THE PRODUCT OF APPLIED HUMAN INTELLIGENCE.**

**IT IS THE PRODUCT OF BRAIN POWER, OF ENTREPRENEURSHIP, OF IMAGINATION, OF INNOVATION.**

**TODAY, PHYSICAL CAPITAL IS THE LEAST OF IT.**

**IN FACT, PHYSICAL PLANTS AND GOODS ARE THEMSELVES THE PRODUCTS OF BRAIN POWER. THE ERA OF STRONG BACKS AND DEFT HANDS IS BEHIND US.**

**THE FUTURE BELONGS TO THE EDUCATED.**

**LET ME TURN TO THE COMPETITION TO ILLUSTRATE THE POINT.**

**AS AMERICAN BUSINESS LEADERS KNOW ONLY TOO WELL, THE JAPANESE ARE AMONG OUR MOST FORMIDABLE COMPETITORS OF THE MODERN ERA.**

**IN EVERY MARKET IN WHICH THE JAPANESE COMPETE THEIR PRODUCTS ARE WORLD CLASS.**

**IN MANY AREAS THEIR PRODUCTS SET THE WORLD STANDARD OF QUALITY.**

**THE JAPANESE HAVE  
DEMONSTRATED ANEW THE  
VIRTUE OF HARD WORK,  
ENTERPRISE, AND COMMITMENT  
TO QUALITY.  
THEY HAVE DONE SO WITHOUT  
RAISING AN ARMY.**

**THEY HAVE DONE SO WITH  
ALMOST NO NATURAL RESOURCES.**

**ITS WEALTH IS ITS PEOPLE.**

**THE JAPANESE ARE DOING  
PRECISELY WHAT COMPETITORS  
ARE SUPPOSED TO DO -- MAKE US  
ALL WORK SMARTER, FOR THE  
BENEFIT OF THE CONSUMER AND  
THE SHAREHOLDER.**

**IF THE JAPANESE ECONOMIC  
MIRACLE HAS A SINGLE CAUSE, IT IS  
THE QUALITY OF THE JAPANESE  
WORK FORCE.**

**NO NATION HAS A BETTER  
QUALIFIED WORK FORCE AND NO  
NATION HAS HAD A LONGER OR  
MORE IMPRESSIVE RECORD OF  
ECONOMIC GROWTH.**

**THAT'S NOT A COINCIDENCE.**

**THERE IS A POWERFUL  
CONNECTION BETWEEN THE  
QUALITY OF THE WORK FORCE AND  
THE QUALITY AND QUANTITY OF  
OUTPUT.**

**THE TYPICAL JAPANESE WORKER  
ENTERS THE WORK FORCE WITH A  
HIGH SCHOOL DIPLOMA,  
EQUIVALENT TO A FOUR YEAR  
AMERICAN COLLEGE DEGREE.**

**NINETY-SIX PERCENT OF JAPANESE  
YOUNGSTERS HOLD HIGH SCHOOL  
DIPLOMAS IN SPITE OF THE FACT  
THAT COMPULSORY ATTENDANCE  
ONLY GOES THROUGH AGE 16 AND  
MOST JAPANESE PUBLIC HIGH  
SCHOOLS CHARGE TUITION.**

**IN THE UNITED STATES WE HAVE A  
DIFFERENT STORY TO TELL.**

**EACH YEAR 700,000 AMERICANS  
DROP OUT OF HIGH SCHOOL  
WITHOUT GRADUATING.**

**AND ANOTHER 700,000 "EARN" A DIPLOMA WITHOUT POSSESSING THE BASIC LITERACY SKILLS NEEDED TO SUCCEED IN THE MODERN WORLD.**

**THE REAL COMPETITION WE FACE IS AN EDUCATED WORK FORCE.**

**IMAGINE WHAT IT WOULD BE LIKE IF AMERICAN EMPLOYERS WERE ASSURED OF A STREAM OF HIGH SCHOOL GRADUATES WHO COULD NOT ONLY READ AND WRITE, BUT WHO COULD FOLLOW COMPLEX INSTRUCTIONS.**

**THAT'S THE WORK FORCE THE JAPANESE BEGIN WITH.**

**THE TYPICAL JAPANESE YOUNGSTER GOES TO SCHOOL 240 DAYS A YEAR AND THE TYPICAL AMERICAN YOUNGSTER GOES 180 DAYS.**

**JAPANESE YOUNGSTERS DO TWICE AS MUCH HOMEWORK AS THEIR AMERICAN COUNTERPARTS.**

**THE JAPANESE CREATED THEIR SCHOOL SYSTEM THE SAME WAY THEY CREATED THEIR MODERN INDUSTRIAL EMPIRE.**

**THEY LOOKED AROUND THE WORLD TO FIND THE BEST EXAMPLES AVAILABLE -- BENCHMARKING WE WOULD CALL IT AT XEROX -- AND THEN ADAPTED THE BEST PRACTICES TO JAPANESE REALITIES.**

**THE RESULT IS A UNIQUE HIGH-BRED -- PART JAPANESE, PART NON-JAPANESE IN ORIGIN, AND TOTALLY JAPANESE IN ITS FINAL FORM.**

**SHOULD WE COPY THE JAPANESE?**

**NOT FOR A MINUTE.**

**BUT WE SHOULD LEARN FROM THEM.**

**WE SHOULD DO AS THEY DID, AND CREATE THE BEST WORK FORCE IN THE WORLD.**

AND ONE THING THEY DO THAT WE MUST DO IS TO EDUCATE OUR WORKERS BEFORE THEY ENTER THE WORK FORCE.

BUSINESS CAN'T DO THE SCHOOLS' PRODUCT RECALL WORK.

THE JAPANESE ARE PROUD OF SAYING THEY HAVE THE "BEST BOTTOM HALF IN THE WORLD."

FOR TOO LONG WE HAVE GOTTEN BY WITH THE "BEST TOP HALF."

ONCE THAT WAS GOOD ENOUGH.

NO LONGER.

AND THAT BRINGS ME TO THE SECOND QUESTION I WANT TO DISCUSS: WHAT DO AMERICAN YOUNGSTERS NEED TO KNOW AND BE ABLE TO DO TO PREPARE FOR THE FUTURE?

DOES AMERICA NEED BETTER VOCATIONAL EDUCATION?

THE ANSWER IS A RINGING AND AUTHORITATIVE "NO."

BUSINESS IS PREPARED TO PROVIDE VOCATIONAL AND TECHNICAL TRAINING IF WORKERS ARE FIRST EDUCATED.

BUSINESS WILL TRAIN IF SCHOOLS WILL EDUCATE.

NO ONE NEEDS TO GO TO PUBLIC SCHOOL TO LEARN HOW TO REPAIR A XEROX MACHINE. THAT'S A COST THAT XEROX IS WILLING AND ABLE TO BEAR.

HOW MUCH IS SPENT BY BUSINESS AND INDUSTRY ON TRAINING?

ANTHONY CARNAVALE -- SENIOR ECONOMIST AT THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT -- ESTIMATES THAT THE TOTAL PRICE TAG IS OVER \$200 BILLION PER YEAR.

**THE ISSUE IS THE CAPACITY OF AMERICAN WORKERS AND MANAGERS TO CONTINUE LEARNING OVER THEIR LIFETIME.**

**PAT CHOATE OF TRW ESTIMATES THAT THE WORKER WHO ENTERS THE JOB MARKET TODAY CAN EXPECT TO HOLD FIVE TO SEVEN DIFFERENT JOBS OVER HIS OR HER CAREER.**

**THE MOST IMPORTANT KNOWLEDGE AND SKILLS THE NEW EMPLOYEE CAN BRING TO THE JOB ARE "LEARNING TO LEARN" SKILLS, PROBLEM SOLVING, AND COMMUNICATIONS SKILLS.**

**BUSINESS DOES NOT NEED A DOCILE AND COMPLIANT WORKFORCE.**

**BUSINESS DOES NEED PROBLEM SOLVERS, CLEAR THINKERS, WORKERS WHO CAN TROUBLE SHOOT, DRAW INFERENCES, COMMUNICATE WITH EACH OTHER AS WELL AS THEIR SUPERIORS AND SUBORDINATES.**

**HOW DO WORKERS ACQUIRE SUCH KNOWLEDGE AND SKILLS?**

**THEY ACQUIRE THEM THROUGH A BROAD AND DEEP CURRICULUM, WHAT WE USED TO THINK OF AS THE LIBERAL ARTS.**

**THE WORKER OF THE FUTURE NEEDS TO BOTH KNOW HOW TO THINK AND HOW TO CONTINUE LEARNING.**

**IT IS TRUE, OF COURSE, THAT THE SPECIALIZED WORKER OF THE FUTURE WILL NEED SPECIALIZED EDUCATION AND TRAINING.**

**WE WILL CONTINUE TO NEED PHYSICISTS, ENGINEERS, MATHEMATICIANS, AND STATISTICIANS.**

**BUT UNDERGIRDING THEIR STUDIES MUST BE A SOLID FOUNDATION IN THE BASICS: ENGLISH GRAMMAR AND COMPOSITION, HISTORY AND GEOGRAPHY, AN UNDERSTANDING OF THE NATURAL SCIENCES AND**

**MATHEMATICS, THE GREAT DOCUMENTS OF CITIZENSHIP INCLUDING THE MAGNA CARTA, THE BILL OF RIGHTS, AND MARTIN LUTHER KING'S LETTER FROM BIRMINGHAM JAIL.**

**IN ADDITION TO PROVIDING THE ACADEMIC AND INTELLECTUAL FOUNDATIONS FOR WORK AND CITIZENSHIP, SCHOOLS MUST ALSO TEACH THE VALUES OF DEMOCRACY AND WORK.**

**THEY MUST STRESS HUMBLE VIRTUES -- PUNCTUALITY, RELIABILITY, AND NEATNESS.**

**THEY MUST ALSO TEACH MORE PROFOUND VALUES: HONESTY, LOYALTY, INTEGRITY.**

**THIS IS NOT JUST THE STUFF OF GRADUATION HOMILIES.**

**IT IS CENTRAL TO A FUNCTIONING SOCIAL ORDER AND TO A VIGOROUS ECONOMY.**

**SCHOOLS COULD NOT ESCAPE THE TASK OF TEACHING VALUES IF THEY WANTED TO.**

**IMAGINE A SCHOOL IN WHICH YOUNGSTERS ARE PROMOTED WHETHER OR NOT THEY ATTEND CLASS, WHETHER OR NOT THEY STUDY, AND WHETHER OR NOT THEY DO WELL IN THEIR CLASS WORK.**

**SCHOOLS THAT TREAT STUDENTS THAT WAY SEND A MESSAGE: GET BY, ANYTHING GOES, NO ONE CARES.**

**MESSAGES OF THIS KIND DO GREAT HARM.**

**THEY PROGRAM YOUNGSTERS FOR FAILURE.**

**BY WAY OF CONTRAST, IMAGINE A SCHOOL THAT SETS HIGH STANDARDS AND HOLDS STUDENTS TO THEM.**

**IN SUCH SCHOOLS ACHIEVEMENT IS REAL, MASTERY HAS MEANING, AND ITS GRADUATES ARE ACCOMPLISHED MEN AND WOMEN WHO CAN HOLD THEIR HEADS UP WITH PRIDE.**

**AND THEY CAN TAKE THEIR PLACE IN THE WORK FORCE OR HIGHER EDUCATION.**

**NO SCHOOL CAN BE VALUE FREE, JUST AS NO BUSINESS CAN.**

**WE DO A DISSERVICE TO A YOUNGSTER WHEN WE GRANT A BOGUS DIPLOMA FROM A SCHOOL THAT REFUSES TO IMPART THE VALUES WE ADULTS KNOW TO BE ESSENTIAL.**

**IF THIS IS WHAT OUR SCHOOLS MUST DO -- IMPART BOTH KNOWLEDGE AND VALUES -- WHAT SHOULD THEY LOOK LIKE?**

**THERE ARE MANY ANSWERS.**

**THERE IS NO ONE BEST SYSTEM.**

**THE QUESTION HERE IS ONE OF MATCH, AND IT IS AT THIS POINT THAT I WANT TO MAKE THE BUSINESS "METAPHOR" EXPLICIT.**

**MOST BUSINESS LEADERS HAVE BEEN CAUTIOUS ABOUT TELLING SCHOOLS HOW TO GO ABOUT THEIR BUSINESS.**

**WE'RE NOT EDUCATORS.**

**AND I DON'T PROPOSE TO BREAK THIS TRADITION.**

**EDUCATORS SHOULD BE IN CHARGE.**

**MY JOB, AND THE JOB OF ANY SUCCESSFUL CEO IN THE MODERN WORLD, IS TO HIRE THE BEST PEOPLE I CAN FIND; SET GOALS AND OBJECTIVES; ESTABLISH INCENTIVES; AND TURN THE PEOPLE LOOSE.**

**AND WE KNOW WHAT WORKS -- INCENTIVES TO PERFORM, STANDARDS TO MEET, REWARDS**

**WHEN THOSE STANDARDS ARE MET.**

**THAT IS THE POWER OF CAPITALISM. ALONE AMONG ECONOMIC SYSTEMS, CAPITALISM -- FREE MARKETS -- ELIMINATES INAPPROPRIATE, INEFFICIENT, OR ANACHRONISTIC PRACTICES.**

**THAT, INDEED, IS THE PURPOSE OF MARKETS AND THE PURPOSE OF COMPETITION.**

**NOT TO SERVE THE OWNERS OF CAPITAL, NOT TO SERVE THE MANAGERS, BUT TO SERVE THE CUSTOMER.**

**IT IS THIS LESSON THAT THE SCHOOLS MUST ABSORB IF THEY ARE TO SERVE US IN THE FUTURE.**

**THE HARD TRUTH IS THAT TODAY'S PUBLIC SCHOOLS ARE MONOPOLIES.**

**THEY ARE NOT SUBJECT TO THE PRESSURES OF CONSUMERS WHO**

**WOULD CHANGE THEM IF THEY COULD.**

**THE INVENTIVE AND RESOURCEFUL "CLIENT" CAN ESCAPE A BAD MONOPOLY AND JOIN A BETTER ONE.**

**IF YOU'RE LUCKY AND PROSPEROUS IT'S EVEN EASIER.**

**YOU BUY INTO A "GOOD" NEIGHBORHOOD OR YOU PAY TUITION AT A PRIVATE SCHOOL.**

**THE POOR OBVIOUSLY CAN'T DO THAT.**

**THINK OF IT.**

**THE PEOPLE MOST IN NEED OF GOOD SCHOOLS ARE LEAST ABLE TO FIND THEM.**

**AND IF THEY COULD FIND THEM, THEY WOULD NOT BE FREE TO CHOOSE THEM.**

**PEOPLE ARE FORCED TO ATTEND A SCHOOL THEY DON'T CHOOSE.**

**THINK ABOUT IT.**

**ONE OF THE BEST THINGS WE CAN DO IS ASK OURSELVES THIS QUESTION: IS THERE A SCHOOL IN MY STATE OR LOCALITY THAT IS UNSUITABLE FOR CHILDREN? WE ALL KNOW THE ANSWER.**

**IN SOME JURISDICTIONS, IN FACT, WE KNOW HOW TEACHERS ANSWER THAT QUESTION.**

**IN CHICAGO, FOR EXAMPLE, 20 PERCENT OF THE PUBLIC SENDS THEIR CHILDREN TO PRIVATE SCHOOL.**

**45 PERCENT OF PUBLIC SCHOOL TEACHERS IN CHICAGO MAKE THE SAME CHOICE.**

**IT'S EASY TO ACCUSE THEM OF BEING HYPOCRITES.**

**I PREFER TO THINK OF THEM AS DISCERNING CONSUMERS, WITH**

**THE CAPACITY -- BOTH FINANCIAL AND INTELLECTUAL -- TO CHOOSE SCHOOLS, AND TO CHOOSE THEM WISELY.**

**ONE OF THE MOST INTERESTING SCHOOL DISTRICTS IN THE NATION IS NEW YORK'S "SPANISH HARLEM," DISTRICT 4.**

**IT IS A 100 PERCENT CHOICE DISTRICT.**

**THERE IS NO COMPULSORY ASSIGNMENT OF STUDENTS TO SCHOOLS.**

**EVERYONE CHOOSES THE SCHOOL THEY ATTEND.**

**SO POPULAR IS THIS APPROACH THAT WELL-TO-DO WHITE YOUNGSTERS ARE NOW APPLYING TO DISTRICT 4.**

**IT'S NOT SURPRISING TO ME.**

**CHOICE AND MARKETS WORK, AMONG SCHOOLS AS WELL AS AMONG FIRMS.**

**SY FLEIGEL (FLY-GEL), ONCE DEPUTY SUPERINTENDENT OF DISTRICT 4, WHEN ASKED WHY CHOICE WORKS IN SPANISH HARLEM HAS A SIMPLE ANSWER: "WHAT'S GOOD ENOUGH FOR RICH KIDS IS GOOD ENOUGH FOR POOR KIDS."**

**I OPENED MY REMARKS BY TELLING YOU I WOULD DEVELOP A BUSINESS METAPHOR FOR SCHOOL REFORM AND RESTRUCTURING.**

**THE KEYSTONE IS TO CREATE A "PUBLIC MARKET," A SET OF RELATIONSHIPS IN THE PUBLIC SECTOR THAT MIRROR THE BEST OF THE PRIVATE SECTOR.**

**THAT MEANS CHOICE AMONG SCHOOLS -- FOR TEACHERS AS WELL AS STUDENTS -- TO CREATE VOLUNTARY COMMUNITIES OF SCHOLARSHIP.**

**THE GREAT SECRET OF THE FREE MARKET, OF CHOICE AND DIVERSITY, IS THAT MARKETS HARNESS INDIVIDUAL EFFORT AND**

**ENTHUSIASM ON BOTH SIDES OF THE EQUATION.**

**BOTH BUYER AND SELLER ARE INVESTED IN THE PROCESS.**

**HOW DO WE GET FROM THERE TO HERE?**

**TO GET THERE WE NEED BUSINESS LEADERS IN EACH OF THE NATION'S COMMUNITIES TO INSIST THAT PUBLIC EDUCATION BEGIN TO LEARN ITS LESSONS FROM SUCCESSFUL FIRMS IN THE MARKET, THAT "CHOICE," "DIVERSITY," AND "COMPETITION" ARE TERMS AS WELL SUITED TO THE PUBLIC AS THE PRIVATE SECTORS.**

**A PRIMARY VEHICLE THAT BUSINESS IS USING TO GET INVOLVED IN EDUCATION IS THE BUSINESS ROUNDTABLE.**

**THE BUSINESS ROUND TABLE CONSISTS OF 201 CHIEF EXECUTIVE OFFICERS OF MANY OF AMERICA'S LEADING CORPORATIONS.**

**LAST JUNE, PRESIDENT BUSH CHALLENGED THE BRT TO HELP HIM FULFILL HIS GOAL OF BECOMING THE EDUCATION PRESIDENT.**

**IN LATE SEPTEMBER WE MET WITH THE PRESIDENT AND TOLD HIM OF OUR PLAN TO SUPPORT NATIONAL GOALS, BUT WORK WITH THE GOVERNORS AT THE STATE LEVEL -- WHERE THE ACTION IS.**

**SINCE THEN OUR TASK FORCE HAS BEEN HARD AT WORK PUTTING SOME MEAT IN THE BONE.**

**WE INTEND TO GO BEYOND RHETORIC.  
WE INTEND TO ACT.**

**WE ARE COMMITTED TO A TEN YEAR PLAN, ONE THAT TRANSCENDS INDIVIDUAL CEO'S AND INDIVIDUAL CORPORATIONS, ONE THAT WILL PUT THE NATION'S CORPORATE RESOURCES BEHIND THE CAUSE OF REFORM UNTIL THE NEXT CENTURY.**

**AS A FIRST STEP, EACH BRT CEO HAS BEEN ASKED TO FORM A PARTNERSHIP WITH A GOVERNOR.**

**I AM PLEASED TO REPORT THAT SUCH PARTNERSHIPS ARE BEING FORMED ACROSS THE NATION.**

**158 CHIEF EXECUTIVE OFFICERS COVERING ALL 50 STATES AND THE DISTRICT OF COLUMBIA HAVE ALREADY SIGNED UP.**

**EACH CEO HAS MADE A TEN-YEAR COMMITMENT FOR HIS COMPANY.**

**WE BELIEVE IT WILL TAKE THAT LONG TO INSTITUTIONALIZE TRUE EDUCATION REFORM.**

**AND THAT IS WHAT WE ARE AFTER -- NOT TINKERING AT THE MARGINS.**

**NOT WHAT I CALL FEEL-GOOD PARTNERSHIPS THAT DO LITTLE BUT SHORE UP A BAD SYSTEM.**

**BUT FUNDAMENTAL REFORM AND  
RESTRUCTURING OF OUR PUBLIC  
EDUCATION SYSTEM.**

**WE BELIEVE EDUCATION REFORM  
IS OUR BUSINESS, NOT BECAUSE IT  
MAKES US FEEL GOOD -- THOUGH  
IT WILL.**

**NOT FOR REASONS OF ALTRUISM  
AND PHILANTHROPY EVEN  
THOUGH THEY ARE IMPORTANT.**

**BUT FOR THE BEST, MOST  
HARDHEADED BUSINESS REASON:  
THE BOTTOM LINE.  
GOOD EDUCATION IS GOOD  
BUSINESS.**

**IT'S GOOD FOR THE NATION, GOOD  
FOR WORKERS, AND GOOD FOR  
INTERNATIONAL  
COMPETITIVENESS.**

**I WANT TO ISSUE A CHALLENGE TO  
MY HOSTS HERE TODAY--THE  
SCHOOLS OF PUBLIC POLICY,  
EDUCATION, AND BUSINESS.**

**HOW OFTEN DO MEMBERS OF ONE  
FACULTY TALK TO MEMBERS OF  
ANOTHER?**

**EVERYONE MUST PULL TOGETHER  
IF WE ARE TO SOLVE THESE  
PROBLEMS, AND HIGHER  
EDUCATION MUST SET THE  
EXAMPLE.**

**AS A BUSINESSMAN, I'M  
FREQUENTLY ASKED, "WHAT DO  
YOU KNOW ABOUT EDUCATION?"**

**THAT'S A FAIR QUESTION.  
THE ANSWER IS THAT I'M NOT AN  
EDUCATOR, BUT I DO KNOW A  
GOOD DEAL ABOUT LARGE,  
COMPLEX ORGANIZATIONS WHICH  
EMPLOY LARGE NUMBERS OF VERY  
SMART PEOPLE.**

**AND TWO LESSONS FROM XEROX  
HAVE DIRECT APPLICATION TO  
YOU.**

**ONE IS OUR INTERDISCIPLINARY  
TRADITION.**

**WE DELIBERATELY MIX PEOPLE OF DIFFERENT BACKGROUNDS AND INTERESTS BECAUSE IT RELEASES CREATIVE ENERGY.**

**IN OUR RESEARCH FACILITIES, FOR EXAMPLE, WE NOT ONLY EMPLOY ELECTRICAL ENGINEERS AND COMPUTER SCIENTISTS.**

**WE ALSO HAVE ANTHROPOLOGISTS, PSYCHOLOGISTS, SOCIOLOGISTS, MATHEMATICIANS, AND POLITICAL SCIENTISTS.**

**THERE IS REAL SYNERGY IN SUCH COMBINATIONS IN THE BUSINESS WORLD, AND WHAT WORKS FOR US MAY WORK FOR YOU.**

**THE OTHER IDEA IS RESEARCH AND DEVELOPMENT.**

**IT'S OUR LIFE BLOOD.**

**WITHOUT IT WE WOULD DIE.**

**XEROX ALONE SPENDS ABOUT \$800 MILLION PER YEAR.**

**BY WAY OF CONTRAST, THE FEDERAL GOVERNMENT--THE PRINCIPAL SOURCE OF EDUCATION RESEARCH FUNDING--SPENDS LESS THAN \$100 MILLION PER YEAR.**

**IT IS SIMPLY NOT ENOUGH. EVERYONE MUST PULL TOGETHER--STATES, LOCALITIES, AND THE FEDERAL GOVERNMENT AS WELL AS THE PRIVATE SECTOR--IF WE ARE TO SOLVE THESE PROBLEMS, AND HIGHER EDUCATION MUST SET THE EXAMPLE.**

**WHAT DOES THE BUSINESS WORLD KNOW THAT MIGHT BE USEFUL TO EDUCATORS?**

**ONE THING WE KNOW A LOT ABOUT IS MARKETS AND COMPENSATION.**

**WHAT DOES THIS HAVE TO DO WITH SCHOOLS?**

**A LOT.**

**AS A BUSINESS LEADER LOOKING AT THE WORK FORCE, I SEE AN INCREDIBLE ANOMALY.**

**THE BEST TEACHER IS PAID WHAT THE WORST IS.**

**THE DISCIPLINES IN GREATEST ABUNDANCE ARE PAID WHAT THE MOST SCARCE ARE PAID.**

**IF BUSINESS APPROACHED COMPENSATION THIS WAY WE WOULD SOON BE OUT OF BUSINESS.**

**TEACHING WILL NEVER BE A TRUE PROFESSION IF EVERYONE WHO TEACHES IS PAID SIMPLY ON THE BASIS OF LONGEVITY.**

**DOING TIME AND DOING WELL ARE NOT THE SAME.**

**AS A BUSINESS MAN I KNOW THERE IS A WAY TO GET QUALIFIED PEOPLE TO WORK FOR ME -- PAY, WORKING CONDITIONS, A SENSE OF PROFESSIONAL EFFICACY, AND A SENSE OF ACCOMPLISHMENT.**

**WHAT DOES THIS HAVE TO DO WITH TEACHERS?**

**IF YOU CAN'T FIND MATH, OR SCIENCE, OR FRENCH TEACHERS YOU CAN'T FOR A REASON.**

**IMPROVE THEIR WORKING CONDITIONS.**

**PAY THEM MORE.**

**PAY BY DISCIPLINE.  
PAY FOR PERFORMANCE.**

**TODAY I HAVE TRIED TO PAINT A BROAD PICTURE OF EDUCATION AND COMPETITIVENESS, BUT I HAVE ALSO TRIED TO PROVIDE SOME SENSE OF WHAT IT IS WE CAN ALL DO TO IMPROVE OUR SCHOOLS.**

**THIS IS A TASK WE MUST UNDERTAKE BECAUSE THERE IS NO MORE IMPORTANT ISSUE BEFORE THE NATION.**

**I URGE YOU NOT TO LOOK FOR  
EASY SOLUTIONS OR QUICK FIXES.**

**THERE AREN'T ANY.**

**WE MUST HAVE PATIENCE AND  
COMMITMENT BEFORE WE GET  
RESULTS.**

**WE MUST BE WILLING TO TRY NEW  
CONCEPTS AND STRATEGIES.**

**WE MUST BE WILLING TO RISK  
FAILURE TO ACHIEVE SUCCESS.**

**OUR FUTURE--ECONOMIC AS WELL  
AS POLITICAL--DEPENDS AS NEVER  
BEFORE ON THE QUALITY OF OUR  
CITIZENS' EDUCATION.**

**OUR ECONOMIC WELL BEING IN THE  
FUTURE IS DIRECTLY LINKED TO THE  
QUALITY OF THE AMERICAN  
WORKFORCE.**

**WE STAND AT AN IMPORTANT  
CROSSROADS.**

**WE CAN MAKE A DIFFERENCE.**

**IT WILL TAKE REAL EFFORT, BUT IT  
WILL PAY RICH DIVIDENDS.**

**WE ARE NOT ON A CRUSADE TO  
SAVE OUR SCHOOLS.**

**WE ARE ON A CRUSADE TO SAVE  
OUR NATION.**

**THERE IS NOTHING MORE  
IMPORTANT ON THE NATIONAL  
AGENDA.**

**LET ME REPEAT THAT.**

**NO DOMESTIC ISSUE IS MORE  
IMPORTANT THAN EDUCATION**

**IMPROVING OUR SCHOOLS IS NOT  
JUST ANOTHER NATIONAL  
PRIORITY.**

**I SEE IT AS UNDERPINNING TO A  
WHOLE SET OF OTHER ISSUES --  
DRUGS, ECONOMY -- BALANCE OF  
TRADE, AND THE SECURITY OF THE  
U.S.**

**TWO CENTURIES AGO THOMAS  
JEFFERSON SAID "IF A NATION  
EXPECTS TO BE IGNORANT AND  
FREE, IT EXPECTS WHAT NEVER  
WAS AND NEVER WILL BE."**

**IT IS OUR TASK TO MAKE SURE  
THAT ALL AMERICANS  
UNDERSTAND THAT JEFFERSON'S  
WORDS ARE AS TRUE TODAY AS  
WHEN HE UTTERED THEM.**

**THANK YOU.**

**I WELCOME YOUR QUESTIONS.**

**XXX**