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Folder Title:
Duke Basketball Team 4/22/91 [OA 6897] [2]

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G	26	21	3	5

April 18, 1991

MEMORANDUM FOR TONY SNOW

FROM: JENNIFER GROSSMAN
SUBJECT: DUKE/TENNESSEE FACT-CHECK

- 1) page one, graph one, acknowledgments: two local high schools will be there -- the Boy's Championship team from DeMatha High School with Coach Morgan Wootten (WU ten); and the Girl's Championship team from Madison High School with Coach Pat Deegan. Also, we don't know yet if the Midnight Basketball players will be from Hyattsville or D.C., so "representatives of the Midnight Basketball League" would be better. President and Executive Director of the League, Van Standifer, will also be in attendance.
- 2) page two, graph two, first sentence: "Dena" not "Dana" and pronunciation (DEE nah). Also, pronunciation on Daedra: (DAY dra).
- 3) page two, graph three, fourth sentence: rather than "greatest upsets in NCAA history," Duke's sports info suggests "greatest games in NCAA history."
- 4) page two, graph four, last sentence: I have a feeling this bowling joke is going to sink like a lead bowling ball.
- 5) page three, graph one, fourth sentence: "most Valuable Player" should be all capitalized, i.e. "Most Valuable Player."
- 6) page three, graph two, second sentence: "your teams," if we're referring to Coach K., why is it plural rather than "your team"? Also, the quote that follows is incorrect, it should read: "Everything in their lives doesn't hinge on a basket or a rebound. So they can rationalize when there's a roadblock, when maybe they should stay on the same avenue a little longer." Key words to be changed: "their," "when," "when."
- 7) page three, graph three, fifth sentence -- NOTE: Tennessee has a 100% graduation rate. I don't know how you want to finesse that.

- 8) page four, graph one, first sentence: This is **not** how the quote reads. It should read: "...the Youth of a Nation are the trustees of Posterity."

Ref.
PN6081
.P55
WH

Respectfully Quoted

A Dictionary of Quotations
Requested from the
Congressional Research Service

edited by **Suzy Platt**
Congressional Reference Division



Let them be assured that it is not the last word. But before they blame, as blame they should, these callow ill-tutored youths, they must be sure that they have not been set a bad example by people much older and much higher up.

WINSTON CHURCHILL, extract of address, Anti-Socialist and Anti-Communist Union meeting, London, February 17, 1933.—*Winston S. Churchill: His Complete Speeches, 1897-1963*, ed. Robert Rhodes James, vol. 5, p. 5220 (1974).

On February 9, undergraduates at the Oxford Union had approved the resolution, "That this House refuses in any circumstances to fight for King and Country" by a vote of 275 to 153. The editorial in *The Times* (London) appeared February 13, p. 13. See Martin Gilbert, *Winston S. Churchill*, vol. 5, p. 456 (1976) for a slightly varied version of Churchill's speech.

2090 That we may live to see England once more possess a free Monarchy and a privileged and prosperous People, is my Prayer; that these great consequences can only be brought about by the energy and devotion of our Youth is my persuasion. We live in an age when to be young and to be indifferent can be no longer synonymous. We must prepare for the coming hour. The claims of the Future are represented by suffering millions; and the Youth of a Nation are the trustees of Posterity.

BENJAMIN DISRAELI, *Sybil*, final sentence, p. 497 (1980). First published 1845.

2091 Through our great good fortune, in our youth our hearts were touched with fire. It was given to us to learn at the outset that life is a profound and passionate thing.

OLIVER WENDELL HOLMES, associate justice, supreme court of Massachusetts, address before John Sedgwick Post No. 4, Grand Army of the Republic, Keene, New Hampshire, May 30, 1884.—*Speeches of Oliver Wendell Holmes*, p. 11 (1934).

2092 Thou know'st the o'er-eager vehemence of youth,
How quick in temper, and in judgement weak.

Homer, *The Iliad*, book 23, lines 677-78, trans. Edward, Earl of Derby, ed. 5, vol. 2, pp. 372-73 (1865).

The many translations of these lines of Homer's vary: *The Iliad of Homer*, trans. into blank verse by William Cullen Bryant, vol. 4, p. 139 (1905),

"Thou dost know

The faults to which the young are ever prone;

The will is quick to act, the judgment weak";

Robert Graves, *The Anger of Achilles*, p. 364 (1959), "It is easy for a youngster to go wrong from hastiness and lack of thought"; and Robert Fitzgerald, p. 553, lines 588-89 (1974), "You know a young man may go out of bounds: / his wits are nimble, but his judgment slight."

2093 Into my heart an air that kills
From yon far country blows:
What are those blue remembered hills,
What spires, what farms are those?

That is the land of lost content,

I see it shining plain,

The happy highways where I went

And cannot come again.

A. E. HOUSMAN, "Into my heart an air that kills," *A Shropshire Lad*, verse 40, p. 72 (1932).

letters from an American doctor St. John," the name of the essays were vivid, descriptions of American frontier farming regions, a primary source of information that was immediately popular among European missionaries, and Crèvecoeur consul to three of the new settlements in New York in 1793, burned, his wife dead, and all the result of an epidemic that killed his children and began the new states; he knew Thomas Jefferson and George Washington. He wrote articles on medicine and in 1787 an enlarged edition of his *Letters* was issued. He left the United States to which he died on November 12, 1798, in America, *Voyage dans l'État de New York*, and a number of previously published in 1925 as *Century America, or More in Farmer*.

(1845-1896), public official, born in Sheffield, England, of naturalized American parents, grew up in Georgia, Savannah, and in the Confederate army, was a prisoner. Returning to the United States, he took up the study of law and the bar settled in America. He was solicitor general of the state of his district in 1872 and judge of the court. In the 1880s he was elected as a Democrat to the United States and retained the seat. He became a remarkably successful lawyer and in 1887 saw the Inter-Continental committee and onto the leadership of the engineering year, when the Democratic Party, he was elected speaker, though that and the next year, due to the interests of his party, Crisp was a free-silver advocate and announced his intention to run on that platform. He did not debate with his fellow Democrat Interior Hoke Smith, pro-administration gold-bolstered in his campaign against the free-silver Georgia legislature. Crisp died before the Georgia legislature, on October 23, 1896.

(1787-1863), lawyer and politician from Versailles, Kentucky, on the Crittenden graduated from

the College of William and Mary in 1807 and began to practice law in Logan County, Kentucky. In 1809 he was appointed territorial attorney general for Illinois. Returning to Kentucky, he saw military service in the War of 1812 and was at the same time elected to the state legislature. In 1817 he was sent to fulfill an unexpired term in the Senate. From the end of his term in 1819 until 1835 he served in Kentucky in the state legislature, as district attorney, and as secretary of state. In 1835 he was returned to the Senate, and in 1840 President William Henry Harrison named him to the cabinet as attorney general, in which post he remained until joining the mass cabinet resignation a few months after John Tyler's succession in 1841. He was elected again to the Senate in 1842; he then began to emerge as a prominent national leader with his opposition to the annexation of Texas, to strong action in the Oregon dispute, and to the Mexican War. In 1848 he became governor of Kentucky; in 1850 President Millard Fillmore named him once more attorney general. In 1854 he was once again elected to the Senate where, much disturbed by the slavery issue and the possibility of disunion that it entailed, he opposed the Kansas-Nebraska Bill; when the Whig party disintegrated he joined first the Know-Nothing party and then the Constitutional Union party. Into the sectional crisis occasioned by Abraham Lincoln's election he introduced the Crittenden Compromise in December 1860, proposing constitutional amendments to avert secession and end the threat of civil war. When his proposal was defeated by the congressional Radicals he returned to Kentucky and continued to promote his policy of neutrality for that state. After serving in 1861 as chairman of a convention of border states that requested the seceded states to reconsider their position, he was elected to the House of Representatives, where he continued to oppose the more obnoxious of the Radicals' war measures until his death on July 26, 1863, in Frankfort, Kentucky.

Crocker, Charles (1822-1888), railroad builder and financier. Born in Troy, New York, on September 16, 1822, Crocker moved with his family to Indiana in 1836. He received little schooling and worked at various occupations in his youth. He established a forge near an iron-ore bed of his own discovery in 1845 and operated it until joining in the California Gold Rush four years later. After prospecting with no great success for two years, he gave up gold hunting in 1852 to open a store in Sacramento. He prospered rapidly, becoming a leading figure in the community. In 1860 he won election to the legislature. Politics brought him into contact with railroad pioneers Collis P. Huntington, Huntington's partner Mark Hopkins and Leland Stanford, and in 1861 he joined them in forming the Central Pacific Railway Company; while Huntington and Stanford took care of political and financial arrangements, Crocker began organizing the actual work of construction through his Contract and Finance Company, of which he was president until 1869. Un-

der his personal and constant supervision the laying of track began in February 1863, and he drove the work forward at an incredibly rapid pace. When labor shortages developed he recruited Chinese immigrants, an experiment that proved so successful that by 1867 Chinese laborers made up nearly the whole of the work force. The track was completed and joined to the Union Pacific at Promontory Point, Utah, in May 1869, having taken less than half the time allowed for in the government contracts for the western portion of the first transcontinental railroad. Crocker's position as vice-president of the Central Pacific thereafter made few demands on him, but he was active in organizing the Southern Pacific Railroad, was elected its president in 1871, and again supervised track construction in person. In 1884 he effected the merger of the Central Pacific into the Southern Pacific. In addition to his interests in railroads he had extensive investments in real estate and irrigation ventures. Crocker died in Monterey, California, on August 14, 1888, leaving an estate of some \$40 million.

Crockett, David (1786-1836), frontiersman and public official. Born near Greeneville, Tennessee, on August 17, 1786, Davy Crockett grew up on the frontier and received virtually no formal education. He served as a scout under Andrew Jackson in the Creek War of 1813-1814, and afterward moved farther west into Tennessee. A poor farmer but an awesome hunter, he was for several years a local magistrate in Giles County and in 1821 and 1823 was elected to the state legislature, building up an enthusiastic local following with his humorous and homely oratorical style. He was elected to the House of Representatives in 1827 and served two terms; defeated in 1831, he returned for a final term in 1833. In 1834 he made a tour of Northern cities in an effort to rouse support for the Whig party, with which he had allied himself; the party's hope was to fashion from Crockett, with his colorful history as a "b'ar-hunter" and largely illiterate frontiersman, an answer to the Democrats' Jackson. The determined opposition of the Jackson forces defeated his bid for reelection to the House in 1835. He then left Tennessee to join the war for independence in Texas; he arrived at the Alamo in February 1836 and died in the massacre there on March 6. The growth of Davy Crockett into a legendary figure began before his death, aided by his supposed autobiography, *A Narrative of the Life of David Crockett, of the State of Tennessee*, 1834, and by numerous Whig campaign pieces attributed to him. The mythmaking continued with the publication from 1835 to 1856 of a series of Crockett almanacs, containing numerous accounts, in the best frontier tall-tale tradition, of adventures in which he, Mike Fink, and other frontier heroes had supposedly been involved.

Croghan, George (1720?-1782), frontiersman and colonial figure. Born near Dublin, Ireland, about 1720, Croghan emigrated to America in 1741,

He well knows what snares are spread about his path, from personal animosity . . . and possibly from popular delusion. But he has put to hazard his ease, his security, his interest, his power, even his . . . popularity . . . He is traduted and abused for his supposed motives. He will remember that obloquy is a necessary ingredient in the composition of all true glory: he will remember . . . that calumny and abuse are essential parts of triumph . . . He may live long, he may do much. But here is the summit. He never can exceed what he does this day.

—Edmund Burke's eulogy of Charles James Fox for his attack upon the tyranny of the East India Company—
House of Commons, December 1, 1783

II

COURAGE AND POLITICS

This is a book about the most admirable of human virtues—courage. "Grace under pressure," Ernest Hemingway defined it. And these are the stories of the pressures experienced by eight United States Senators and the grace with which they endured them—the risks to their careers, the unpopularity of their courses, the defamation of their characters, and sometimes, but sadly only sometimes, the vindication of their reputations and their principles.

A nation which has forgotten the quality of courage which in the past has been brought to public life is not as likely to insist upon or reward that quality in its chosen leaders today—and in fact we have forgotten. We may remember how John Quincy Adams became President through the political schemes of Henry Clay, but we have forgotten how, as a young man, he gave up a promising Senatorial career to stand by the nation. We may remember Daniel Webster for his subservience to the National Bank throughout much of his career, but we have forgotten his sacrifice for the national good

The Associated Press, January 27, 1991

The evidence since his death suggests that Ernest Hemingway couldn't tolerate being second to anybody. The fiction writer made a religion out of grace under pressure but the man, under pressure of a competition he imagined, could be singularly graceless about other writers.

He might have seemed the big, ...

... an atmosphere as different as a library is from a saloon, other pilgrims come from the world over to study the papers of Ernest Hemingway in the John F. Kennedy Library in Boston.

He is the only writer to get his papers in a presidential library. He is there as a result of a correspondence that began when Sen. Kennedy, an admirer, sought his permission to quote the phrase, " grace under pressure, " in the first sentence of "Profiles in Courage."

Among other things, the Boston collection revealed, 60 years after publication, that Hemingway tried 44 different endings for "A Farewell to Arms," his novel about two lovers on the Italian front.

Catherine dies in childbirth, and Hemingway spent six months on a last sentence. Some of his attempts were worse than the parodies to come. But

The Associated Press, April 26, 1989

But he returned quickly to baseball, with Yogi Berra's line, 'OK, now pair them off in threes.'

Bush told another audience that he loves to quote the former Yankees catcher, who mangled the language so sweetly.

"He once said at a state dinner right here in this building, 'How could you get a conversation started in there? Everybody was talking too much,'" Bush told a White House audience.

And he told another group, "It's been said that sometimes I don't speak in very good English and that I have a hard time being understood. I'll admit it, it's true. And all I can say is that I'm in pretty good company, though. Look at Yogi Berra."

LEVEL 1 - 4 OF 6 STORIES

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APRIL 12, 1989, WEDNESDAY

SECTION: FROM THE WHITE HOUSE

LENGTH: 698 words

HEADLINE: CB

PRESIDENT BUSH MEETING WITH MICHIGAN WOLVERINES
1989 NCAA MEN'S BASKETBALL NATIONAL CHAMPTIONS
ROSE GARDEN

BODY:

... years, this has been America's house and in 1989, you have become America's sports heroes. And you know, it was another sports hero, Yogi Berra, I love to quote Yogi, who once said at a state dinner, right here in this building, "How could you get a conversation started in there? Everybody was talking too much." (Scattered laughter.)
Well, ...

last year's

McGroarty/Dooley
February 22, 1990
2:45 pm
[GOVS]

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

It's my great pleasure to welcome all of you to the White House. Terry Branstad, doing double duty as Governor of Iowa, and Chairman of the National Governors Association. Terry, I salute you and congratulate you on the leadership you have provided this year in bringing about a concensus for change and focusing on an agenda for educational and environmental quality.

And it's always wonderful to welcome your Vice Chairman, Governor Booth Gardner. And there are some new faces -- new members of the Governors' club I want to welcome: Governor Florio. Governor Wilder. And Governor Guerrero of the Northern Mariana Islands.

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

Each one of you deals every day with issues that affect the lives of every citizen in your state -- that affect the very future of our nation. And of all those many issues, none is more important than the one we've all been focussing on since we met

last September: **Education.** What Thomas Jefferson called the **"keystone of the arch"** of our democratic system.

In the five months since we met at Mr. Jefferson's University, we've made a good beginning. For the first time ever, we've proposed a set of national goals -- goals that will point the way to a decade-long commitment towards excellence in education.

And as we worked, we talked and sometimes we argued. We expressed our hopes and sometimes our frustrations. We even found a little humor in the serious business of making American education the very best it can be.

But as we deliberated, as we strove to develop the national education goals our country needs to remain strong and competitive, we achieved something else along the way. We came together not just as Republicans and Democrats. Not as partisan competitors, but as fellow chief executives with our hearts and minds focused on a single goal: the future of our children and our country.

Our work is not finished, but I believe that what we began in Charlottesville was an historic first step in what can be a new relationship between us.

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

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

And to our commitment to work together -- toward a new decade of excellence and to an American education system second to none.

#

24 January 1991

MEMORANDUM FOR CURT SMITH

FROM: JENNIFER GROSSMAN
SUBJECT: NATION'S GOVERNORS TOAST

I. MEETING WITH LANNY GRIFFITH

- A. Precedents: We've already had two state dinners with the governors (late May '89 and late Feb. 90) plus we had the Charlottesville Education Summit (Sept. 27, '89) with the governors, so this is really the fourth such meeting. POTUS has referred to his "special relationship" with the governors. The summitry and the working out of joint statements represent an unprecedented partnership, and underscore the President's commitment to our education goals.
- B. Audience: I've included the guest list. At present, it appears that the only governor who will not attend is Cuomo (bummer). Remember, there are 55 governors in total, so refer to them not it number, but as "the nation's governors." Also in attendance: the First Lady, Vice President Quayle, Mrs. Quayle, most of the Cabinet members, and the governors' spouses. Governor Alexander and Governor Martinez will attend; they are the two new Cabinet appointees, selected out of the ranks of the nation's governors---worth acknowledging, governor-types get excited about this kind of thing: you too could be a star.
- C. Response: National Governors' Association Chairman Booth Gardner (D-Washington) will respond to the President's toast. His interests and agenda center on health care. His remarks will probably touch on this agenda, but also most likely mirror the President's remarks in terms of themes.

D. Suggested length: one page, more or less.

E. WHERE: East Room.

F. Three areas POTUS' remarks should touch on:

1. Pay a brief tribute to Booth Gardner; basically what great leadership he has provided to the NGA. Again his agenda is health (access and reasonable cost) and I guess it deserves a nano-mention. Two Gardner quotes:

"I can think of no better way to serve our citizens than to propose a health care system that can flexibly promote good health--not just cure illness."

"As Governors, we have much at stake in how the nation's health care system is restructured, and we have much to contribute. It's important that we participate actively in the debate and take part in the solutions."

2. GULF TIE-IN/NEXUS WITH GOVERNORS: Mention the National Guard--each governor is the commander-in-chief of the state's national guard/state militia, and all 50 states have guard units serving in the Gulf. Mentioning the Guard will be popular because it'll make the governors feel important. Blah, blah, how well prepared the Guard is to meet this challenge, blah, blah.

NOTE: There's a possibility that General Conway will be invited to the dinner. He's the head of the National Guard Bureau at the Pentagon, and his presence would make this tie-in all the more appropriate.

3. EDUCATION: We called for the governors to meet in Charlotte for the Education Summit; we agreed to develop national education goals; we announced these goals in last year's State of the Union. Stress: ongoing process--much done, much to do.

G. In Closing...

--therefore I offer this toast to all of you..
--partnership, working together..
--commanders-in-chief, comrades in arms, working together to make this next century worthy of our children, and make sure our children's education will be worthy of the next century.
--International leadership, leadership in education.

II. EXCERPTS FROM PAST/SIMILAR SPEECHES

A. Remarks by the President at the University of Virginia:

"So the spirit of our summit is not: 'Who will get the credit?' The spirit of this summit is: 'How can we get results?' We are here to put progress before partisanship, the future before the moment, and our children before ourselves."

"..after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. And while millions go to college, millions may never graduate from high school."

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

"..this is only the third time in our 200 years as a nation that a President has called a summit with the governors. And I've called you together because you bear the constitutional responsibility for education. And I didn't ask you to such an historic occasion merely to bemoan what is wrong. We are here to work; and work together; to once again make an American education the best in the world."

"A social compact begins today in Charlottesville, Virginia--a compact between parents, teachers, principals, superintendents, state legislators, governors and the administration. Our compact is founded not on promises, but on challenges--each one a radical departure from tradition."

B. President's Toast at the Governors' State Dinner, February 25, 1990:

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

"So tonight, let me thank you for working with me--for the exciting start we've made, and for your commitment to build on this beginning. And let us all raise our glasses: To the partnership between this White House and every State House in the nation..."

III. NATIONAL GOALS FOR EDUCATION

GOAL 1: By the year 2000, all children in America will start school ready to learn.

- GOAL 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.
- GOAL 3: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our economy.
- GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
- GOAL 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- GOAL 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

IV. QUOTES

A. Education:

"Don't forget that education is the most important, vital strength. You will be the leaders of our nation soon, and you will learn about peace and liberty from all of this. Believe in yourselves. Dreams and goals are always yours for the taking. Take as many as you can hold and make them reality."

--letter from Senior Airman Fernando Casillas, Operation Desert Shield, September 18, 1990.

"A book must be the axe for the frozen sea inside us."

--Franz Kafka, Letter to Oskar Pollak, January 27, 1904

"Mind is the great leveler of all things."

--Daniel Webster (1825)

"Books are not lumps of lifeless paper but minds alive on the shelves."

--Gilbert Highet

"Every child is an artist. The problem is how to remain an artist once he grows up."

--Pablo Picasso

"Education: A debt due from present to future generations."

--Robert Maynard Hutchins

B. Gulf:

"Americans fight joyously in a just cause."

--Harold L. Ickes (1941)

"Patriotism is just loyalty to friends, people, families."

--Robert Santos, quoted in Al Santoli, Everything We Had: An Oral History of the Vietnam War by Thirty-three American Soldiers Who Fought It, 1981.

"The war will continue to be prosecuted with vigor, as the best means of securing peace."

--James K. Polk, 2nd Annual Message to Congress, December 8, 1846.

"[war is a]..dramatic symbol of a thousand forms of duty."

--Woodrow Wilson, Speech at Brooklyn, NY, May 11, 1914

"..let every man stand to his post, and...let posterity..find our skeleton and armor on the spot where duty required us to stand."

--Millard Fillmore, Speech at Buffalo, N.Y., April 16, 1861.

C. A New Federal-State Compact/Much done, much left to do:

"What we have done so far are but small building blocks in a huge pyramid to come."

--John H. Glenn, Jr. (1962)

"A vision without a task is but a dream, a task without a vision is drudgery, a vision with a task is the hope of the world."

--Inscription on a church in Sussex, England, 1730.

"Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved."

--William Jennings Bryan, in a speech in Washington, D.C., February 22, 1899

"A politician thinks of the next election; a statesman thinks of the next generation."

--Attributed to James Freeman Clarke

D. Miscellaneous Quotes:

"The good governor should have a broken leg and keep at home."

--Cervantes, Don Quixote. Pt. ii, ch. 34

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 MAR 91 P4: 01

FAX MESSAGE FOR:

Name: Peggy Dooley	FAX Number: 202-456-6218
Firm:	
Location: OEOB 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:

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COMMENTS:

Peggy . . . 4 speeches attached

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

Part 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.**

- SENT BY FAX OR TELECOPY FOR THE STATE OF NEW YORK
- **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
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Suite 4181
Washington, D.C. 20202

MAR 19 P2:39

Telephone: (202) 401-3000

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FAX COVER SHEET

TO: Reggie

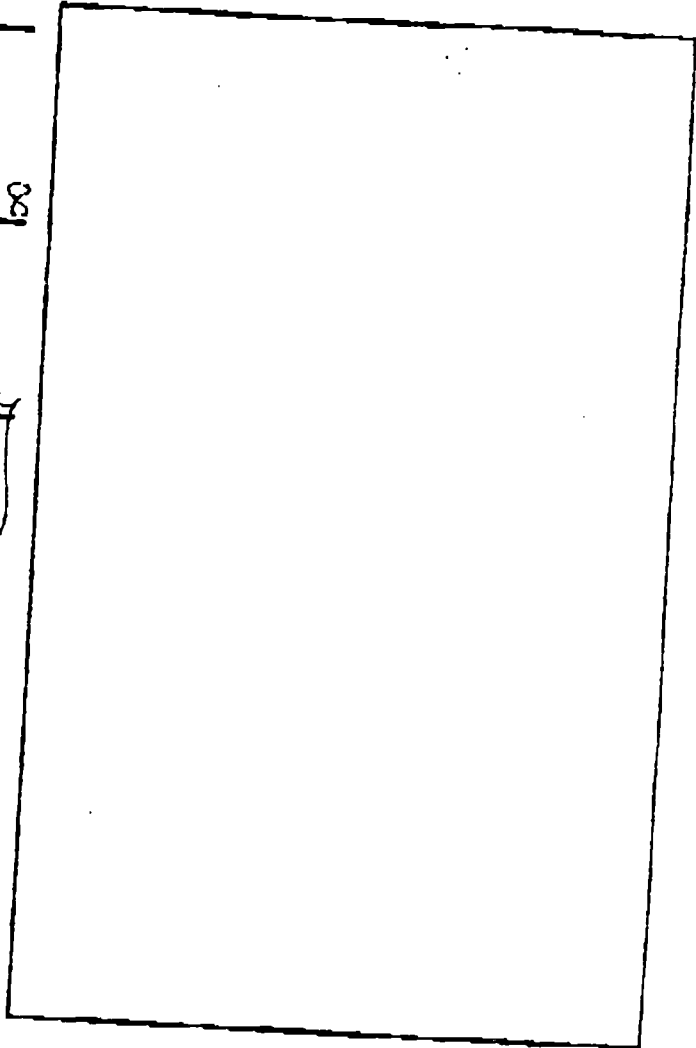
MESSAGE

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 Hufstедler (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.



Courtesy of The Knoxville Journal

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.

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.

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.

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.

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

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).

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.



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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.

continued college instruction Putnam County. In 1915 Technic Institute. Dixie College along with \$75,000 from began on September 14, 1916-1920). The institute as a high school for Cooke- 1938. Third year college e high school was discon- e a four-year college. In l the last high school class

al and Technical Subjects al accreditation in 1939. 10 to 1974. An Army Air during World War II. The d into five schools in 1949; ate 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 irth and Physical Education Bruner, Foster, Henderson, ademic buildings; twenty- apartments. The university enter for Crafts near Smith- enter 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 an 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

in 1882. Humes was forced to resign in 1883, and the office of president was vacant until 1887 when Charles William Dabney (BDAE) became president; he served until 1904. The College of Law was founded in 1890. The university became coeducational in 1893. The University of Tennessee Press was founded in 1898. In 1903 the first direct appropriation was received from the state.

Brown Ayres was president from 1904 until his death on January 28, 1919. In 1911 the medical and dental schools were moved to Memphis, Tennessee, where they later became the University of Tennessee Center for the Health Sciences.* The College of Engineering was founded in 1905 and the College of Business Administration in 1914. The Agricultural Extension Service was formed in 1914. A unit of the Students' Army Training Corps was conducted on the campus during World War I. Harcourt Alexander Morgan served as president from 1919 to 1934 and was succeeded by James Dickson Hoskins from 1934 to 1946. The College of Education was established in 1926. The Hall-Moody Institute in Martin, Tennessee, was acquired by the university as a second campus in 1927; in 1967 it became the University of Tennessee at Martin.* During World War II the university housed a unit of the Army Student Training Program. Cloide Everett Brehm served as acting president (1946-1948) and president (1948-1959). The university grew rapidly in enrollment and physical plant following the war. An extension center was opened in Nashville in 1947; in 1970 the center became University of Tennessee at Nashville offering two-year programs. In 1971 it became a four-year degree-granting institution; it was merged with Tennessee State University* in 1979. The Graduate School of Social Work was established in 1942 and the School of Journalism in 1949. Black students were admitted to the university under court orders at the graduate level in 1952; the undergraduate level was integrated in 1961. The College of Home Economics was organized in 1957.

Andrew David Holt was president from 1959 to 1970. New units organized were the Space Institute at Tullahoma, Tennessee (1963); School of Health, Physical Education, and Recreation (1964); School of Architecture (1965); Graduate School of Biomedical Sciences at Oak Ridge, Tennessee (1965); Graduate School of Planning (1965); and College of Communications (1969). In 1968 the university was reorganized into the University of Tennessee System* with Holt as president and chancellors heading the campuses at Knoxville, Memphis, and Martin. Charles Weaver was appointed chancellor at the University of Tennessee, Knoxville, in 1969; he served until 1971 and was succeeded by Archie Reece Dykes (1971-1973). The College of Nursing was established in 1971 and the College of Veterinary Medicine in 1974.

On the 500-acre main campus are about 120 buildings, including Austin Peay Memorial Building, South College building (1872), and Andy Holt Tower administration building (1973), Claxton Education Building (1982), Stokeley Athletics Center (1957), Carolyn P. Brown Memorial University Center (1955), James D. Hoskins Library (1931), Music Building (1966), Clarence Brown Theatre (1970), William B. Stokeley Center for Management Studies (1975),

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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., Estès 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 research laboratory; and seven state. Among graduates were Dunn; U.S. senators Howard Lawrence D. Tyson; college Supreme Court Justice Edward Cates; Pulitzer Prize winner; and Albert Alexander Mur-n Philander Priestly Claxton faculty. Faculty members in-rien Lindsley (BDAE), John), and John Alexander With-

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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.

REFERENCES: Neal O'Steen, *The University of Tennessee*, Knoxville; Andrew Holt, *University of Tennessee: Dynamic Spirit of the Volunteer State* (New York: Newcomen Society in North America, 1966); James R. Montgomery, *The Volunteer State Forges Its University: The University of Tennessee, 1887-1919* (Knoxville: University of Tennessee Press, 1966); James R. Montgomery, *Threshold of a New Day: The University of Tennessee, 1919-1946* (Knoxville: University of Tennessee Press, 1971); James R. Montgomery, Stanley J. Folmsbee, and Lee Seifert Green, *To Foster Knowledge: A History of The University of Tennessee, 1794-1970* (Knoxville: The University of Tennessee Press, 1984); Neal O'Steen "The University of Tennessee: Evolution of a Campus," *Tennessee Historical Quarterly* 39 (Fall 1980): 257-281; *The University of Tennessee Sesqui-Centennial, 1894-1944* (Knoxville: The University of Tennessee Press, 1945).

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

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

INTRODUCTION

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

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 RELEASES

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.

- 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.

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

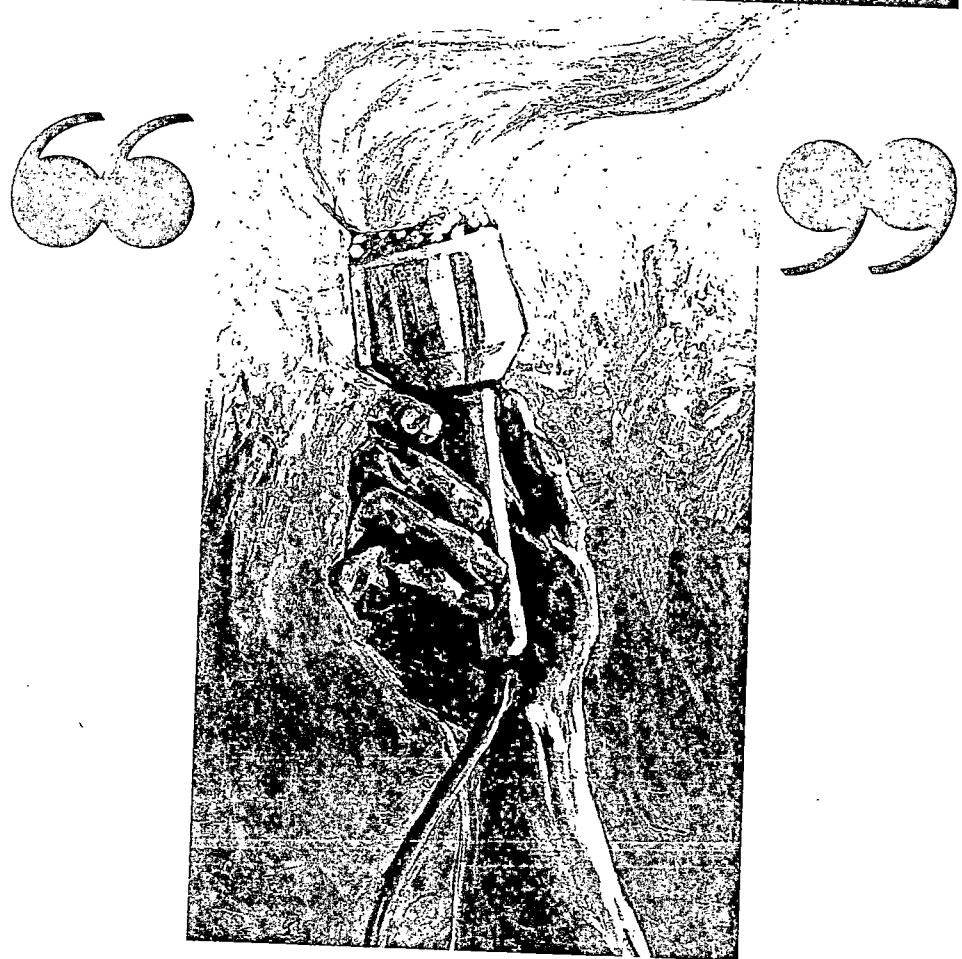
States have been quick to respond to the recommendations on college quality in the Time for Results report, particularly by adopting policies to systematically assess the knowledge, skills, and performance of college students. Thirty-one states now have college student assessment policies.

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.

DICTIONARY OF SPORTS QUOTATIONS



Barry Liddle

BASKETBALL

- 1 I'd rather play a pinball machine than watch a basketball game today. You can score the same number of points.

Chick Davies

'Scorecard', *Sports Illustrated*, Mar. 23, 1964, p. 12.

- 2 Basketball . . . is staying in after school in your underwear. (Gabriel), in *Drive He Said* (Col. 1970).

Quoted by Ronald Bergan.

Sports in the Movies, 1982, p. 144.

- 3 It is an axiom that good players without a good coach make a mediocre team.

Alexander Gomelsky

Sport in the USSR, Dec., 1981, p. 14.

- 4 Quick guys get tired. Big guys don't shrink.

Marv Harshman

(On selecting Basketball players)

'Scorecard', *Sports Illustrated*, Jan. 30, 1984.

- 5 The good coach is much more than a basketball instructor for consciously or subconsciously he assumes the role of an educationalist carrying his influence far beyond basketball itself.

B. Jagger

Basketball: Coaching and Playing, p. 11.

- 6 Basketball has so much showboating you'd think it was invented by Jerome Kern.

Art Spender

'Coaches Corner', *Scholastic Coach*, Dec., 1983, p. 60.

- 7 To achieve a minimally acceptable level of success, a college coach must be either a very good coach or a very good recruiter. To experience great success, he must be both a good coach and a good recruiter.

Dr W. F. Stier Jr

Scholastic Coach, May/June., 1983.

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DUKE DUO

"Roommates And Teammates Spark Blue Devils"

TO: JENNIFER GROSSMAN
(202) 456-6218

9/1 APR 16 P 32

By Beth Krodell
SID Student Assistant

As the announcer begins to introduce Duke's starting line up, the fans in Cameron Indoor Stadium go wild. On the Duke bench, two starters pass a knowing glance and bump their fists together when the announcer continues, "... at guard, a 6-3 sophomore from Allentown, Pennsylvania—Bill McCaffrey . . . and at point guard for Duke, a 6-0 sophomore from Jersey City, New Jersey—Bobby Hurleeeeeeeey!"

The announcer's voice fades as the fans begin to chant. With the team of Hurley and McCaffrey on the court, everyone knows that the Blue Devils are in good hands.

Hurley and McCaffrey have had a lot of practice at working together. Since August of 1989, they have been teammates, roommates, and best friends. Of these roles, they both feel that friendship is the most important—it's the glue that holds everything together. McCaffrey says they have a unique relationship, "Bob is more than a loyal friend; he really seems like a brother."

After Hurley's impressive freshman campaign including his school record 288 assists, he was named 1990 Freshman All-America. Last year, Hurley started all 38 games, the most by a freshman in Duke history. This season, Hurley has continued to start in every contest and to dish out assists like no other guard in Duke basketball history. He has also improved his scoring contribution headlined by a career-high 26 points against Maryland.

While Hurley is a veteran to the starting line-up, McCaffrey has been a powerful newcomer to the first five this season. McCaffrey, who is known for his perimeter shooting, averaged 17.1 points a game before his ankle sprain against Michigan. Since his return from injury, McCaffrey has been lighting up the scoreboard with 20-point games including his career-high 29 versus Georgia Tech.

Hurley and McCaffrey are superb individual players, but they are even better as a team. Against Maryland on January 12, the two combined for 46 points (Hurley 26, McCaffrey 20)—the most points by a Duke starting backcourt since March 5, 1983 when Johnny Dawkins (21) and Chip Engelland (30) combined for 51. Following the Maryland game, Hurley (13) and McCaffrey (29) had 42 against Wake Forest. Back-to-back 40-point games are evidence that this duo works well together.

Their solid relationship is an added advantage on the court. Communication

comes easy for them. McCaffrey explains, "It doesn't take as much verbalizing for us. If he (Hurley) threw me a pass and I missed it, there would be no need for words. He could just look at me and I'd understand. There's a special sense that comes from truly knowing a person."

They also use each other as stress relievers. In basketball, frustration is typical. We often see a distraught expression scrunching up Hurley's face. Instead of keeping all that anger bottled up or releasing it by means of a foul, Hurley lets it out on McCaffrey. "If I make a mistake, especially if it involves Bill, I'll direct my anger toward him. He won't get an attitude. He might look at me mean, but he knows I just needed to yell at someone. It goes both ways, you know."

Although these two hoopsters get a lot of publicity as a duo, they are very individualistic. McCaffrey explains, "Obviously, we're different people. We don't set out to prove that, simply because we shouldn't have to." Hurley continues, "We appreciate our differences—at least I know I do. Bill has really been a good influence on me lately. He has helped me calm down a lot this year."

McCaffrey admires Hurley's ability to change his mindset. "Bobby can work so hard in a game, then put it all behind him, and come home totally relaxed."

Hurley uses his sense of humor to ease the strain after an intense game. "Sometimes Bill is kind of quiet, but all I have to do to get him going is to start joking about something he really cares about. He's the first to stand up for his beliefs, and 'arguing' gets his mind off the game."

One of McCaffrey's strong beliefs deals with the need for education. Both he and Hurley realize that they are students first and athletes second. This semester, they decided to join a program called WORDD—Writing toward Reading partnership of Duke and the Durham city schools. WORDD is an eight week program designed to keep 14 and 15 year-old at-risk students in school.

Hurley and McCaffrey meet twice a week with students from Durham High to discuss reading assignments. After the students have learned a bit about sports writing, Hurley and McCaffrey will take them to an ACC game where they will interview players and record their views of the game. After writing several articles, the students will produce a magazine including their experiences. The idea is to integrate the enthusiasm and interest in college basketball



In the days of great backcourt tandems, Hurley and McCaffrey are often considered to be the best.

with reading and writing.

McCaffrey discovered the program. "It's a shame that illiteracy is so high and that so many kids are dropping out of school. I just wanted to do something to help, and I thought WORDD would be the perfect opportunity to improve the situation."

Hurley agreed to help, because he thinks it is important to get involved with the community. Hurley explains, "Because we're college athletes, kids see us a lot. When they see us as more than players—when they see that we care about them, they will try harder to please us. Through this program, Bill and I can help these kids start to enjoy reading and writing."

WORDD is just one of the many activities that Hurley and McCaffrey are taking on together. Usually when two people spend a lot of time together, they don't just learn to work well with each other. They also become competitive. With Hurley and McCaffrey, this is not the case. They are very supportive of each other, and neither is reluctant to praise the other for his successes.

Hurley summed up his philosophy, "The way I see it, we have 38 games this year, and we're both going to have our share of good and bad ones. We just have to shake off the bad times, congratulate the other guy for doing well, and wait for the next game."

NOTES

--that while you may be the Blue Devils on the court, you're the guardian angels to a lot of little schoolchildren out there. Brian Davis, Christian Laetter -- I hear you've been involved in North Carolina's Literacy Campaign. (If my review's were as good as the Devils' I'd want people to read about them too). Bob Hurley, Bill McCaffrey, Greg Koubek -- we're all grateful for the work you're doing to keep at-risk teenagers in school. Because in the child who's not into learning today is going to be out of luck tomorrow.

--As you boys know, commitment to education and commitment to sport both mean reaching for goals. It means teamwork, it means practice, and yes, it means showing up.

--it's been said that eighty percent of success is showing up. Now, you and I know it takes a bit more than that -- but when a kid drops out of school, he's copping out on his future. And I'm sure you've all learned that you can't show up for games without showing up for school. Who knows, the student you help today may be the Blue Devil of tomorrow. But it's only by keeping kids in the schools and off the streets that we can give them a chance to steal passes instead of hubcaps, score points instead of drugs, and break sports records instead of earning police records.

(conclusion) → MOTTO

--When you tune out education, you're pulling the plug on you're future.

--I've talked before about "doing the hard work of freedom." Well that's what you do every time you help a child to learn. Because when a kid turns his back on education, he's going to walk through a life of closed doors.

--just as you are providing examples to schoolchildren, you've had a great model in your coach. It's been said that a "good coach is much more than a basketball instructor for...he assumes the role of an educationalist carrying his influence far beyond basketball itself." Well, Coach Krzyzewski (sheh SHEH ski) has proven himself to be an educator in more ways than one -- now if he could only teach me how to pronounce his name.

--And you all know that preaching education to others means nothing if we neglect it within ourselves. Crawford Palmer knows that. He may be making great passes on the court, but he's doing much more than passing in the classroom (I won't ask what he does on his dates). And Crawford, I hear you've spent a lot of time in the Soviet Union. // Any NSC guys here?

← & thank all of you (include rest of team in general salute)

mention 2 years

BUSINESS

1 If you can make an employee happy by spending \$800 on a comfortable office chair, what's \$800?
ib

KAREN VALENSTEIN, Vice President, E F Hutton Group Inc

2 I never go out of my way to screw someone, but I'm always looking over my shoulder.
Quoted by Jane Gross "Against the Odds" *NY Times* 6 Jan 85

3 There's a place for corporate wives, but there's no place for corporate husbands.
ib

KENNETH J VAUGHAN, former Director, Winnebago Industries Inc

4 John K probably won't stop working for Winnebago until six weeks after he dies.
On the company's founder John K Hanson. *NY Times* 18 May 86

AN WANG

5 Success is more a function of consistent common sense than it is of genius.
Boston Magazine Dec 86

6 I founded Wang Laboratories . . . to show that Chinese could excel at things other than running laundries and restaurants.
ib

GORDON WEBBER, Vice President, Benton & Bowles

7 To dare every day to be irreverent and bold. To dare to preserve the randomness of mind which in children produces strange and wonderful new thoughts and forms. To continually scramble the familiar and bring the old into new juxtaposition.
Advertising Age 31 Oct 60

WILLIAM K WHITEFORD, Chairman, Gulf Corp

8 Smell that! That's gasoline you smell in there. You can't buy any perfume in the world that smells as sweet.
Forbes 1 May 64

KING WHITNEY JR, President, Personnel Laboratory Inc

9 Change has considerable psychological impact on the human mind. To the fearful it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better. Obviously, then, one's character and frame of mind determine how readily he brings about change and how he reacts to change that is imposed on him.

To a sales meeting, quoted by *Wall Street Journal* 7 Jun 67

WALTER B WRISTON

10 When you retire . . . you go from who's who to who's that. [like] stepping off the pier [or] achieving statutory senility.
On retiring as chairman of Citibank Corp, *NY Times* 21 Apr 85

PETE ZAMARELLO, real estate developer

11 I'd rather be a pimp with a purple hat . . . than be associated with banks.
In bankruptcy court in Anchorage. *Wall Street Journal* 24 Feb 87

12 I will not build nothing in Alaska, even my tomb.
ib

Observers & Critics

DEAN ACHESON

13 Time spent in the advertising business seems to create a permanent deformity like the Chinese habit of foot-binding.
Quoted in David S McLellan and David C Acheson eds *Among Friends* Dodd, Mead 80

WOODY ALLEN

14 Eighty percent of success is showing up.
Quoted by Thomas J Peters & Robert H Waterman *In Search of Excellence* Harper & Row 82

ANONYMOUS

15 He carves you up but leaves the skin around the body.
Comments of a Ford Motor Co executive on Philip Caldwell, president of international operations, quoted in *NY Times* 13 Mar 77

16 The problem when solved will be simple.
Sign on the wall of General Motors research laboratory, Dayton, quoted by Al Ries and Jack Trout *Positioning: The Battle for Your Mind* McGraw-Hill 81

17 You know what the difference is between a dead skunk and a dead banker on the road? There's skid marks by the skunk.
Quoted by Andrew H Malcolm *Final Harvest: An American Tragedy* Times Books 86

18 Oilfield prayer: Lord, let there be one more Boom. And don't let us screw it up.
Sign in Texas diner, quoted in "A Dream Dies in Texas" *People* 10 Nov 86

19 Either lead, follow or get out of the way.
Sign on desk of broadcasting executive Ted Turner, pictured in *Fortune* 5 Jan 87

PETER BAIDA

20 I have received memos so swollen with managerial babble that they struck me as the literary equivalent of assault with a deadly weapon.
"Management Babble" *American Heritage* Apr 85

LISA BELKIN

21 Dozens of meetings, hundreds of man-hours, millions of dollars and months of angst . . . went into the name change. . . . the most sweeping of changes brought about by the most persnickity attention to detail.
"How American Can Became Primerica" *NY Times* 8 Mar 87

22 Corporate identity specialists . . . spend their time rechristening other companies, [conducting] a legal search [and] a linguistic search to insure that the name is not an insult in another language.
ib

PAULA BERNS

1 Today's cor who finds the wanted, at th up the ladder Employing narios. *Fa*

DEREK BOK, F

2 The oldest of sions. Conferring tion. quote address to

FRANCIS J BF Living, Hartfor

3 Whereas the the best in bi or even less quates about "Living wi Dec 64

JIMMY BRESLI

4 Men in the u Chesterfield ed to the obi *The Gang*

5 People born ing they get a resentment life and succ *Table Mor*

6 Those of M2 and they tall leges; those back offices the same nei *ib*

KINGMAN BRE

7 Incompreher sion. To British

D W BROGAN

8 Man does n bread. On decline Mar 64

HELEN GURLE

9 No office ar peccable, eli contain the more. You c let a yeast r know—brea *Sex and th*

ROBERT FARR

10 The shock o in its own rig "Being Let

(Smith/Grossman)
January 29, 1991
10 A.M.
GOV

PRESIDENTIAL REMARKS: GOVERNORS TOAST
EAST ROOM
SUNDAY, FEBRUARY 3, 1991
7:00 P.M.

not a Sec'y → Vice-President and Mrs. Quayle. Members of the Cabinet -- especially your ex-colleagues Secretary Alexander and Secretary ~~Director~~ Martinez. Governors and their spouses. Friends. This marks the third State Dinner we have had together -- and including the Charlottesville Summit, the fourth time we have met. //

Director I am pleased to see Chairman Booth Gardner. That goes, too, for the -- unbelievably -- ⁽¹⁸⁾ 22 new faces in one of America's most distinguished clubs. / It is a pleasure to welcome all of you to the White House. //

((It is also fitting that we meet at night. There have been many nights when I've gone to sleep with a little voice in my head saying, "Governors are great, Governors are vital, Governors are visionary." // I have to find out how Sununu keeps slipping into the family quarters.)) //

We meet this week, as I said in my State of the Union Address, at a defining hour -- a time which reminds us, as Williams Jennings Bryant noted, that, "Destiny is not a matter of chance, it is a matter of choice." //

Never has the partnership between White House and each State House been more crucial as we face tyranny abroad and challenges here at home. Today, regular forces, reservists, and National

Guardsmen are absent from your communities. In fact, units from virtually every state's national guard are bravely serving this country in the Gulf. // Towns and cities across America are adjusting to their ^{the strain of conflict and loss} loss and, as their peacetime commanders-in-chief, I salute your efforts to provide help and support to the families and communities left behind. //

Their sacrifices are real but these sacrifices are necessary. As President James Polk once said of another crisis long ago, "This war will continue to be prosecuted with vigor, as the best means of securing peace." So too will our mission in the Gulf. // I am grateful for your support as America and her allies join together in the hard work of freedom. //

Here in America, our mission is no less vital: to help government serve the people -- not the other way around. Already, our close partnership has helped people help themselves. In health care. In fighting crime. In education -- our most enduring legacy -- vital to everything we are and can become. //

States can be great laboratories -- of thought, of innovation, of change. They can help reduce what government must do and increase what the individual can do. //

So last Tuesday, I announced a bold new initiative to expand that progress -- urging that at least \$15 billion in domestic programs be turned over to the States in a single grant -- fully funded and with the flexibility you need to manage effectively. We can begin to bring power closer to the people and farther from Washington. //

So tonight, I am pleased we can join together not as Republicans or Democrats but as Americans who understand that we are part of something larger than themselves. Let us raise our glasses:

-- To the partnership between this White House and every State House in the Nation;

-- To what, together, we can do for our generation and those to come;

-- And to the finest soldiers, sailors, airmen, and Marines any Nation ever had, this prayer: May God bring them back, and soon.

#

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 26, 1990

NATIONAL GOALS FOR EDUCATION

INTRODUCTION

At the historic education summit in Charlottesville five months ago, the President and the Governors declared that, "the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." The six national education goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure -- for the failure of these students will become the failure of our nation. Achieving these changes depends in large part on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and

greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

The first step is to establish ambitious national education goals -- performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential.

These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

NATIONAL EDUCATION GOALS

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- o All disadvantaged and disabled children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- o Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- o Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

High School Completion

GOAL 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- o The nation must dramatically reduce its dropout rate and seventy-five percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- o The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Student Achievement and Citizenship

GOAL 3: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- o The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- o The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- o All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- o The percentage of students who are competent in more than one language will substantially increase.
- o All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Science and Mathematics

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- o Math and science education will be strengthened throughout the system, especially in the early grades.
- o The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- o The number of U.S. graduate and undergraduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

GOAL 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- o Every major American business will be involved in strengthening the connection between education and work.
- o All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- o The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- o The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.
- o The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Safe, Disciplined, and Drug-Free Schools

GOAL 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- o Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- o Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- o Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

NECESSARY CHANGES AND RESTRUCTURING

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, Governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The President and the Governors will work to support these state efforts, and to recommend steps that the federal government, business, and community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, under-educated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems for prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken to better prepare children for schools, we must also better prepare schools for children.

This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues, and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality educational programs for all students regardless of race, national origin, sex, or handicapping condition. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups. Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will

change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate workforce.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and educational opportunities to prepare employees for the twenty-first century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present, and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

ASSESSMENT

National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council on Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Sciences. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment for Education Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-seven states. Work is underway to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally-directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The President and the Governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A CHALLENGE

These national education goals are not the President's goals or the Governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review, and to expand upon national goals where appropriate. The President and the Governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the twenty-first century.

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