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Mesa County Valley School District #51 Fax Transmission

To: Jennifer Grassman

From: Paul Rosier

Date: 6/10/91

Pages: 26 (including this page)

Time: ~~1:30~~ pm
1:35 pm. Machine error;
second attempt to transmit.

MEMORANDUM NO. 91-30

TO: Dr. Paul Rosier, Superintendent
FROM: Gary Carr, Public Information Officer
DATE: June 7, 1991
SUBJECT: Information on District No. 51

Dr. Rosier,

Attached please find a number of items related to School District No. 51 and the various community involvement efforts currently underway.

Included in this packet is information on:

1. The Business/Education Partnership
2. Accountability Advisory Committee
3. Community Volunteer Program
4. Ounce of Prevention/Drop-out
5. Substance Abuse Program Summary
6. Educational Equity Program
7. Math/Science Program
8. Curriculum Development Process
9. Re: Learning
10. Mt. Garfield Student/Community Project
11. Site Based Shared Decision Making
12. Agendas
 - A. Colorado 2000 Communities Initiative (Mesa County Steering Committee)
 - B. Board of Education

I have also included your Memo 91-66 for additional information.

If you need anything else, please let me know!

Thank you,



Gary Carr

An Education Business Partnership That Works

Mesa County Valley School District No. 51 and the Grand Junction Area Chamber of Commerce have developed a comprehensive Education Business Partnership. The Partnership is completing its second year and growing. A formal subcommittee of the Chamber of Commerce, the Partnership includes Mesa State College and private schools. Today, over a hundred businesses are directly involved.

The Partnership has focused on educators and business people getting to know each other and developing a foundation of support for education within the local community. Often such Partnerships focus on fund raising; this Partnership has focused on the sharing of time and expertise. At present, the Partnership is directed by a steering committee which is composed of business people, educators from District 51 and Mesa State, and from private schools. Five subcommittees have been organized, each co-chaired by an educator and a business person. The five subcommittees implement the activities of the Partnership. Each committee is composed of business people and educators with the emphasis on classroom teacher participation since these are the people who are the backbone of any educational institution.

The Strategic Planning Subcommittee is responsible for developing goals and direction. This subcommittee has had the task of focusing the Partnership. In August, the subcommittee will conduct an in-depth planning activity with Bob Gholson of IBM facilitating the process.

The Teacher-Businessperson Exchange Subcommittee has conducted one of the most successful activities of the Partnership. The goal of this subcommittee is to have all teachers (K-12) in the district visit at least one local business. During the visit business people share the needs they have in their work force (the skills and abilities employees need). They provide an overview of their businesses and have a general discussion with teachers. Teachers then meet to share their experience with other teachers. The reciprocal goal is for the same business people to visit the classrooms of the teachers and gain an insight into what teachers do. To date over 400 teachers have visited participating businesses. The report from both teachers and business people is that it has been a great experience. Teachers state that this activity is one of the best "in-service" days they have ever had. Teachers are gaining a more precise concept of what our "customers" (business people) need in terms of student skills.

The Teacher Recognition Subcommittee has the responsibility on finding methods of recognizing the teaching profession. The goal is to re-establish the status of teaching in our community. The primary activity has been an annual Teacher Recognition Dinner sponsored by the Chamber of Commerce. Teachers nominate peers that they consider as outstanding representatives of the profession. A panel of business people select the finalists who are recognized at the dinner. The dinner receives excellent media coverage.

The At-Risk Subcommittee has the responsibility of addressing the needs of high risk students from a total community perspective. One of the goals of the Partnership is to find

means or supporting and strengthening the family. The At-Risk Committee to date has been: (1) developing an awareness in the community of the costs and needs of high risk students, and (2) identifying all the programs within the community that are designed to assist at-risk families and children.

The fifth subcommittee, the Resource Committee, is designed to find resources to assist teachers in their jobs. This committee has subdivided to focus on specific tasks. Among the activities of this committee are: (1) developing a program on how to get and keep a job which includes interviewing skills; (2) supporting the development of computer data bases of resource people available to classroom teachers in both the sciences and arts, (3) supporting activities of the Colorado Alliance for Science, and (4) supporting the Business Week Summer Program for students. The long-range goal of this committee is to develop an educational foundation.

The major task faced by the Partnership has been how to channel all the enthusiasm and focus on specific tasks. We have many more people, both teachers and business people who want to participate, than we can effectively manage. CDE, in the District's Accreditation Report, stated that the Education Business Partnership was the best example of such a Partnership in the state. Bill Schipper, a nationally recognized consultant on high risk students, stated that the Partnership was actually doing what everyone else is merely talking about doing. He stated that the Partnership is the finest he had encountered in his travels throughout the country.

We would like to share the process that we have developed to make this Partnership a reality.

RE: Mesa County Valley School District 51 Accountability

The process of accountability in the Mesa County Valley School District 51 provides an opportunity for certified and classified staff, administrators, parents, non parent taxpayers, and students to form various partnerships in support of school improvement. Accountability committees at both the school district level, and the 34 individual buildings provide opportunities for collaboration in the identification of major goals and objectives to consider for annual district and school level improvement.

The District Level Accountability Committee (18 members) receives a School Board charge, studies and makes specific recommendations that are advisory in nature to the Board of Education. At the school level, accountability committees are advisory to the building principal. From the state level to the building level in District 51, committees research, question, problem solve, make recommendations, and support many efforts to improve educational programming for their respective students.

District 51 has a strong philosophical posture that schools exist for the students in attendance, and that the best support can be given through a collaborative effort of multiple partnerships which support educational opportunities for each student in the Grand Valley area. As a result of these voluntary efforts on behalf of staff, parents, community and students, high but achievable goals and objectives are established for school improvement on an annual basis, activities initiated and implemented throughout the school year, and learning opportunities for students increased.

When a school district like Mesa County District 51 philosophically approaches the improvement of education through collaborative effort, the results are much more evident and resounding than if special interest groups and/or professional staff singularly try to approach improvement. In a community setting like the Grand Valley, literally hundreds of people (and potentially thousands) annually involve themselves in the process of school improvement and support for the public school system.

When any community continuously attempts to stand behind and support its public school efforts, and encourages school restructuring and improvement for the purpose of increasing educational opportunities for all students, then the process of accountability (through the collaborative effort) is indeed the way to go now and into the future. Mesa County is indeed proud of its support for the public school system, and the accountability process in this community provides a vehicle, the structure, and a process for assuring participation and involvement in school improvement.

6/6/91

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MESA COUNTY VALLEY SCHOOL DISTRICT 51
 GRAND JUNCTION, COLORADO
 VOLUNTEER PROGRAM
 1990-91

At the elementary school level, approximately 1800 parents were involved as volunteers in various activities, such as:

Art Heritage--teaching about famous artists, what they were like as people, how they lived, and what they contributed to society

Junior Great Books--helping students to learn how to interpret what they read

Classroom--tutoring, clerical

Library--helping children to choose books, re-shelving

Presentations--sharing special knowledge and skills

Fundraising--to purchase special equipment or provide programs not covered by the budget

Computer Lab--assisting students to learn to keyboard, practicing math and writing skills, playing games which promote higher thinking skills

Health and Safety--performing hearing and vision screening, bicycle safety fairs

Accountability Committee--working with staff to set and accomplish school goals and objectives

Special Events--planning and manning theme-centered events such as Earth Day, Cinco de Mayo, Science Exploration Day, Art Day, Spellathon, Mathathon, Readathon.

Advocacy--supporting educational goals in the community at large

At the middle school level, approximately 200 parents were involved as volunteers in activities, such as:

Tutor-Mentor Program--meeting with a student on a weekly basis to assist with schoolwork, setting and reaching life goals, provide a positive role model

Business Partnership Program: teaching principles of economics and promoting an understanding of business

Accountability Committee

Classroom

Presentations

Fundraising

Chaperoning--for field trips, special events

At the high school level, approximately 1800 parents participate as volunteers in activities, such as:

Athletic booster club

Band booster club

Accountability Committee

Coaching

Monitoring for tests

Presentations

Health screening

SWAP: a drop-out prevention program

Special Programs

The special areas program consists of the following departments: Federal Programs, Chapter 1, Eisenhower Science and Math, English as a Second Language, Migrant Education, Gifted and Talented, Drug and Alcohol Prevention, Dropout Prevention and Dropout Retrieval. These programs exist to support the general education programs in each of our schools and are meant to be inclusion programs rather than programs that exist in isolation. These programs are successful because of the interest and support of the Board of Education and have been embraced by funding and by adopting a proclamation last fall that dealt with Educational Equity. The Boards' stance on Educational Equity has made it possible for all staff and community to support the idea that all students are important and that it is important for all kids to be educated.

District 51 is one of the few districts in the state that finances the English as a Second Language and Migrant programs. We receive some state and federal assistance, but the bulk is financed by the district. As a result we have had a high graduation rate among these students with 50% of them continuing on into a four year college program.

Drug and Alcohol Prevention is an integral program in District 51 with the emphasis being on prevention. Money and time are spent for in-servicing staff, bringing in positive role models for students, networking with the entire community in order to share resources and responsibilities. This program is receiving state and national recognition for the types of things we are doing.

There are tremendous efforts being conducted by everyone in the district to increase our graduation rate and to decrease the number of students leaving school. There are currently two committees, a school district committee and a business education committee networking to help all students succeed. The Ounce of Prevention office has helped write curriculum in District 51 to ensure that minority representation was evident in text books, lessons, etc. This office has concerned itself with staff development for teachers as a way of creating awareness and giving teachers the tools they need to effectively deal with today's student. The dropout rate for the year 1990-91 has been cut almost in half as a result of everyone's efforts. Our efforts are at the root of educational restructuring and many positive and different things are happening K-12 as a result of these efforts.

Finally there are many positive things happening for all kids in District 51. This is due to an awareness and a commitment to all kids.

SYNOPSIS OF 1991 ANNUAL DRUG AND ALCOHOL SURVEY

TO: All District Personnel

FROM: Olive M. O'Donnell, Specialist, Dist. #51
Office of Alcohol/Substance Abuse Prevention

DATE: May 28, 1991

The following information has been distilled from the results of the survey given February, 1991.

Experience with this survey has shown that students are usually very cooperative and do give honest answers when they know the survey is anonymous. If a survey shows signs of exaggeration (there are specific safeguards throughout the survey which are geared to detect this), it is removed before the results are compiled. Only about 1% of School District #51 surveys had to be removed for this reason. Also, only 3% of School District #51 surveys had to be removed because of "inconsistent responses", meaning the students inconsistently answered questions that are purposely repeated. Not bad, considering 97% of our 5th graders, 87% of 8th graders, and 75% of our 12th graders were given this survey.

Students are classified by RMESI, the firm that developed the survey, as being at "low", "moderate", or "high" risk, depending upon their responses to the survey questions. "Low" risk means students who have never tried a drug, have tried a drug at sometime, but do not currently use, or who use alcohol very lightly (never get drunk). The term "moderate" risk is applied to students who occasionally use drugs other than marijuana, but rarely more than once/month, and to students who use marijuana occasionally - only a few times a year - and are likely to use alcohol occasionally. Finally, the term "high" risk is used for multi-drug users, stimulant users, heavy marijuana users and heavy alcohol users. Our survey data tells us the following:

Grade	Low Risk	Moderate Risk	High Risk
5	91.7%	7.0%	1.3%
8	85.4%	10.3%	4.3%
12	68.2%	19.5%	11.3%

The students classified as moderate and high risk are using alcohol and other drugs enough to warrant serious concern.

Although some students have tried "crack", cocaine, inhalants, stimulants and hallucinogens, in School District #51, alcohol and marijuana are the "drugs of choice". The table on the following page compares District #51 students with 12th graders at the national level as well as with other Colorado students. (The Colorado data is compiled from 30 other Colorado School Districts and available through this office.)

Percent of Mesa County Valley School District #51 Students, Other Colorado Students
and 12th Graders Across the Country Who Have Ever Tried a Drug
(1980-91)

	Local 8th Graders	Local 12th Graders	Colorado Students 12th Graders	National 12th Graders
Alcohol	78%	93%	94%	89%
Been Drunk	35%	78%	***	***
Cigarettes	48%	63%	62%	64%
Marijuana	16%	45%	48%	41%
Cocaine	3%	11%	13%	9%
Stimulants	8%	19%	21%	17%
Legal Stimulants	10%	28%	23%	***
Inhalants	20%	21%	13%	18%
Nitrates	5%	15%	9%	2%
Hallucinogens	8%	23%	17%	9%

As you can see, District #51 12th graders are slightly higher than the national average in many categories, slightly lower than other Colorado students in other categories, and both Grand Junction and other Colorado Students are higher in levels of experimentation with Nitrites and hallucinogens. A point to remember, however, is that this includes any use of alcohol or other drugs - even one time.

At the 12th grade level, experimentation with alcohol has remained fairly constant over the five (5) year period - it was at 93% in 1986, went to 95% in 1989 and 1990 then dropped again to 93% in 1991. We hope this is the beginning of a downward trend. There have, however, been some slight increases in the level of experimentation with legal stimulants (NoDōz, Vivarin, etc.) from 23% in 1986 to 28% in 1991. However, in 1986, 48% of our seniors had ever tried marijuana and in 1991, 45% had done so. Only 11% of our seniors had tried cocaine in 1991 as opposed to 16% in 1986. In 1991 only 19% had tried stimulants while in 1986, 25% had done so.

We see some impressive trends happening at the 5th and 8th grade levels in comparing the results of the surveys over the past five (5) years. In 1986, 60% of our 5th graders had ever tried alcohol as compared to 33% in 1991; 23% had tried cigarettes in 1986 but only 16% in 1991. In 1986, 82% of our 8th graders had "ever tried a drug"; in 1991 only 78% had. In 1986, 28% of our 8th graders had tried marijuana; in 1991, only 16%; 35% of the 8th graders had tried inhalants in 1986 with only 20% having tried it in 1991. More and more 5th and 8th grade students are deciding not to even experiment with drugs. Attitudes about acceptable behavior are changing and that is due in part to efforts in School District #51. Keep up the good work!

A complete and in-depth report on the survey will be at each building in the fall of 1991. Information on validity of the survey is available at the Office of Alcohol/Substance Abuse Prevention.

PROCLAMATION

EDUCATIONAL EQUITY IN DISTRICT 51 SCHOOLS

WHEREAS everyone has the right to a prejudice and discrimination free environment in which to learn and grow; and

WHEREAS we will strive to create a label free environment, not allowing harassment of others based upon any grounds such as: religion, cultural background, gender, outward appearance, financial or social status; and

WHEREAS we will be active in responding to this because an environment free of prejudice and discrimination allows people to grow and succeed; and

WHEREAS we recognize our differences and are proud of who we are.

NOW, THEREFORE, BE IT RESOLVED that we will do our best to rid our schools of educational inequity and discrimination.

Mesa County Valley School District No. 51
Grand Junction, Colorado

Information Sheet

Curriculum Development Process

The curriculum development process for School District No. 51 is a model of participatory decision making. Approximately one half of all of the district's teachers are involved in the development of curriculum by serving on standing committees which work up to three years to complete the process. All schools are represented in the curriculum development process through their standing committee members or building liaisons to the seventeen committees that function. Teachers are paid stipends to serve on standing committees and to service as building liaisons. This shared decision and curriculum development process reflects efforts to restructure and revitalize education.

The community is involved in the development of curriculum in a variety of ways. Citizens Curriculum Advisory Committees are periodically formed to provide input and advice on a particular aspect of the curriculum. Also, community members are invited to preview instructional materials before they are purchased and to provide feedback to curriculum committees. School Advisory Accountability Committees often discuss curricular topics and can have input to the process through school principals.

The curriculum development process involves a research and needs assessment phase which leads to the writing of program goals and instructional objectives for the elementary and middle school grades and high school courses. Instructional materials are then selected and purchased to support the implementation of the new curriculum that has been written. All teachers who teach the subject area have input into the selection of these materials. Examples of instructional materials are: textbooks, literature books, science equipment, physical education equipment, computer software, and kits containing videos and other resources.

Each school year, two or three new subject areas are addressed in terms of these basic steps, thus providing equal treatment among the district's various educational programs. This allows for human and financial resources to be brought together systematically and in a timely fashion to ensure that all curricula are well-planned, complete, and aligned with District No. 51 educational philosophy, goals, and priorities.

Math and Science Education

School District No. 51 has recently completed the development of its new math and science curricula for grades K-12. Learning outcomes and instructional materials for the math curriculum have been written and selected to meet the Curriculum and Evaluation

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Mesa County Valley School District No. 51
Grand Junction, Colorado

Standards for School Mathematics established by the National Council of Teachers of Mathematics. The science curriculum has also followed the guidelines and directions set forth by the National Science Teachers Association. Both curricula strive to provide quality, hands-on, minds-on instruction in math and science that enable students to be critical thinkers and problems solvers. Both curricula incorporate the use of technology and the state-of-the-art instructional materials. The district's goals for math and science education are in keeping with the national goal for science and mathematics.

RE: LEARNING.

A number of schools in the Grand Junction area (Thunder Mountain Elementary, Orchard Mesa Middle School, Central High School and some others) are currently participating as "exploring schools" with regard to a nation wide school restructuring movement called Essential Schools (the Coalition of Essential Schools - Re: Learning -- Dr. TheodoreSizer, Brown University).

This exploration process involves a critical analysis of what is AND is not working well in current schools and seeking strategies to refocus the energies and resources of the schools toward teaching the essentials very well. This concept brings with it the understanding that the essentials include not only strong basic academic skills and knowledge but also higher level thinking , problem solving and creative skills. The "essentials" also do not ignore arts and humanities and those fundamental learnings which define a literate adult in today's world.

**Mt. Garfield Middle School/
Clifton Water District
Conservation and Outdoor Classroom
Project
June 7, 1991**

During the Spring of 1991, Mt. Garfield Middle School and the Clifton Water District began work on a conservation project at a site surrounding the Clifton Water Plant. The project included several entities from the school and the community. Core, Resource, EEE, "High Risk", and remedial classes all took part in the project representing the Middle School. The Clifton Water Plant, Soil Conservation Service, and Department of Wildlife took part as representatives from the community. Approximately 300 students spent time at the site volunteering over 400 man-hours of labor and outdoor classroom work.

Among the accomplishments made at the site were:

1. The development of an artificial wetland with over 1000 trees planted by students.
2. The building of more than 1/2 mile of trail along the river-front.
3. Construction of small animal habitat using recycled materials.
4. Various outdoor classroom lessons with hands-on experience.
5. The planting of natural ground cover.

Some future objectives of the partnership are:

1. Continue to restore the site to a natural state
2. Develop a sense of community in students
3. Maintain and expand the natural wetlands
4. Provide outdoor education for students
5. Make students environmentally conscious
6. Develop natural habitat for animals
7. Develop a river-front trail

The project will hopefully grow into a permanent relationship between the Mt. Garfield Middle School and the Clifton Water district. It is a perfect opportunity for students to use an outdoor setting for learning. The site has over 100 acres of land and is located only 1 1/2 miles from the school. Both the school and the water district foresee this as an ongoing project for many years to come.

Mesa County Valley School District No. 51

Site Based Shared Decision Making Summation

Shared decision making with staff, parents and community is under way in District 51. The degree of participation may vary among buildings, yet all buildings and departments are involved. People want to be active participants in the decisions that affect them. Research and case studies support organizational structures that, in effect, level out the process of decision making rather than the traditional bureaucratic, hierarchical process. Shared decision making is a joint planning and problem solving process that seeks to improve the quality of education and to improve the climate of the work place.

The expertise and competence that all people possess are recognized. The process allows input into key decisions by the people affected by those decisions. Involvement in the decision making process empowers people; it creates "buy-in." When people "buy-in" to decisions, they more readily accept accountability for the tasks necessary to implement the decision. The process also allows for leadership to emerge from all levels.

Collaborative planning implies a process that builds toward consensus. Not all decisions can be arrived at through consensus, but the closer consensus is approximated, the greater the "buy-in" by those involved. Shared decision making is a trust process. The only way people can honestly share their talent and ideas is through trust. When people are trusted, it creates an environment where people have more autonomy, more freedom to act and more opportunity to grow.

Time is an important factor in decision making. Many decisions must be made within very short time spans. Most impact decisions, though, can occur within a time frame that allows for the shared decision making process. But time must be used efficiently. Different schools will need different models for assuring that appropriate input is provided. It is expected that whatever model or models are used, provision will be included for direct input from the individuals and classes of employees affected by the decisions. Currently, there are several examples of models and other approaches in use within the district. The model or approach used is only important if it facilitates the process.

The administration and Board of Education of District 51 support and encourage the process of shared decision making.

MEMORANDUM NO. 91-08

TO: Principals

FROM: Paul Rosier, Superintendent

DATE: February 5, 1991

SUBJECT: Site-Based Shared Decision Making Awareness Workshop.

COPIES TO: Board of Education

Site-based shared decision making has been a discussion topic within the district for the past two years. An ad hoc committee developed a working draft of guidelines for site-based shared decision making in the summer of 1989. Those guidelines have been distributed to all principals. For the past year and a half a second committee composed of principals, teachers, central administrators and representatives of our employee associations has worked to expand the concepts of site-based shared decision making.

Most of us would agree on the basic concept that the best decisions are made closest to the situation with participation of those who are affected by the decisions. Such participatory decision making can be greatly enhanced through staff development training. There are tools available that will assist us to become better decision makers. The concepts and principles outlined in the guidelines for shared decision making in District 51 do not just happen. Shared decision making is a process that requires that people are informed and requires much effort on everyone's part.

The ad hoc committee has been developing an overall strategy for staff development. We realize that people grow at different rates; consequently, buildings will grow and develop at different rates. We have based the ideas for training on the concept of flexibility. In order to give all buildings a basic understanding of the concepts of shared decision making, all schools are invited and encouraged to participate in the first two training activities. The remaining training strands will be on the menu open to building discretion as to which strands a specific building would want to select. How many activities or strands and at what pace will be up to buildings.

The first staff development activity will be an overview awareness of site-based shared decision making. Each building will organize a team of three or four people which will include the principal, a teacher, a parent (accountability member), and a classified staff representative or second teacher. The awareness workshop will be conducted in cluster groups on the following schedule. If your building team would prefer a date other than your assigned cluster date, please contact Mary Kalenian or me.

West Area Schools
February 25
4:00 - 5:30 p.m.
Knight Staff Development Center

Grand Junction Area Schools
February 26
4:00 - 5:30 p.m.
GJHS Cafeteria

Central Area Schools
February 27
4:00 - 5:30 p.m.
Knight Staff Development Center

East Area Schools
February 28
4:00 - 5:30 p.m.
Knight Staff Development Center

see reverse

PR MEMO 91-08
February 5, 1991
Page 2

The second activity will be a one-day training session, again involving the same team from each school. We will offer options of activities such as consensus building, team building and problem solving. School teams will be able to choose the specific activity that will best benefit their school. Further information on these sessions will be provided in March. The cluster training concept will be used again on the following schedule:

April 22
8:00 a.m. to 4:00 p.m.
Knight Staff Development Center

April 24
8:00 a.m. - 4:00 p.m.
Knight Staff Development Center

April 25
8:00 a.m. to 4:00 p.m.
Knight Staff Development Center

April 30
8:00 a.m. - 4:00 p.m.
Knight Staff Development Center

Please mark these dates on your calendar and begin to identify your team members. Submit a list of team members to Mary Kalenian by February 20. If you have any questions, please contact me.

PR:mkk

MEMORANDUM NO. 91-66

TO: District 51 Staff

FROM: Paul Rosier, Superintendent

DATE: June 5, 1991

SUBJECT: Job Well Done!

The last day of school is upon us. It has been an excellent year thanks to all of you. Now is the time to celebrate. I would like to share some of the highlights of this year with you.

1. A marked increase in student attendance. In 1988 the State Department calculated the district's average daily attendance for students to be at 90%. As you are aware, the state goal is to have by 1995 an average attendance rate of 95%. We have calculated this year's attendance rate using the same period the CDE used, the 11 days of the official count period. Our average daily attendance rate for 1990-91 is 95%!!! Outstanding!!
2. A business education partnership that is recognized as a model for the rest of the state. Our business colleagues continue to provide support assistance and direction. All of our high schools, middle schools and three elementary schools have participated in the business-teacher exchange where teachers visit businesses and business people visit schools. The reports from both educators and business people are that these exchanges are valuable experiences. The Chamber of Commerce again honored teachers from our district at its annual teacher recognition dinner. The number of teachers and business people that are involved in this partnership has increased significantly this year. Just an anecdotal note: Bill Schipper, a national consultant who worked with the business people on "at risk students" in January, reported that when he got off the plane he was met by business leaders who raved about our schools and the partnership. He stated that he had never had that happen anyplace else he had visited. He also complimented the district on the quality of people (our staff) who make this an outstanding district.
3. One more step toward a unified technological education center. Last month Mesa State College broke ground on the first phase of construction of a life-long training center for Mesa County. This concept of a unified technological center has far reaching ramifications for education in this valley. In addition to breaking ground and getting construction underway at the Foresight campus, the Board has committed to sell property and build classrooms at the site as soon as possible.
4. A curriculum development process that is a model of participatory decision making. The district's curriculum development process continues to evolve. The process is driven by standing committees composed of practicing teachers. Often curriculum is developed by specialists who were once practicing teachers, but who may have been out of the classroom several years. Our model is driven by shared decision making. The buy-in by teachers has been tremendous. For example, the new direction in the science curriculum matches the latest research on science instruction and is designed to meet the national goal to be first in the world in science. We all can be proud of the curriculum development process.

(over)

5. Moving toward shared decision making. We continue to move toward a decentralized, shared decision making process. The reorganization of the central administration has been a positive step in this direction. A committee of teachers, principals, district administrators and representatives of both MVEA and AFSCME have been working together to organize a training program that will assist building staff and parents in developing skills for shared decision making. The training program started this spring and will continue during this summer and next school year. Together, we (staff, parents and administrators) can find the best methods and processes to meet district, state and national goals.
6. A graduating class of over 900 students. We just graduated a fine class of seniors. Over 20 of those seniors had 4.0 or better grade point averages. We can all take pride in the skills, abilities and attitudes that these graduates take into the world.
7. A report on our Special Education Department and District 51 that was outstanding. CDE completed their on-site assessment of the district programs for special needs students in May. The exit report was most complimentary of this district and the people who serve special needs students. In particular, the CDE team stated that in most districts they find one or two model programs, but they noted 8 to 10 such programs in ours. Their greatest praise was for the people - both special and regular educators - who serve handicapped children. CDE assessment teams have, in my experience, never been so positive about our district and our people. Another job well done.
8. Gains in the area of high risk students. Although we have not as yet completed our final reports on drop-outs, the preliminary information indicates that we may have reduced the total number by as much as 50% in comparison to last year. WOW!! We will complete the official reports this month and will know more precisely what the results are. We will continue to put in the extra effort and commitment to find ways to not only keep students in school but to provide positive learning experiences. Kudos to all those who worked so hard in this area.
9. Individuals receiving statewide acknowledgement for achievement. This year we have had a couple of people honored with statewide recognition. Maureen Kallio received the Golden Apple Award from the Colorado Education Association for her outstanding work as the President of MVEA for the past four years. Karen Cox was selected as the state's classified employee of the year. Karen is a library secretary at Broadway Elementary School. Karen and Maureen depict the outstanding people in this district.
10. Quality people make a difference. We are all tired at this time of the year, but if you will take a few minutes to look at the people around you, are not they the finest people in the world? This district is a great place to work and to be a part of because of the fine people - staff, students, parents and community folks - with whom we all get to associate and work.

There are many other areas that we can justifiably celebrate. I have noted only a few.

Thank you all for a great year and job well done.

PR:mkk

Goals: 2000

Steering Committee Agenda

June 3, 1991

Introduction of Committee Members

Overview - Purpose

Role of the Committee

Who Should Attend June 17, 1991, Teleconference

June 17 Teleconference

- A Where
- B Organization
- C Breakout Leaders

Other

Goals: 2000

Steering Committee Agenda

June _____, 1991

Status Report

A. Goal Committees

B.

C.

Town Meeting Teleconference - Review Handout

Handbooks - Distribute and Review

President Bush - Special Meeting

Goal Committee Breakout Leaders - Discussion

Other

MESA COUNTY VALLEY SCHOOL DISTRICT NO. 51
Office of the Superintendent

Basil T. Knight Center
2523 Patterson Road

AGENDA

BOARD OF EDUCATION
Regular Business Meeting
June 18, 1991

CALL TO ORDER - 5:00 p.m. (Roll Call) (Pledge of Allegiance)

BOARD RECOGNITIONS

VISITOR COMMENTS

A. Approval of Agenda

B. Approval of Minutes:

1. May 14, 1991
2. May 21, 1991
3. June 4, 1991

C. Committee Reports

D. Old Business

1. Board Policy BBFA - 2nd Reading (Action)

E. Business Transactions - Financial Reports

1. Summary Financial/Investment/Transportation Reports (Information)
2. Audit Report (Information)
3. Supplemental Budgets (Action)
 - a. Chapter I Capital Expenses
 - b. Chapter I FY92
 - c. Drug Free Schools & Communities Act
4. Construction (Action)
 - a. FMHS Asbestos Abatement Bonds
 - b. ASC Remodel Resolution, Contract, Bonds

F. New Business

1. Curriculum Adoption: Science, Middle School Computer Education, Elementary Mathematics (Action)
2. Special Programs Presentation (Information)
3. Teacher Evaluation System, H.B. 1159 (Action)
4. Certification of Election Results - Warehouse Employees (Action)
5. Certification of Election Results - Secretaries/Clerical Employees (Action)
6. Designation of Site for Public Notice (Action)
7. Proposed Band Trip - FMHS (Action)

G. Superintendent's Report

1. Update: Colorado Communities 2000 Initiative - The National Goals - Work Teams

H. Personnel Actions

1. Classified (Informational)
2. Certified - To Be Distributed (Action)

(over)

I. Future Meetings (Informational)

1. July 2, 1991, 5:00 p.m.
Basil T. Knight Center
Education Meeting

2. July 16, 1991, 5:00
Basil T. Knight Center
Business Meeting

J. Adjourn

MESA COUNTY VALLEY SCHOOL DISTRICT NO. 51
Office of the Superintendent

Basil T. Knight Center
2523 Patterson Road

AGENDA

BOARD OF EDUCATION
Regular Business Meeting
May 21, 1991

CALL TO ORDER - 5:00 p.m. (Roll Call) (Pledge of Allegiance)

BOARD RECOGNITIONS

VISITOR COMMENTS

A. Approval of Agenda

B. Approval of Minutes:

1. March 26, 1991
2. April 9, 1991
3. April 16, 1991
4. May 8, 1991

C. Committee Reports

D. Old Business

1. Board Policy - 2nd Reading (Action)

E. Business Transactions - Financial Reports

1. Summary Financial/Investment/Transportation Reports (Information)
2. Permanent Right of Way Resolution (Action)
3. Short-term Property Lease (Action)
4. Supplemental Budgets (Action)
 - a. Crossroads Conference Flow-through Revision
 - b. Roundhouse Conference Flow-through Revision
 - c. Outback Partnership Project
 - d. Early Childhood Special Education
 - e. Public Law 94-142 Title VI-B
 - f. Chapter 1 Pre-vocational
 - g. Chapter 1 Carryover

F. New Business

1. Board Policy - First Reading (Information)
2. Soccer Program (Information)
3. Management Computer Technology Resolution (Action)
4. Middle School Instructional Computer Resolution (Action)
5. Foreign Exchange Student Programs (Action)
6. Salary Schedule Addendum (Action)
7. Construction Contracts/Bonds (Action)
8. Site and Facility Report (Information)

G. Superintendent's Report

H. Personnel Actions

1. Classified (Informational)
2. Certified - To Be Distributed (Action)

I. Future Meetings (Informational)

- | | |
|---|--|
| 1. June 4, 1991, 5:00 p.m.
Basil T. Knight Center
Education Meeting | 2. June 18, 1991, 5:00
Basil T. Knight Center
Business Meeting |
|---|--|

J. Adjourn

MESA COUNTY VALLEY SCHOOL DISTRICT NO. 51
Board of Education

Basil T. Knight Center
2523 Patterson Road

A G E N D A

Education Meeting
May 14, 1991
5:30 p.m.

Call to Order (Roll Call)

1. Administration of Oath of Office
2. Organization of the Board
3. Proposed District Goals, 1991-92
4. Middle School Math Textbook Adoption
5. Drug and Alcohol Survey
6. Update Report on Filling District Administrative Vacancies

Adjourn



91 JUN 10 13:43

**Mesa County Valley School
District #51
Fax Transmission**

To: Jennifer Grossman

From: Paul Rosier

Date: 6/10/91

Pages: 26 (including this page)

Time: 1:30 pm

MEMORANDUM NO. 91-30

TO: Dr. Paul Rosier, Superintendent
FROM: Gary Carr, Public Information Officer
DATE: June 7, 1991
SUBJECT: Information on District No. 51

Dr. Rosier,

Attached please find a number of items related to School District No. 51 and the various community involvement efforts currently underway.

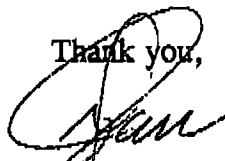
Included in this packet is information on:

1. The Business/Education Partnership
2. Accountability Advisory Committee
3. Community Volunteer Program
4. Ounce of Prevention/Drop-out
5. Substance Abuse Program Summary
6. Educational Equity Program
7. Math/Science Program
8. Curriculum Development Process
9. Re: Learning
10. Mt. Garfield Student/Community Project
11. Site Based Shared Decision Making
12. Agendas
 - A. Colorado 2000 Communities Initiative (Mesa County Steering Committee)
 - B. Board of Education

I have also included your Memo 91-66 for additional information.

If you need anything else, please let me know!

Thank you,



Gary Carr

An Education Business Partnership That Works

Mesa County Valley School District No. 51 and the Grand Junction Area Chamber of Commerce have developed a comprehensive Education Business Partnership. The Partnership is completing its second year and growing. A formal subcommittee of the Chamber of Commerce, the Partnership includes Mesa State College and private schools. Today, over a hundred businesses are directly involved.

The Partnership has focused on educators and business people getting to know each other and developing a foundation of support for education within the local community. Often such Partnerships focus on fund raising; this Partnership has focused on the sharing of time and expertise. At present, the Partnership is directed by a steering committee which is composed of business people, educators from District 51 and Mesa State, and from private schools. Five subcommittees have been organized, each co-chaired by an educator and a business person. The five subcommittees implement the activities of the Partnership. Each committee is composed of business people and educators with the emphasis on classroom teacher participation since these are the people who are the backbone of any educational institution.

The Strategic Planning Subcommittee is responsible for developing goals and direction. This subcommittee has had the task of focusing the Partnership. In August, the subcommittee will conduct an in-depth planning activity with Bob Gholson of IBM facilitating the process.

The Teacher-Businessperson Exchange Subcommittee has conducted one of the most successful activities of the Partnership. The goal of this subcommittee is to have all teachers (K-12) in the district visit at least one local business. During the visit business people share the needs they have in their work force (the skills and abilities employees need). They provide an overview of their businesses and have a general discussion with teachers. Teachers then meet to share their experience with other teachers. The reciprocal goal is for the same business people to visit the classrooms of the teachers and gain an insight into what teachers do. To date over 400 teachers have visited participating businesses. The report from both teachers and business people is that it has been a great experience. Teachers state that this activity is one of the best "in-service" days they have ever had. Teachers are gaining a more precise concept of what our "customers" (business people) need in terms of student skills.

The Teacher Recognition Subcommittee has the responsibility on finding methods of recognizing the teaching profession. The goal is to re-establish the status of teaching in our community. The primary activity has been an annual Teacher Recognition Dinner sponsored by the Chamber of Commerce. Teachers nominate peers that they consider as outstanding representatives of the profession. A panel of business people select the finalists who are recognized at the dinner. The dinner receives excellent media coverage.

The At-Risk Subcommittee has the responsibility of addressing the needs of high risk students from a total community perspective. One of the goals of the Partnership is to find

methods of supporting and strengthening the family. The At-Risk Committee to date has been: (1) developing an awareness in the community of the costs and needs of high risk students, and (2) identifying all the programs within the community that are designed to assist at-risk families and children.

The fifth subcommittee, the Resource Committee, is designed to find resources to assist teachers in their jobs. This committee has subdivided to focus on specific tasks. Among the activities of this committee are: (1) developing a program on how to get and keep a job which includes interviewing skills; (2) supporting the development of computer data bases of resource people available to classroom teachers in both the sciences and arts, (3) supporting activities of the Colorado Alliance for Science, and (4) supporting the Business Week Summer Program for students. The long-range goal of this committee is to develop an educational foundation.

The major task faced by the Partnership has been how to channel all the enthusiasm and focus on specific tasks. We have many more people, both teachers and business people who want to participate, than we can effectively manage. CDE, in the District's Accreditation Report, stated that the Education Business Partnership was the best example of such a Partnership in the state. Bill Schipper, a nationally recognized consultant on high risk students, stated that the Partnership was actually doing what everyone else is merely talking about doing. He stated that the Partnership is the finest he had encountered in his travels throughout the country.

We would like to share the process that we have developed to make this Partnership a reality.

RE: Mesa County Valley School District 51 Accountability

The process of accountability in the Mesa County Valley School District 51 provides an opportunity for certified and classified staff, administrators, parents, non parent taxpayers, and students to form various partnerships in support of school improvement. Accountability committees at both the school district level, and the 34 individual buildings provide opportunities for collaboration in the identification of major goals and objectives to consider for annual district and school level improvement.

The District Level Accountability Committee (18 members) receives a School Board charge, studies and makes specific recommendations that are advisory in nature to the Board of Education. At the school level, accountability committees are advisory to the building principal. From the state level to the building level in District 51, committees research, question, problem solve, make recommendations, and support many efforts to improve educational programming for their respective students.

District 51 has a strong philosophical posture that schools exist for the students in attendance, and that the best support can be given through a collaborative effort of multiple partnerships which support educational opportunities for each student in the Grand Valley area. As a result of these voluntary efforts on behalf of staff, parents, community and students, high but achievable goals and objectives are established for school improvement on an annual basis, activities initiated and implemented throughout the school year, and learning opportunities for students increased.

When a school district like Mesa County District 51 philosophically approaches the improvement of education through collaborative effort, the results are much more evident and resounding than if special interest groups and/or professional staff singularly try to approach improvement. In a community setting like the Grand Valley, literally hundreds of people (and potentially thousands) annually involve themselves in the process of school improvement and support for the public school system.

When any community continuously attempts to stand behind and support its public school efforts, and encourages school restructuring and improvement for the purpose of increasing educational opportunities for all students, then the process of accountability (through the collaborative effort) is indeed the way to go now and into the future. Mesa County is indeed proud of its support for the public school system, and the accountability process in this community provides a vehicle, the structure, and a process for assuring participation and involvement in school improvement.

6/6/91

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MESA COUNTY VALLEY SCHOOL DISTRICT 51
GRAND JUNCTION, COLORADO
VOLUNTEER PROGRAM
1990-91

At the elementary school level, approximately 1800 parents were involved as volunteers in various activities, such as:

Art Heritage--teaching about famous artists, what they were like as people, how they lived, and what they contributed to society

Junior Great Books--helping students to learn how to interpret what they read

Classroom--tutoring, clerical

Library--helping children to choose books, re-shelving

Presentations--sharing special knowledge and skills

Fundraising--to purchase special equipment or provide programs not covered by the budget

Computer Lab--assisting students to learn to keyboard, practicing math and writing skills, playing games which promote higher thinking skills

Health and Safety--performing hearing and vision screening, bicycle safety fairs

Accountability Committee--working with staff to set and accomplish school goals and objectives

Special Events--planning and manning theme-centered events such as Earth Day, Cinco de Mayo, Science Exploration Day, Art Day, Spellathon, Mathathon, Readathon.

Advocacy--supporting educational goals in the community at large

At the middle school level, approximately 200 parents were involved as volunteers in activities, such as:

Tutor-Mentor Program--meeting with a student on a weekly basis to assist with schoolwork, setting and reaching life goals, provide a positive role model

Business Partnership Program: teaching principles of economics and promoting an understanding of business

Accountability Committee

Classroom

Presentations

Fundraising

Chaperoning--for field trips, special events

At the high school level, approximately 1800 parents participate as volunteers in activities, such as:

Athletic booster club

Band booster club

Accountability Committee

Coaching

Monitoring for tests

Presentations

Health screening

SWAP: a drop-out prevention program

Special Programs

The special areas program consists of the following departments: Federal Programs, Chapter 1, Eisenhower Science and Math, English as a Second Language, Migrant Education, Gifted and Talented, Drug and Alcohol Prevention, Dropout Prevention and Dropout Retrieval. These programs exist to support the general education programs in each of our schools and are meant to be inclusion programs rather than programs that exist in isolation. These programs are successful because of the interest and support of the Board of Education and have been embraced by funding and by adopting a proclamation last fall that dealt with Educational Equity. The Boards' stance on Educational Equity has made it possible for all staff and community to support the idea that all students are important and that it is important for all kids to be educated.

District 51 is one of the few districts in the state that finances the English as a Second Language and Migrant programs. We receive some state and federal assistance, but the bulk is financed by the district. As a result we have had a high graduation rate among these students with 50% of them continuing on into a four year college program.

Drug and Alcohol Prevention is an integral program in District 51 with the emphasis being on prevention. Money and time are spent for in-servicing staff, bringing in positive role models for students, networking with the entire community in order to share resources and responsibilities. This program is receiving state and national recognition for the types of things we are doing.

There are tremendous efforts being conducted by everyone in the district to increase our graduation rate and to decrease the number of students leaving school. There are currently two committees, a school district committee and a business education committee networking to help all students succeed. The Ounce of Prevention office has helped write curriculum in District 51 to ensure that minority representation was evident in text books, lessons, etc. This office has concerned itself with staff development for teachers as a way of creating awareness and giving teachers the tools they need to effectively deal with today's student. The dropout rate for the year 1990-91 has been cut almost in half as a result of everyone's efforts. Our efforts are at the root of educational restructuring and many positive and different things are happening K-12 as a result of these efforts.

Finally there are many positive things happening for all kids in District 51. This is due to an awareness and a commitment to all kids.

SYNOPSIS OF 1991 ANNUAL DRUG AND ALCOHOL SURVEY

TO: All District Personnel

FROM: Olive M. O'Donnell, Specialist, Dist. #51
Office of Alcohol/Substance Abuse Prevention

DATE: May 28, 1991

The following information has been distilled from the results of the survey given February, 1991.

Experience with this survey has shown that students are usually very cooperative and do give honest answers when they know the survey is anonymous. If a survey shows signs of exaggeration (there are specific safeguards throughout the survey which are geared to detect this), it is removed before the results are compiled. Only about 1% of School District #51 surveys had to be removed for this reason. Also, only 3% of School District #51 surveys had to be removed because of "inconsistent responses", meaning the students inconsistently answered questions that are purposely repeated. Not bad, considering 97% of our 5th graders, 87% of 8th graders, and 75% of our 12th graders were given this survey.

Students are classified by EMBSI, the firm that developed the survey, as being at "low", "moderate", or "high" risk, depending upon their responses to the survey questions. "Low" risk means students who have never tried a drug, have tried a drug at sometime, but do not currently use, or who use alcohol very lightly (never get drunk). The term "moderate" risk is applied to students who occasionally use drugs other than marijuana, but rarely more than once/month, and to students who use marijuana occasionally - only a few times a year - and are likely to use alcohol occasionally. Finally, the term "high" risk is used for multi-drug users, stimulant users, heavy marijuana users and heavy alcohol users. Our survey data tells us the following:

Grade	Low Risk	Moderate Risk	High Risk
5	91.7%	7.0%	1.3%
8	85.4%	10.3%	4.3%
12	69.2%	19.5%	11.3%

The students classified as moderate and high risk are using alcohol and other drugs enough to warrant serious concern.

Although some students have tried "crack", cocaine, inhalants, stimulants and hallucinogens, in School District #51, alcohol and marijuana are the "drugs of choice". The table on the following page compares District #51 students with 12th graders at the national level as well as with other Colorado students. (The Colorado data is compiled from 30 other Colorado School Districts and available through this office.)

Percent of Mesa County Valley School District #51 Students, Other Colorado Students
and 12th Graders Across the Country Who Have Ever Tried a Drug
(1990-91)

	Local 8th Graders	Local 12th Graders	Colorado Students 12th Graders	National 12th Graders
Alcohol	78%	93%	94%	89%
Been Drunk	35%	78%	***	***
Cigarettes	48%	63%	62%	64%
Marijuana	16%	45%	48%	41%
Cocaine	3%	11%	13%	9%
Stimulants	5%	19%	21%	17%
Legal Stimulants	10%	28%	23%	***
Inhalants	20%	21%	13%	16%
Nitrates	5%	15%	9%	2%
Hallucinogens	8%	23%	17%	9%

As you can see, District #51 12th graders are slightly higher than the national average in many categories, slightly lower than other Colorado students in other categories, and both Grand Junction and other Colorado Students are higher in levels of experimentation with Nitrites and hallucinogens. A point to remember, however, is that this includes any use of alcohol or other drugs - even one time.

At the 12th grade level, experimentation with alcohol has remained fairly constant over the five (5) year period - it was at 93% in 1986, went to 95% in 1989 and 1990 then dropped again to 93% in 1991. We hope this is the beginning of a downward trend. There have, however, been some slight increases in the level of experimentation with legal stimulants (NoDōz, Vivarin, etc.) from 23% in 1986 to 28% in 1991. However, in 1986, 48% of our seniors had ever tried marijuana and in 1991, 45% had done so. Only 11% of our seniors had tried cocaine in 1991 as opposed to 16% in 1986. In 1991 only 19% had tried stimulants while in 1986, 25% had done so.

We see some impressive trends happening at the 5th and 8th grade levels in

to their homes, which is what they want to do.

Hey, thanks a million for being with us on this trip. We appreciate you fellas being along, too.

Q. Thanks for inviting us.

The President. Well, that's all right.

Note: The session began at 8:45 a.m. while the President was en route to Ann Arbor, MI.

Remarks at the University of Michigan Commencement Ceremony in Ann Arbor

May 4, 1991

President Duderstadt, thank you all very much. Thank you for that warm welcome. I want to salute the president, salute Governor and Mrs. John Engler, Representatives of the Congress—Pursell, Upton, and Vander Jagt, and distinguished Regents, and especially I want to pay my respects to our fellow honorary degree recipients. Barbara and I are very grateful for this high honor. Before this, there wasn't one lawyer in the family, and now we have two.

The last time I was in Ann Arbor, we commemorated John Kennedy's unveiling of the Peace Corps. And as your commencement program indicates, Lyndon Johnson introduced the Great Society in a University of Michigan commencement address.

Today, I want to talk to you about this historic moment. Your commencement—your journey into the "real world"—coincides with this nation's commencement into a world freed from cold war conflict and thrust into an era of cooperation and economic competition.

The United States plays a defining role in the world. Our economic strength, our military power, and most of all, our national character brought us to this special moment. When our policies unleashed the economic expansion of the 1980's, we exposed forever the failures of socialism and reaffirmed our status as the world's greatest economic power. When we sent troops to

the Gulf, we showed that we take principles seriously enough to risk dying for them.

But there's another message. There's another message. We also take them seriously enough to help others in need. Today, men and women of Operation Provide Comfort toil on behalf of suffering Kurds. And today, our thoughts and prayers also go to the hundreds of thousands of people victimized by a vicious cyclone in Bangladesh. Our Government has sent aid to that stricken land. Dozens of private agencies have sprung into action as well, sending food, water, supplies, and donations. The humanitarian instinct runs deep in our people, always has. It is an essential element of our American character.

Our successes have banished the Vietnam-era phantoms of doubt and distrust. In my recent travels around the country I have felt an idealism that we Americans supposedly had lost. People have faith in the future. And they ask: What next? And they ask: How can I help?

We have rediscovered the power of the idea that toppled the Berlin Wall and led a world to strike back at Saddam Hussein. Like generations before us, we have begun to define for ourselves the promise of freedom.

I'd like to talk today about the nature of freedom and how its demands will shape our future as a nation.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, and exploration. Here, merit conquers circumstance. Here, people of vision—Abraham Lincoln, Henry Ford, Martin Luther King, Jr.—outgrow rough origins and transform a world. These achievements testify to the greatness of our free enterprise system. In past ages, and in other economic orders, people could acquire wealth only seizing goods from others. Free enterprise liberates us from this Hobbesian quagmire. It lets one person's fortune become everyone's gain.

This system, built upon the foundation of private property, harnesses our powerful instincts for creativity. It gives everyone an interest in shared prosperity, in freedom, and in respect. No system of development ever has nurtured virtue as completely and

rigorously as ours. We've become the most egalitarian system in history—and one of the most harmonious—because we let people work freely toward their destinies.

When governments try to improve on freedom—say, by picking winners and losers in the economic market—they fail. No conclave of experts, no matter how brilliant, can match the sheer ingenuity of a market that collects and distributes the wisdoms of millions of people, all pursuing their destinies in different ways.

Our administration appreciates the power of free enterprise, and our economic and domestic programs try to apply the genius of the market to the needs of the Nation. For example, we want to eliminate rules and redtape that bind the hands and the minds of entrepreneurs and innovators.

Our America 2000' educational strategy challenges the Nation to reinvent the American school, to compete in the race to unleash our national genius.

We've incorporated market incentives into our legislative proposals, so taxpayers will get a fair return on their dollars. Just look at last year's child-care legislation and the Clean Air Act, or this year's transportation bill.

We've proposed a comprehensive banking reform package that strengthens the financial system upon which economic growth depends. We repeatedly have tried to slash the capital gains, so people with dreams have a chance of achieving them.

And we want to extend this dignity of home ownership to people who live now in government-owned apartments. Home ownership gives people dignity.

And although we have tried to transfer power into the hands of the people, we haven't done enough. In a world transformed by freedom, we must look for other ways to help people build good lives for themselves and their families. The average worker in the United States now spends more than 4 months of each year working just to pay the tax man, and increasing numbers of citizens see that burden as a barrier to achieving their dreams. We've tried to put on a lid on the spending that drives taxes and to concentrate Government efforts on truly national purposes. It's only common sense. And if we want to build faith in Government, we must

demand public services that serve the people. We must insist upon compassion that works.

But the power to create also rests on other freedoms, especially the freedom—and I think about that right now—[*applause*]
[*Applause*]
—to think and speak one's mind. You see—thank you. The freedom—I had this written into the speech, and I didn't even know if these guys were going to be here.

No, but seriously, the freedom to speak one's mind—that may be the most fundamental and deeply revered of all our liberties. Americans to debate, to say what we think—because, you see, it separates good ideas from bad, it defines and cultivates the diversity upon which our national greatness rests, it tears off the blinders of ignorance and prejudice and lets us move on to greater things.

Ironically, on the 200th anniversary of our Bill of Rights, we find free speech under assault throughout the United States, including on some college campuses. The notion of political correctness has ignited controversy across the land. And although the movement arises from the laudable desire to sweep away the debris of racism and sexism and hatred, it replaces old prejudice with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits.

What began as a crusade for civility has soured into a cause of conflict and even censorship. Disputants treat sheer force—getting their foes punished or expelled, for instance—as a substitute for the power of ideas.

Throughout history, attempts to micro-manage casual conversation have only incited distrust. They have invited people to look for an insult in every word, gesture, action. And in their own Orwellian way, crusades that demand correct behavior crush diversity in the name of diversity.

We all should be alarmed at the rise of intolerance in our land and by the growing tendency to use intimidation rather than reason in settling disputes. Neighbors who disagree no longer settle matters over a cup of coffee. They hire lawyers, and they go to court. And political extremists roam the land, abusing the privilege of free speech,

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setting citizens against one another on the basis of their class or race.

But, you see, such bullying is outrageous. It's not worthy of a great nation grounded in the values of tolerance and respect. So, let us fight back against the boring politics of division and derision. Let's trust our friends and colleagues to respond to reason. As Americans we must use our persuasive powers to conquer bigotry once and for all. And I remind myself a lot of this: We must conquer the temptation to assign bad motives to people who disagree with us.

If we hope to make full use of the optimism I discussed earlier, men and women must feel free to speak their hearts and minds. We must build a society in which people can join in common cause without having to surrender their identities.

You can lead the way. Share your thoughts and your experiences and your hopes and your frustrations. Defend others' rights to speak. And if harmony be our goal, let's pursue harmony, not inquisition.

The virtue of free speech leads naturally to another equally important dimension of freedom, and that is the freedom of spirit. In recent times, often with noble intentions, we as a nation have discouraged good works. Nowadays, many respond to misfortune by asking: "Whom can I sue?" Even worse, many would-be Samaritans wonder: "Will someone sue me?" Talented, concerned men and women avoid such noble professions as medicine for fear that unreasonable and undefined liability claims will force them to spend more time in court than in the office or in the hospital.

And at the same time, government programs have tried to assume roles once reserved for families and schools and churches. This is understandable, but dangerous. When government tries to serve as a parent or a teacher or a moral guide, individuals may be tempted to discard their own sense of responsibility, to argue that only government must help people in need.

If we've learned anything in the past quarter century, it is that we cannot federalize virtue. Indeed, as we pile law upon law, program upon program, rule upon rule, we actually can weaken people's moral sensitivity. The rule of law gives way to the rule of the loophole, the notion that what-

ever is not illegal must be acceptable. In this way, great goals go unmet.

When Lyndon Johnson—President Johnson—spoke here in 1964, he addressed issues that remain with us. He proposed revitalizing cities, rejuvenating schools, trampling down the hoary harvest of racism, and protecting our environment—back in 1964. He applied the wisdom of his time to these challenges. He believed that cadres of experts really could care for the millions. And they would calculate ideal tax rates, ideal rates of expenditures on social programs, ideal distributions of wealth and privilege. And in many ways, theirs was an America by the numbers: If the numbers were right, America was right.

And gradually, we got to the point of equating dollars with commitment. And when programs failed to produce progress, we demanded more money. And in time, this crusade backfired. Programs designed to ensure racial harmony generated animosity. Programs intended to help people out of poverty invited dependency.

We should have learned that while the ideals behind the Great Society were noble—and indeed they were—the programs weren't always up to the task. We need to rethink our approach. Let's tell our people: We don't want an America by the numbers. We don't want a land of loopholes. We want a community of commitment and trust.

When I talked of a kinder, gentler nation, I wasn't trying to just create a slogan. I was issuing a challenge. An effective government must know its limitations and respect its people's capabilities. In return, people must assume the final burden of freedom, and that's responsibility.

An introductory course in political philosophy teaches that freedom entails responsibility. Most of our greatest responsibilities confront us not in the government hearing rooms but around dinner tables, on the streets, at the office. If you teach your children and others how to hate, they will learn. And if you encourage them not to trust others, they'll follow your lead. And if you talk about compassion but refuse to help those in need, your children will learn to look the other way.

Once your commencement ends, you'll have to rely on the sternest stuff of all: yourself. And in the end, government will not make you good or evil. The quality of your life—and of our nation's future—depends as much on how you treat your fellow women and men as it does on the way in which we in Washington conduct our affairs of state. After all, the opposite of greed is not taxation. It is service.

My vision for America depends heavily on you. You must protect the freedoms of enterprise, speech, and spirit. You must strengthen the family. You must build a peaceful and prosperous future. We don't need another Great Society with huge and ambitious programs administered by the incumbent few. We need a Good Society built upon the deeds of the many, a society that promotes service, selflessness, action.

The Good Society poses a challenge: It dares you to explore the full promise of citizenship, to join in partnership with family, friends, government to make our world better. The Good Society does not demand agonizing sacrifice. It requires something within everyone's reach: common decency—common decency and commitment. Know your neighbors. Build bonds of trust at home, at work, wherever you go. Don't just talk about principles—live them.

Let me leave you today with an exhortation: Make the most of your abilities. Question authority, but examine yourself. Demand good government, but strive to do what is good. Take risks. Muster the courage to be what I call a Point of Light. Also, define your missions positively. Don't seek out villains. Don't fall prey to obsessions about "freedom from" various ills. Focus on freedom's promise, on your promise.

When John Kennedy talked of sending a man to the Moon, he didn't say, we want to avoid getting stranded on this planet. He said, we'll send a man to the Moon. We must be equally determined to achieve our common goals.

We live in the most exciting period of my lifetime, quite possibly of yours. The old way of doing things have run their course. Find new ones. Dare to serve others, and future generations will never forget the example you set.

This is your day. Barbara and I are very proud to share it with you. Congratulations to each and every one of you. And thank you for the honor.

And God bless the United States of America.

Note: President Bush spoke at 11:22 a.m. in Michigan Stadium. In his remarks, he referred to James J. Duderstadt, president of the university; Gov. Engler's wife, Michelle; and President Saddam Hussein of Iraq. Following his remarks, President Bush traveled to Camp David, MD.

Statement by Press Secretary Fitzwater on the President's Health May 4, 1991

President Bush is relaxed, comfortable, and having dinner with Mrs. Bush in his room at Bethesda Naval Hospital this evening. He is in good spirits and the doctors' reports are very positive.

President Bush developed atrial fibrillation, which is an irregularity of the heartbeat, while running at Camp David this afternoon about 4:20 p.m. This condition presented itself as unusual fatigue during the run. The President was evaluated by Dr. Michael Nash at Camp David, who detected the irregular heartbeat and found him to be entirely stable with no other symptoms.

The President, accompanied by Mrs. Bush and Dr. Nash, flew by helicopter to Bethesda Naval Hospital, arriving about 5:58 p.m. this evening. At the time of hospital admission, the irregular heartbeat was still present, but the President was completely alert and entirely stable, with no complaints. The President walked into the hospital on his own power.

An electrocardiogram showed no abnormalities except the irregular heart rhythm. An ultrasound examination of the heart showed no structural abnormalities and normal heart function.

The President is undergoing treatment for atrial fibrillation with the drug digoxin. Diagnostic testing and initial treatment took approximately 1 hour. The President

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BICENTENNIAL EDITION



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nas Robson Hay, Harold
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march and early on 4 Feb. sur-
insurgents, captured 150, scat-
rest, and sent Shays fleeing to
The uprising was completely
y the end of Feb. In Mar. the
ffered a pardon to all Shays-
t Shays, Day, and 2 other
hays was finally pardoned 19
}. The uprising had the effect
g the legislature not to impose
ax in 1787 and to enact laws
ourt fees and exempting cloth-
hold goods, and tools of one's
debt process.

PHILADELPHIA CONVENTION. In
the 5 states that had already
others (Massachusetts, New
rgia, South Carolina, Mary-
Connecticut) named delegates
shire and Rhode Island were
ates that failed to act by the
14 May) for the opening of
tion. New Hampshire finally
ine in June (its delegates
Philadelphia 23 July) but
id ignored the convention.

**OPENING OF CONSTITU-
CONVENTION.** On 14 May
delegates from Virginia and
ia were on hand at Philadel-
House (Independence Hall).
15 May was a quorum of 7
ed. From 81-year-old Frank-
-year-old Jonathan Dayton
y, 1760-1824) the delegates
standing public figures. Most
and influential men were
and Franklin, while the ac-
in the floor debates proved to
and George Mason (Vir-
verneur Morris and James
nsylvania), Roger Sherman
Elbridge Gerry (Massachu-
1814). Of the 55 delegates
lege trained, over half were
ile planters and merchants
h a few physicians and col-

lege professors made up the rest. When
the convention opened Robert Morris
nominated Washington as president; this
won unanimous approval. William Jack-
son (Ga., 1759-1828) was elected secre-
tary. (The journal kept by Jackson was
meager; knowledge of the debates is
derived very largely from notes taken
each day by Madison. In keeping with
the pledge of secrecy [29 May] these
were not published until 1840, 4 years
after his death.)

29 MAY. VIRGINIA PLAN. Edmund
Randolph (Virginia, 1753-1813) proposed
15 resolutions comprising the "Virginia
Plan" of Union, which went beyond re-
vision of the Articles and favored a new
national government. Outstanding fea-
tures: (1) a bicameral national legisla-
ture, representing the states proportion-
ally, with the lower house elected by the
people, and the upper house by the lower
house from nominees proposed by the
state legislatures; (2) an executive chosen
by the legislature; (3) a judiciary includ-
ing a supreme court and inferior courts
elected by the legislature; (4) a council
of revision consisting of the executive
and several members of the judiciary,
with a veto over the legislature's acts. On
30 May the convention resolved itself
into a committee of the whole and de-
bated the Virginia Plan until 13 June. On
that date 19 resolutions based on Ran-
dolph's proposals were reported to the
convention.

15 JUNE. NEW JERSEY PLAN. Op-
position to the Virginia Plan came chiefly
from the small states and centered upon
the provision for proportional rather
than equal representation of the states
in both houses of the proposed legis-
lature. On 15 June William Paterson
(New Jersey, 1745-1806) introduced
9 resolutions which stressed retention
of the confederation but conferred
upon Congress the powers to tax and
regulate foreign and interstate com-

merce and to name a plural executive
(without a veto) and a supreme court.
U.S. treaties and acts of Congress were
to be the supreme law in the states.
The issue before the convention: whether
to content themselves with amendments
to the Articles or to draw up the frame-
work of a new national government.
After 3 days of debate (16-19 June) the
convention voted 7-3 to work toward a
national government as visualized in the
Virginia Plan. The committee of the
whole now debated the issue of equal
versus proportional representation in the
legislature.

**13 JULY. NORTHWEST ORDI-
NANCE.** While the convention was de-
bating a plan to supplant the Articles, the
Congress of the Confederation registered
its greatest achievement, the ordinance
for the government of the territory north
of the Ohio River. Based in part upon
Jefferson's plan of 1784 and in part upon
a committee report of 19 Sept. 1786, the
Northwest Ordinance, largely written by
Nathan Dane (Mass.), provided: (1) the
territory to be governed initially by a
governor, a secretary, and 3 judges ap-
pointed by Congress; (2) when there
were 5,000 free adult males in the ter-
ritory a bicameral legislature to be estab-
lished; (3) ultimately, from 3 to 5 states
to be created (a population of 60,000
free inhabitants was requisite for admis-
sion to the Union); (4) the new states to
be "on an equal footing with the original
states in all respects whatsoever"; (5)
freedom of worship, right of trial by jury,
and public support of education pro-
vided; and (6) involuntary servitude,
save in punishment for crime, prohibited.
On 5 Oct. Arthur St. Clair was elected
first governor of the territory and Win-
throp Sargent (1753-1820) named sec-
retary.

**16 JULY. CONNECTICUT COM-
PROMISE.** A committee (appointed 2
July) reconsidered and rejected a pro-

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VOLUME V

National Urban League—Quasi-Judicial Agencies

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northern route, a \$50 million project was begun in 1969 by three major oil companies. The *Manhattan*, the largest and most powerful ship built in the United States, was converted to a research vessel and the world's largest icebreaker. Accompanied by other icebreakers, the *Manhattan* sailed on Aug. 24, 1969, entering the Northwest Passage on Sept. 5. On Sept. 14 it reached Point Barrow, after breaking through 650 miles of ice. Although the voyage was made during the most favorable season for ice navigation, hull damage was sustained. Atomic submarines also have navigated an under-the-ice route across the North Pole via the Bering Strait to the Atlantic Ocean east of Greenland. Continued advances in technology may well render surface ship transport through the Northwest Passage economically feasible in the future.

[Ernest S. Dodge, *Northwest by Sea*; Bern Keating, *The Northwest Passage*; L. P. Kirwan, *A History of Polar Exploration*; Jeannette Mirsky, *To the North*; U.S. Department of the Navy, *Toward the Poles*.]

EDWIN A. MACDONALD

NORTHWEST TERRITORY, officially the "Territory Northwest of the River Ohio," included the Old Northwest when it was established by Congress July 13, 1787. The Ordinance of 1785 had already provided for the survey of the public land in townships, each six miles square and divided into thirty-six sections of 640 acres. Payment for the land was permitted in specie, or in Continental certificates, and, for one-seventh, the land warrants issued to revolutionary soldiers were accepted. The ordinance set aside section sixteen in each township for the support of education.

The Ordinance of 1787 outlined the governmental framework. At first there would be an arbitrary administration, with a governor, three judges, and a secretary elected by and responsible to Congress. When the population included 5,000 free white males of voting age, the territory would have local autonomy, with a legislative assembly, although Congress would still choose the governor. Finally, when any one of the stipulated divisions contained 60,000 free inhabitants, it would be admitted into the Union as a state. An important clause in the ordinance forbade slavery in the Old Northwest. The two ordinances, modified to meet changing conditions, remained the basic principles for the organization of the Old Northwest and set precedents for later territorial development.

In 1787 the Northwest Territory had a widely scattered population of some 45,000 Indians and 2,000

French. The first legal American settlement was made at Marietta (present-day Ohio), Apr. 7, 1788. Gov. Arthur Saint Clair inaugurated the territorial government, July 15, 1788, forming Washington County between the eastern boundary and the Scioto. In January 1790 he established Hamilton County between the Scioto and Miami rivers and in March he set up Saint Clair County along the Mississippi north of the Ohio. Winthrop Sargent, secretary of the territory, then organized Knox County between the Miami and Saint Clair County, and in 1796 he formed Wayne County with Detroit as the county seat. From these basic counties others were set off as population increased.

Because of a fear of attacks by Indians the earliest settlements were confined to the Ohio Valley, but after Gen. Anthony Wayne's decisive victory at Fallen Timbers, Aug. 20, 1794, and the subsequent Treaty of Greenville the greater part of Ohio was opened up. Population increased so rapidly that the autonomous stage of government was inaugurated Sept. 4, 1799, with the first meeting of the territorial assembly. Owing to the distance between many of the settlements a division of the territory became necessary, and in 1800 the area west of a line north from the mouth of the Kentucky River was set off as Indiana Territory. The diminished Northwest Territory was further decreased in 1803, when Michigan was annexed to Indiana.

A movement for statehood began, which was aided by the Jeffersonian Republican national victory in 1800. Although the territory had approximately only 42,000 inhabitants on Apr. 30, 1802, Jefferson approved the necessary enabling act. With the first meeting of the state legislature, Mar. 1, 1803, the Northwest Territory gave place to the state of Ohio.

[B. W. Bond, Jr., *Civilization of the Old Northwest*; R. C. Downes, *Frontier Ohio, 1788-1803*.]

BEVERLEY W. BOND, JR.

NORUMBEGA, a name of Indian origin applied vaguely to the New World north of Florida by 16th- and 17th-century cartographers. Samuel de Champlain in 1604 used the name to designate the Penobscot River, but no place by that name, as described by early explorers, ever existed.

[B. F. De Costa, "Norumbega and Its English Explorers," in Justin Winsor, *Narrative and Critical History*, vol. III.]

ELIZABETH RING

NORWEGIAN CHURCHES. Norwegian-American churches established in the 19th century reflected the

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ORDERS IN COUNCIL

ORDERS IN COUNCIL are executive edicts in Great Britain issued in the name of the king, "by and with the advice of his privy council." They have the force of law until superseded by acts of Parliament. Among the many orders in council promulgated in British history, two are of primary interest for their influence upon the United States. They are the orders in council of Jan. 7 and Nov. 11, 1807, which were Britain's reply to Napoleon's Berlin Decree, Nov. 21, 1806, imposing a blockade of the British Isles.

Aimed at neutral commerce in general, in an endeavor to overthrow the economic foundations of Napoleon's power, these orders in council affected principally the United States as the chief of neutral carriers. The orders of Jan. 7 placed French commerce under a blockade and forbade neutrals to trade from one port to another under Napoleon's jurisdiction. Commercial strangulation of Europe under French control advanced a further step when, by the orders of Nov. 11, it was stipulated that neutral ships, meaning American, might not enter any ports "from which . . . the British flag is excluded, and all ports or places in the colonies belonging to his majesty's enemies, shall, from henceforth, be subject to the same restrictions . . . as if the same were actually blockaded by his majesty's naval forces, in the most strict and rigorous manner."

These orders were superseded on Apr. 26, 1809, by a blockade of the Netherlands, France, and Italy; and in June 1812, too late to avert the War of 1812, the orders were actually repealed, subject to certain modifications, in what constituted a major victory for American diplomacy.

[H. S. Commager, ed., *Documents of American History*; L. M. Sears, *A History of American Foreign Relations*.]

LOUIS MARTIN SEARS

ORDINANCES OF 1784, 1785, AND 1787 were enacted in connection with the development of a policy for the settlement of the country northwest of the Ohio River (*see* Northwest Territory). The establishment of the government of the Confederation was delayed several years over the issue of the disposition of the western lands. Seven states had western land claims, six had none; and the latter refused to join the Confederation until the former should cede their lands to the new government, to be utilized for the common benefit of all the states.

In 1780 New York led the way by giving up all claim to the western lands, whereupon Congress passed a resolution pledging that the lands the states

might cede to the general government would be erected into new states that should be admitted to the Union on a basis of equality with the existing states. This vital decision made possible the future extension of the nation across the continent, for it is unthinkable that without it the people west of the Alleghenies would ever have submitted to a state of permanent dependence upon the original states.

Connecticut and Virginia followed New York, and the Confederation was established, Mar. 1, 1781. With the close of the Revolution the problems of reorganization became more insistent, and among them the disposition of the western country loomed foremost. Among various projects propounded, one by Thomas Jefferson, which Congress enacted (Apr. 23), became known as the Ordinance of 1784. It provided for an artificial division of the entire West into sixteen districts, each district eligible for statehood upon attaining a population of 20,000. Although subsequently repealed, the Ordinance of 1784 contributed to America's developing colonial policy its second basic idea: the establishment of temporary governments, under the fostering oversight of Congress, until a population sufficient for statehood should be attained (*see* Territorial Governments).

Next year (May 20, 1785) the ordinance "for ascertaining the mode of disposing of lands in the Western territory" was enacted. Since the dawn of civilization individual landholdings had been bounded and identified by such marks as trees, stakes, and stones, and in the absence of any scientific system of surveying and recording titles of ownership to them, confusion, with resultant disputes and individual hardships, existed. In its stead, the Ordinance of 1785 provided a scientific system of surveying and subdividing land with clear-cut establishment of both boundaries and titles. The unit of survey is the township, six miles square, with boundaries based on meridians of longitude and parallels of latitude. The townships are laid out both east and west and north and south of base lines crossing at right angles; within, the township is subdivided into thirty-six square-mile sections, and these, in turn, into minor rectangles of any desired size.

In March 1786 a group of New Englanders organized at Boston the Ohio Company of Associates. The leaders were able men of affairs who had very definite ideas concerning the colony they proposed to found. They opened negotiations with Congress, which made the desired grant of land, and on July 13, 1787, enacted the notable ordinance (which the petitioners had drafted) for the government of the territory north-

west of the Ohio. It provided for a temporary government by agents appointed by Congress; but when the colony numbered 5,000 adult free males, a representative legislature was to be established, and upon the attainment of 60,000 population the territory would be admitted to statehood.

The ordinance also provided for the future division of the territory into not less than three nor more than five states; and it contained a series of compacts, forever unalterable save by common consent, safeguarding the rights of the future inhabitants of the territory. These established religious freedom, prohibited slavery, and guaranteed the fundamental rights of English liberty and just treatment of the Indians; a notable summary of the fundamental spirit of New England was supplied in the declaration that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The Ordinance of 1784 contributed a fundamental idea to America's colonial system. Those of 1785 and 1787 still remain as landmarks in the orderly development of the American scheme of life.

[B. A. Hinsdale, *The Old Northwest*; W. E. Peters, *Ohio Lands and Their Subdivisions*; M. M. Quaife, *Wisconsin, Its History and Its People*.]

M. M. QUAIFE

ORDNANCE originally referred to military firearms: gun tubes, ammunition, and auxiliary equipment supporting the immediate firing process. Since about 1890, however, technical revolutions in weaponry have continually broadened the meaning of the term, and in America it now stands for all types of weapons and weapons systems.

Army Ordnance. In the United States the manufacture of ordnance has been traditionally a federal concern. In 1794, Congress authorized the establishment of arsenals for the development and manufacture of ordnance at Springfield, Mass., and at Harpers Ferry, Va., and in 1812 created a U.S. Army Ordnance Department to operate them. A major achievement during this early period was the introduction of interchangeable parts for mass-produced firearms by Eli Whitney.

In the 19th century five more arsenals were added to satisfy the army's demand for small arms, powder, shot, and cannon. Although Civil War needs sent arsenal and private ordnance production soaring, this hyperactivity ended abruptly in 1865. The navy had been given an Ordnance Bureau in 1842 but continued to rely heavily on army and civilian producers.

During the early 20th century the pace of ordnance development accelerated rapidly and was accompanied by a growing gap between the designer-manufacturer and the user. Until 1917, the Ordnance Department, under Maj. Gen. William B. Crozier, dominated the army's weapons acquisition process; after 1917 and between the two world wars the combat arms determined their own needs, and the department devoted itself to planning industrial mobilization. But the growing cost and sophistication of ordnance were making the centralization of procurement a necessity.

Another new factor was the increasing importance of private industry. World War I had shown the importance of private ordnance-producing resources, or at least the need to be able to mobilize those resources quickly, but the United States abandoned its policy of restricting peacetime ordnance production to federal arsenals with great reluctance. On June 16, 1938, the Educational Orders Act authorized the immediate placement of ordnance contracts with civilian firms in order to strengthen outside procurement procedures and ease a future transition to a wartime economy. In World War II, private arms production dwarfed governmental efforts, especially in weapons carriers and auxiliary equipment; at the same time, as ordnance continued to grow more complex, public and private defense production became more integrated.

From 1945 to 1973 worldwide commitments forced the United States to remain in a state of semimobilization and made dependence on arsenal production alone impractical. Ordnance was increasingly discussed in terms of weapons systems, which bore little resemblance to the firearms of 1860 or even 1917, and the army soon joined the naval and air arms in their dependence on private industry for a great proportion of their ordnance and ordnance-supporting equipment. In recognition of these trends President John F. Kennedy's defense reorganizations of 1961-63 placed the three service staffs on a functional basis, established three large matériel commands, and continued the centralization of the ordnance selection process. The manufacture of ordnance had become one of America's largest enterprises and demanded constant executive attention.

JEFFREY J. CLARKE

Naval Ordnance. Naval ordnance includes all the weapons and their control systems used by naval forces. These can be classed by type (guns, mines, torpedoes, depth charges, bombs, rockets, missiles); by warheads (conventional or nuclear); by launch-

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V O L U M E O N E

*From Settlement
through Reconstruction*

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of the natural rights of mankind, and that if any act shall be hereafter passed to repeal the present, or to narrow its operation, such act will be an infringement of natural right.

25

The Northwest Ordinance (1787)

As settlers poured into the Northwest Territory, Congress realized that it would have to establish some provisions for government, and sooner than it had expected. From the beginning it had been assumed that one or more states would be carved out of the area, and they would enter the Union on an equal footing with the older states. The problem was how to make the transition from a relatively unpopulated frontier to statehood. The scheme set forward in the 1787 statute provided the basic mechanism for establishing government in the territories and then bringing those areas into the Union. The Land Ordinance marked the high point of Confederation government, and, with minor alterations, remained federal policy until 1862. It established for all time the principle that new states would be equal in every way to the original members of the Union, and thus prevented any division between old and new states, with the latter consigned to an inferior status.

See the essays in J. P. Bloom, ed., *The American Territorial System* (1974); T. C. Pease, "The Ordinance of 1787," 25 *M.V.H.R.* 167 (1938); and J. E. Eblen, "Origins of the United States Colonial System: The Ordinance of 1787," 51 *Wis. Mag. His.* 294 (1968).

Be it ordained by the authority aforesaid, That there shall be appointed from time to time by Congress, a governor, whose commission shall continue in force for the term of three years, unless sooner revoked by Congress; he shall

Source: Thorpe, ed., 2 *Federal and State Constitutions* 957 (1909).

reside in the district, and have a freehold estate therein in 1,000 acres of land, while in the exercise of his office.

There shall be appointed from time to time by Congress, a secretary, whose commission shall continue in force for four years unless sooner revoked; he shall reside in the district, and have a freehold estate therein in 500 acres of land, while in the exercise of his office. It shall be his duty to keep and preserve the acts and laws passed by the legislature, and the public records of the district, and the proceedings of the governor in his executive department, and transmit authentic copies of such acts and proceedings, every six months, to the Secretary of Congress: There shall also be appointed a court to consist of three judges, any two of whom to form a court, who shall have a common law jurisdiction, and reside in the district, and have each therein a freehold estate in 500 acres of land while in the exercise of their offices; and their commissions shall continue in force during good behavior.

The governor and judges, or a majority of them, shall adopt and publish in the district such laws of the original States, criminal and civil, as may be necessary and best suited to the circumstances of the district, and report them to Congress from time to time: which laws shall be in force in the district until the organization of the General Assembly therein, unless disapproved of by Congress; but afterwards the Legislature shall have authority to alter them as they shall think fit.

The governor, for the time being, shall be commander-in-chief of the militia, appoint and commission all officers in the same below the rank of general officers; all general officers shall be appointed and commissioned by Congress.

Previous to the organization of the general assembly, the governor shall appoint such magistrates and other civil officers in each county or township, as he shall find necessary for the preservation of the peace and good order in the same: After the general assembly shall be organized, the powers and duties of the magistrates and other civil officers shall be regulated and defined by the said assembly; but all magistrates and other civil officers not herein otherwise directed, shall, during the continuance of this temporary government, be appointed by the governor.

For the prevention of crimes and injuries, the laws to be adopted or made shall have force in all parts of the district, and for the execution of process, criminal and civil, the governor shall make proper divisions thereof; and he shall proceed from time to time as circumstances may require, to lay out the parts of the district in which the Indian titles shall have been extinguished, into counties and townships, subject however to such alterations as may thereafter be made by the legislature.

So soon as there shall be five thousand free male inhabitants of full age in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect representatives from their counties or townships to represent them in the general assembly: *Provided*, That, for every five hundred free male inhabitants, there shall be one representative, and so on progressively with the number of free male inhabitants shall the

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right of representation increase, until the number of representatives shall amount to twenty-five; after which, the number and proportion of representatives shall be regulated by the legislature: *Provided*, That no person be eligible or qualified to act as a representative unless he shall have been a citizen of one of the United States three years, and be a resident in the district, or unless he shall have resided in the district three years; and, in either case, shall likewise hold in his own right, in fee simple, two hundred acres of land within the same: *Provided, also*, That a freehold in fifty acres of land in the district, having been a citizen of one of the states, and being resident in the district, or the like freehold and two years residence in the district, shall be necessary to qualify a man as an elector of a representative.

The representatives thus elected, shall serve for the term of two years; and, in case of the death of a representative, or removal from office, the governor shall issue a writ to the county or township for which he was a member, to elect another in his stead, to serve for the residue of the term.

The general assembly or legislature shall consist of the governor, legislative council, and a house of representatives. The Legislative Council shall consist of five members, to continue in office five years, unless sooner removed by Congress; any three of whom to be a quorum: and the members of the Council shall be nominated and appointed in the following manner, to wit: As soon as representatives shall be elected, the Governor shall appoint a time and place for them to meet together; and, when met, they shall nominate ten persons, residents in the district, and each possessed of a freehold in five hundred acres of land, and return their names to Congress; five of whom Congress shall appoint and commission to serve as aforesaid; and, whenever a vacancy shall happen in the council, by death or removal from office, the house of representatives shall nominate two persons, qualified as aforesaid, for each vacancy, and return their names to Congress; one of whom Congress shall appoint and commission for the residue of the term. And every five years, four months at least before the expiration of the time of service of the members of council, the said house shall nominate ten persons, qualified as aforesaid, and return their names to Congress; five of whom Congress shall appoint and commission to serve as members of the council five years, unless sooner removed. And the governor, legislative council, and house of representatives, shall have authority to make laws in all cases, for the good government of the district, not repugnant to the principles and articles in this ordinance established and declared. And all bills, having passed by a majority in the house, and by a majority in the council, shall be referred to the governor for his assent; but no bill, or legislative act whatever, shall be of any force without his assent. The governor shall have power to convene, prorogue, and dissolve the general assembly, when, in his opinion, it shall be expedient.

The governor, judges, legislative council, secretary, and such other officers as Congress shall appoint in the district, shall take an oath or affirmation of fidelity and of office; the governor before the president of congress, and all other officers before the Governor. As soon as a legislature shall be formed

in the district, the council and house assembled in one room, shall have authority, by joint ballot, to elect a delegate to Congress, who shall have a seat in Congress, with a right of debating but not of voting during this temporary government.

And, for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws and constitutions are erected; to fix and establish those principles as the basis of all laws, constitutions, and governments, which forever hereafter shall be formed in the said territory: to provide also for the establishment of States, and permanent government therein, and for their admission to a share in the federal councils on an equal footing with the original States, at as early periods as may be consistent with the general interest:

It is hereby ordained and declared by the authority aforesaid, That the following articles shall be considered as articles of compact between the original States and the people and States in the said territory and forever remain unalterable, unless by common consent, to wit:

ART. 1. No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious sentiments, in the said territory.

ART. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of *habeas corpus*, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All persons shall be bailable, unless for capital offences, where the proof shall be evident or the presumption great. All fines shall be moderate; and no cruel or unusual punishments shall be inflicted. No man shall be deprived of his liberty or property, but by the judgment of his peers or the law of the land; and, should the public exigencies make it necessary, for the common preservation, to take any person's property, or to demand his particular services, full compensation shall be made for the same. And, in the just preservation of rights and property, it is understood and declared, that no law ought ever to be made, or have force in the said territory, that shall, in any manner whatever, interfere with or affect private contracts or engagements, *bona fide*, and without fraud, previously formed.

ART. 3. Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for preserving peace and friendship with them. . . .

ART.
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ART. 5. There shall be formed in the said territory, not less than three nor more than five States. . . . And, whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States in all respects whatever, and shall be at liberty to form a permanent constitution and State government: *Provided*, the constitution and government so to be formed, shall be republican, and in conformity to the principles contained in these articles; and, so far as it can be consistent with the general interest of the confederacy, such admission shall be allowed at an earlier period, and when there may be a less number of free inhabitants in the State than sixty thousand.

ART. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: *Provided, always*, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

26

Proposals for Government (1787)

By the mid-1780s a number of Americans believed the government created under the Articles too weak to meet the needs of the new nation. Despite some impressive achievements of the Confederation Congress (including the negotiation of the peace treaty and the establishment of western land policy), the fact remained that the government could barely pay its bill, much less begin to retire the war debt. When Daniel Shays led an uprising of debt-ridden farmers in western Massachusetts, the Congress proved unable to heed the state's call for assistance in putting down the rebellion. Even people who believed that the Articles struck a proper balance between state and federal powers recognized that some adjustments would have to be made to give the national government more authority. Increasingly, however, prestigi-

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COMPLETE JEFFERSON

*Containing His Major Writings,
Published and Unpublished, Except His Letters*

ASSEMBLED AND ARRANGED BY

SAUL K. PADOVER

With Illustrations and analytic index



DUELL, SLOAN & PEARCE, INC.

NEW YORK



and money to elect a person, who must go out at the
The power of removing every fourth year by the
ver which they will not exercise, and if they were
hey would not be permitted. The King of Poland
by the diet. But they never remove him. Nor
&c., permit them to do it. Smaller objections are
fact as well as laws; and the binding all persons
l judiciary by oath, to maintain that constitution. I
what would be the best method of procuring the
fold good things in this constitution, and of getting
by adopting it, in hopes of future amendment; or
ly weighed and canvassed by the people, after
ly dislike, and those they generally approve, to
what you wish. You are willing to give to your
l such powers; but you wish, at the same time, to
amental rights secured to you, and certain sources
ay. Be it so. Send together deputies again. Let them
mental rights by a sacrosanct declaration, and let them
constitution you have approved. These will give power
nment sufficient for your happiness."

It be said, and would probably produce a speedy,
manent form of government. At all events, I hope
ed from making other trials, if the present one should
ermitted to despair of the commonwealth. I have
I like, and what I dislike, merely as a matter of
is not in my power to offer matter of information
h has been formed after hearing and weighing every
dom of man could offer on these subjects. I own, I
energetic government. It is always oppressive. It
more at their ease, at the expense of the people. Ma
achusetts has given more alarm, than I think it shou
: that one rebellion in thirteen States in the course
one for each State in a century and a half. No count
ithout one. Nor will any degree of power in the hand
ent insurrections. In England, where the hand of pow
us, there are seldom half a dozen years without
ice, where it is still heavier, but less despotic, as Ma
an in some other countries, and where there are alwa
l thousand men ready to crush insurrections, there has
rse of the three years I have been here, in every one
rs were engaged than in Massachusetts, and a great de
: In Turkey, where the sole nod of the despot is death

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insurrections are the events of every day. Compare again the ferocious depre-
ditions of their insurgents, with the order, the moderation and the almost
will extinguishment of ours. And say, finally, whether peace is best preserved
giving energy to the government, or information to the people. This last
the most certain, and the most legitimate engine of government. Educate
and inform the whole mass of the people. Enable them to see that it is their
interest to preserve peace and order, and they will preserve them. And it
requires no very high degree of education to convince them of this. They
are the only sure reliance for the preservation of our liberty. After all, it is
my principle that the will of the majority should prevail. If they approve
the proposed constitution in all its parts, I shall concur in it cheerfully, in
hopes they will amend it, whenever they shall find it works wrong. This
assurance cannot deceive us, as long as we remain virtuous; and I think we
shall be so, as long as agriculture is our principal object, which will be the
case, while there remains vacant lands in any part of America. When we
are piled upon one another in large cities, as in Europe, we shall become
corrupt as in Europe, and go to eating one another as they do there. I have
warned you by this time with disquisitions which you have already heard re-
peated by others, a thousand and a thousand times; and therefore, shall only
add assurances of the esteem and attachment with which I have the honor
to be, dear Sir, your affectionate friend and servant.

BILL OF RIGHTS¹

March 15, 1789

In the arguments in favor of a declaration of rights, you omit one which
has great weight with me; the legal check which it puts into the hands of
the judiciary. This is a body, which, if rendered independent and kept strictly
in their own department, merits great confidence for their learning and in-
tegrity. In fact, what degree of confidence would be too much, for a body
composed of such men as Wythe, Blair and Pendleton? On characters like
these, the "*civium ardor prava jubentium*" would make no impression. I am
happy to find that, on the whole, you are a friend to this amendment.

The declaration of rights is, like all other human blessings, alloyed with
some inconveniences, and not accomplishing fully its object. But the good
in this instance, vastly outweighs the evil. I cannot refrain from making
short answers to the objections which your letter states to have been raised.
That the rights in question are reserved, by the manner in which the
federal powers are granted. Answer. A constitutive act may, certainly, be so
formed, as to need no declaration of rights. The act itself has the force of a

¹ Letter to James Madison.

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W. H. INTUITION

good conscience, good health, occupation, and freedom in all just pursuits. Those whom either the wealth of their parents or the adoption of the State shall destine to higher degrees of learning, will go on to the grammar schools, which constitute the next stage, there to be instructed in the languages. The learning Greek and Latin, I am told, is going into disuse in Europe. I know not what their manners and occupations may call for; but it would be very ill-judged in us to follow their example in this instance. There is a certain period of life, say from eight to fifteen or sixteen years of age, when the mind like the body is not yet firm enough for laborious and close operations. If applied to such, it falls an early victim to premature exertion; exhibiting, indeed, at first, in these young and tender subjects, the flattering appearance of their being men while they are yet children, but ending in reducing them to be children when they should be men. The memory is then most susceptible and tenacious of impressions; and the learning of languages being chiefly a work of memory, it seems precisely fitted to the powers of this period, which is long enough too for acquiring the most useful languages, ancient and modern. I do not pretend that language is science. It is only an instrument for the attainment of science. But that time is not lost which is employed in providing tools for future operation; more especially as in this case the books put into the hands of the youth for this purpose may be such as will at the same time impress their minds with useful facts and good principles. If this period be suffered to pass in idleness, the mind becomes lethargic and impotent, as would the body it inhabits if unexercised during the same time. The sympathy between body and mind during their rise, progress and decline, is too strict and obvious to endanger our being misled while we reason from the one to the other. As soon as they are of sufficient age, it is supposed they will be sent on from the grammar schools to the university, which constitutes our third and last stage, there to study those sciences which may be adapted to their views. By that part of our plan which prescribes the selection of the youths of genius from among the classes of the poor, we hope to avail the State of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated. But of the views of this law none is more important, none more legitimate, than that of rendering the people the safe, as they are the ultimate, guardians of their own liberty. For this purpose the reading in the first stage, where *they* will receive their whole education, is proposed, as has been said, to be chiefly historical. History, by apprizing them of the past, will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views. In every government on earth is some trace of human weakness, some germ of corruption and degeneracy, which cunning will discover, and wickedness insensibly open, cultivate and improve. Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. And to render even them safe, their minds must be improved to a

certain degree necessary. An lic education. people. If even mate authorit mass will exc provided but pay his own cause but one sellers of the been thought to a few of 1 strained by a to the means Lastly, it is gallery, by lay

The Co

The college this State. It granted to it certain tobacco by the statute duty on liqu it received u ings are of 1 hundred stud visitors, who fessors, who assembly. Un a professorsh were establish able donation and their cor ferton, from given. The a children. Thi ready prepar ing to it, an might have b exhausted in science. Afte

... occupation, and freedom in all just pursuits. The youth of their parents or the adoption of the State of learning, will go on to the grammar schools, and there to be instructed in the languages. The Latin, as I am told, is going into disuse in Europe. I know that the occupations may call for; but it would be very dangerous to give an example in this instance. There is a certain age, between fifteen or sixteen years of age, when the mind is not yet strong enough for laborious and close operations. If applied to a young victim to premature exertion; exhibiting, indeed, the tender subjects, the flattering appearance of their yet children, but ending in reducing them to be weak men. The memory is then most susceptible and the learning of languages being chiefly a work not fitted to the powers of this period, which is long the most useful languages, ancient and modern. I think it is science. It is only an instrument for the art that at this time is not lost which is employed in providing more especially as in this case the books put into circulation for this purpose may be such as will at the same time convey useful facts and good principles. If this period be suffered to pass, the mind becomes lethargic and impotent, as would be the case if it were not raised during the same time. The sympathy between the sciences, progress and decline, is too strict and obvious to be broken while we reason from the one to the other. As the age advances, it is supposed they will be sent on from the university, which constitutes our third and last stage of education, which may be adapted to their views. By that part of the law is the selection of the youths of genius from among the people, to avail the State of those talents which nature has bestowed on the poor as the rich, but which perish without use, if not cultivated. But of the views of this law none is more important, than that of rendering the people the safe, as well as the possessors of their own liberty. For this purpose the reader may observe that the whole education, is probably chiefly historical. History, by apprizing them of the conduct of the ancients, to judge of the future; it will avail them of the example of other nations; it will qualify them as judges of the conduct of men; it will enable them to know ambition under all its different shapes; and knowing it, to defeat its views. In every age there is some trace of human weakness, some germ of corruption and cunning will discover, and wickedness insensibly grows. Every government degenerates when trusted to the hands of men. The people themselves therefore are its only safe reliance, and even then safe, their minds must be improved to a

certain degree. This indeed is not all that is necessary, though it be essentially necessary. An amendment of our constitution must here come in aid of the public education. The influence over government must be shared among all the people. If every individual which composes their mass participates of the ultimate authority, the government will be safe; because the corrupting the whole mass will exceed any private resources of wealth; and public ones cannot be provided but by levies on the people. In this case every man would have to pay his own price. The government of Great Britain has been corrupted, because but one man in ten has a right to vote for members of parliament. The rest of the people, therefore, get nine-tenths of their price clear. It has been thought that corruption is restrained by confining the right of suffrage to a few of the wealthier of the people; but it would be more effectually restrained by an extension of that right to such numbers as would bid defiance to the means of corruption.

Lastly, it is proposed, by a bill in this revision, to begin a public library and gallery, by laying out a certain sum annually in books, paintings, and statues.

QUERY XV

The Colleges and Public Establishments, the Roads, Buildings, &c.

The college of William and Mary is the only public seminary of learning in this State. It was founded in the time of king William and queen Mary, who granted to it twenty thousand acres of land, and a penny a pound duty on certain tobaccoes exported from Virginia and Maryland, which had been levied by the statute of 25 Car. II. The assembly also gave it, by temporary laws, a duty on liquors imported, and skins and furs exported. From these resources it received upwards of three thousand pounds *communibus annis*. The buildings are of brick, sufficient for an indifferent accommodation of perhaps an hundred students. By its charter it was to be under the government of twenty visitors, who were to be its legislators, and to have a president and six professors, who were incorporated. It was allowed a representative in the general assembly. Under this charter, a professorship of the Greek and Latin languages, a professorship of mathematics, one of moral philosophy, and two of divinity, were established. To these were annexed, for a sixth professorship, a considerable donation by Mr. Boyle, of England, for the instruction of the Indians, and their conversion to Christianity. This was called the professorship of Brafferton, from an estate of that name in England, purchased with the monies given. The admission of the learners of Latin and Greek filled the college with children. This rendering it disagreeable and degrading to young gentlemen already prepared for entering on the sciences, they were discouraged from resorting to it, and thus the schools for mathematics and moral philosophy, which might have been of some service, became of very little. The revenues, too, were exhausted in accommodating those who came only to acquire the rudiments of science. After the present revolution, the visitors, having no power to change

A BILL FOR THE MORE GENERAL DIFFUSION OF
KNOWLEDGE¹

1779

SECTION I. Whereas it appeareth that however certain forms of government are better calculated than others to protect individuals in the free exercise of their natural rights, and are at the same time themselves better guarded against degeneracy, yet experience hath shewn, that even under the best forms, those entrusted with power have, in time, and by slow operations, perverted it into tyranny; and it is believed that the most effectual means of preventing this would be, to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts, which history exhibiteth, that, possessed thereby of the experience of other ages and countries, they may be enabled to know ambition under all its shapes, and prompt to exert their natural powers to defeat its purposes; And whereas it is generally true that that people will be happiest whose laws are best, and are best administered, and that laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the public happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance; but the indigence of the greater number disabling them from so educating, at their own expence, those of their children whom nature hath fitly formed and disposed to become useful instruments for the public, it is better that such should be sought for and educated at the common expence of all, than that the happiness of all should be confined to the weak or wicked:

SECTION II. Be it therefore enacted by the General Assembly, that in every county within this commonwealth, there shall be chosen annually, by the electors qualified to vote for Delegates, three of the most honest and able men of their county, to be called the Aldermen of the county; and that the election of the said Aldermen shall be held at the same time and place, before the same persons, and notified and conducted in the same manner as by law is directed, for the annual election of Delegates for the county.

SECTION III. The person before whom such election is holden shall certify to the court of the said county the names of the Aldermen chosen, in order that the same may be entered of record, and shall give notice of their election to the said Aldermen within a fortnight after such election.

¹ Ch. LXXIX of the *Report of the Revisors*.

then the objects of education in the pri-
public, in them should be taught reading,
the elements of mensuration (useful in
of geography and history. And this
e to commence the higher branches of
re require the development; those, for

and judges, on whom public prosperity
ch to depend;

tructure of government, the laws which
those formed municipally for our own
gislation, which, banishing all arbitrary
dual action, shall leave us free to do
rights of another;

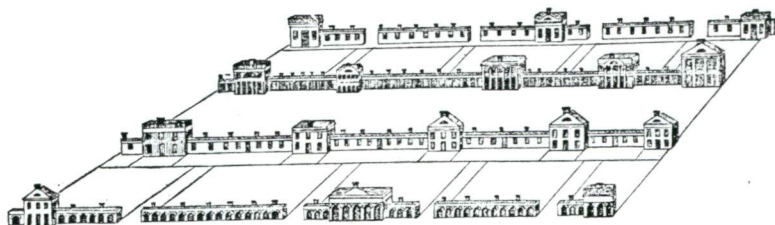
erests of agriculture, manufactures and
ws of political economy to give a free

of our youth, enlarge their minds, cul-
tem the precepts of virtue and order;
and physical sciences, which ad-
health, the subsistence, and comforts

its of reflection and correct action, ren-
rs, and of happiness within themselves.
grade of education, the benefits and
propose to provide for the good and
ation and happiness of their fellow-
his progeny, on which all his affec-

issioners are aware that they have to
as to the extent which it is expedient
me good men, and even of respect-
sciences as useless acquirements; some
of man; and others that education,
should be left to private individual
nt embracing all the sciences which
e various vocations of life, with the
ach, are far beyond the reach of in-
existence from public patronage, or
n, without those callings which de-
ountries to seek the instruction they
py in considering the statute under
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which they are assembled as proof that the Legislature is far from the
abandonment of objects so interesting. They are sensible that the advantages
of well-directed education, moral, political and economical, are truly above
all estimate. Education generates habits of application, of order, and the
love of virtue; and controls, by the force of habit, any innate obliquities in
our moral organization. We should be far, too, from the discouraging per-
suasion that man is fixed, by the law of his nature, at a given point; that
his improvement is a chimera, and the hope delusive of rendering ourselves
wiser, happier or better than our forefathers were. As well might it be urged
that the wild and uncultivated tree, hitherto yielding sour and bitter fruit
only, can never be made to yield better; yet we know that the grafting art



JEFFERSON'S DRAWINGS OF THE BUILDINGS OF THE UNIVERSITY OF VIRGINIA

implants a new tree on the savage stock, producing what is most estimable
both in kind and degree. Education, in like manner, engrafts a new man
on the native stock, and improves what in his nature was vicious and per-
verse into qualities of virtue and social worth. And it cannot be but that
each generation succeeding to the knowledge acquired by all those who
preceded it, adding to it their own acquisitions and discoveries, and handing
the mass down for successive and constant accumulation, must advance the
knowledge and well-being of mankind, not *infinitely*, as some have said,
but *indefinitely*, and to a term which no one can fix and foresee. Indeed,
we need look back half a century, to times which many now living remem-
ber well, and see the wonderful advances in the sciences and arts which
have been made within that period. Some of these have rendered the ele-
ments themselves subservient to the purposes of man, have harnessed them
to the yoke of his labors, and effected the great blessings of moderating his
own, of accomplishing what was beyond his feeble force, and extending the
comforts of life to a much enlarged circle, to those who had before known
its necessities only. That these are not the vain dreams of sanguine hope,
we have before our eyes real and living examples. What, but education, has
advanced us beyond the condition of our indigenous neighbors? And what
chains them to their present state of barbarism and wretchedness, but a
bigoted veneration for the supposed superlative wisdom of their fathers, and

the preposterous idea that they are to look backward for better things, and not forward, longing, as it should seem, to return to the days of eating acorns and roots, rather than indulge in the degeneracies of civilization? And how much more encouraging to the achievements of science and improvement is this, than the desponding view that the condition of man cannot be ameliorated, that what has been must ever be, and that to secure ourselves where we are, we must tread with awful reverence in the footsteps of our fathers. This doctrine is the genuine fruit of the alliance between Church and State; the tenants of which, finding themselves but too well in their present condition, oppose all advances which might unmask their usurpations, and monopolies of honors, wealth, and power, and fear every change, as endangering the comforts they now hold. Nor must we omit to mention, among the benefits of education, the incalculable advantage of training up able counsellors to administer the affairs of our country in all its departments, legislative, executive and judiciary, and to bear their proper share in the councils of our national government; nothing more than education advancing the prosperity, the power, and the happiness of a nation.

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

- | | |
|--------------------------|------------------------------------|
| I. Languages, ancient: | Acoustics |
| Latin | Optics |
| Greek | Astronomy |
| Hebrew | Geography |
| II. Languages, modern: | V. Physics, or Natural Philosophy: |
| French | Chemistry |
| Spanish | Mineralogy |
| Italian | VI. Botany |
| German | Zoology |
| Anglo-Saxon | VII. Anatomy |
| III. Mathematics, pure: | Medicine |
| Algebra | VIII. Government |
| Fluxions | Political Economy |
| Geometry, Elementary | Law of Nature and Nations |
| Transcendental | History, being interwoven |
| Architecture, Military | with Politics and Law |
| Naval | IX. Law, municipal |
| IV. Physico-Mathematics: | X. Ideology |
| Mechanics | General Grammar |
| Statics | Ethics |
| Dynamics | Rhetoric |
| Pneumatics | Belles Lettres and the fine arts. |

— EDUCATION, Languages and.—See LANGUAGES.

2401. EDUCATION, Large Cities and.—

I am not a friend to placing young men in populous cities, because they acquire there habits and partialities which do not contribute to the happiness of their after life.—To DOCTOR WISTAR. v, 104. FORD ED., ix, 70. (W., 1807.)

2402. EDUCATION, Law and.—Laws

will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the public happiness that those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance; but the indigence of the greater number disabling them from so educating, at their own expense, those of their children whom nature has fitly formed and disposed to become useful instruments for the public, it is better that such should be sought for and educated at the common expense of all, than that the happiness of all should be confined to the weak or wicked.—DIFFUSION OF KNOWLEDGE BILL. FORD ED., ii, 221. (1779.)

2403. EDUCATION, Material progress

vs.—People generally have more feeling for canals and roads than education. However, I hope we can advance them with equal pace.—To JOEL BARLOW. v, 217. FORD ED., ix, 169. (W., 1807.)

2404. EDUCATION, Military instruction.

—We must make military instruction a regular part of collegiate education. We can never be safe till this is done.*—To JAMES MONROE. vi, 131. (M., 1813.)

2405. EDUCATION, Municipal government and.—

Education is not a branch of municipal government, but, like the other arts and sciences, an accident only.—To JOHN TAYLOR. vii, 17. FORD ED., x, 51. (M., 1816.)

— EDUCATION, National University.

—See UNIVERSITY.

2406. EDUCATION, Neglect of.—

If the children * * * are untaught, their ignorance and vices will, in future life cost us much dearer in their consequences, than it would have done, in their correction, by a good education.—To JOSEPH C. CABELL. FORD ED., x, 99. (1818.)

2407. EDUCATION, New York vs. Virginia.

—Surely Governor Clinton's display of the gigantic efforts of New York towards the education of her citizens will stimulate the pride as well as the patriotism of our Legislature, to look to the reputation and safety

* Jefferson was the first to suggest military training in the schools.—EDITOR.

of their own country, to rescue it from the degradation of becoming the Barbary of the Union, and of falling into the ranks of our own negroes. To that condition it is fast sinking. We shall be in the hands of the other States, what our indigenous predecessors were when invaded by the science and arts of Europe. The mass of education in Virginia, before the Revolution, placed her with the foremost of her Sister Colonies. What is her education now? Where is it? The little we have we import, like beggars, from other States; or import their beggars to bestow on us their miserable crumbs. And what is wanting to restore us to our station among our confederates? Not more money from the people. Enough has been raised by them, and appropriated to this very object. It is that it should be employed understandingly, and for their greatest good.—To JOSEPH C. CABELL. vii, 186. FORD ED., x, 165. (P.F., 1820.)

2408. — — —

Six thousand common schools in New York, fifty pupils in each, three hundred thousand in all; one hundred and sixty thousand dollars annually paid to the masters; forty established academies, with two thousand two hundred and eighteen pupils; and five colleges with seven hundred and eighteen students; to which last classes of institutions seven hundred and twenty thousand dollars have been given; and the whole appropriations for education estimated at two and a half millions of dollars! What a pigmy to this is Virginia become, with a population almost equal to that of New York! And whence this difference? From the difference their rulers set on the value of knowledge, and the prosperity it produces. But still, if a pigmy, let her do what a pigmy may do.—To JOSEPH C. CABELL. vii, 188. FORD ED., x, 167. (P.F., 1820.)

2409. EDUCATION, The People and.—

Above all things, I hope the education of the common people will be attended to; convinced that on their good senses we may rely with the most security for the preservation of a due degree of liberty.*—To JAMES MADISON. FORD ED., iv, 480. (P., 1787.)

2410. — — —

[To give] information to the people * * * is the most certain, and the most legitimate engine of government.—To JAMES MADISON. ii, 332. (1787.)

2411. — — —

The diffusion of information, I deem [one] of the essential principles of our government and, consequently, [one] which ought to shape its administration.—FIRST INAUGURAL ADDRESS. viii, 4. FORD ED., viii, 5. (1801.)

2412. — — —

Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like spirits at the

* In Congress edition: (ii, 332.) "Educate and inform the whole mass of the people. Enable them to see that it is their interest to preserve peace and order and they will preserve them. And it requires no very high degree of education to convince them of this. They are the only sure reliance for the preservation of our liberty."—EDITOR.

(NOT complete for Fess)

dawn of day.—To DUPONT DE NEMOURS. vi. 592. FORD ED., x, 25. (P. F., 1816.)

2413. — —. Nobody can doubt my zeal for the general instruction of the people. Who first started that idea? I may surely say, myself. Turn to the bill in the Revised Code, which I drew more than forty years ago, and before which the idea of a plan for the education of the people, generally, had never been suggested in this State. There you will see developed the first rudiments of the whole system of general education we are now urging and acting on: and it is well known to those with whom I have acted on this subject, that I never have proposed a sacrifice of the primary to the ultimate grade of instruction. Let us keep our eye steadily on the whole system.—To GENERAL BRECKENRIDGE. vii, 205. (M., 1821.) See PEOPLE.

2414. EDUCATION, Perversion of power and.—The most effectual means of preventing the perversion of power into tyranny are to illuminate, as far as practicable, the minds of the people.—DIFFUSION OF KNOWLEDGE BILL. FORD ED., ii, 221. (1799.)

2415. EDUCATION, Power and.—All the States but our own are sensible that knowledge is power. The Missouri question is for power. The efforts now generally making in all the States to advance their science is for power, while we are sinking into the barbarism of our Indian aborigines, and expect like them to oppose by ignorance the overwhelming mass of light and science by which we shall be surrounded. It is a comfort that I am not to live to see this.—To JOSEPH C. CABELL. FORD ED., x, 155. (M., 1820.)

2416. EDUCATION, Progress through. —I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man.—To C. C. BLATCHLY. vii, 263. (M., 1822.) See 2386.

2417. EDUCATION, The Republic and. —I have two great measures at heart, without which no republic can maintain itself in strength. 1. That of general education, to enable every man to judge for himself what will secure or endanger his freedom. 2. To divide every county into hundreds, of such size that all the children of each will be within reach of a central school in it.—To JOHN TYLER v, 525. FORD ED., ix, 277. (M., 1810.)

2418. EDUCATION, Safety in.—The information of the people at large can alone make them the safe, as they are the sole depository of our political and religious freedom.—To WILLIAM DUANE. v, 541. (M., 1810.)

2419. EDUCATION, Self-sufficiency and.—Our post-revolutionary youth are born under happier stars than you and I were. They acquire all learning in their mother's womb, and bring it into the world ready made. The information of books is no longer neces-

sary; and all knowledge which is not innate, is in contempt, or neglect at least. Every folly must run its round; and so, I suppose, must that of self-learning and self-sufficiency; of rejecting the knowledge acquired in past ages, and starting on the new ground of intuition.—To JOHN ADAMS. vi, 355. FORD ED., ix, 464. (M., 1814.)

2420. EDUCATION, Suffrage and.—There is one provision [in the new constitution of Spain] which will immortalize its inventors. It is that which, after a certain epoch, disfranchises every citizen who cannot read and write. This is new, and is the fruitful germ of the improvement of everything good, and the correction of everything imperfect in the present constitution. This will give you an enlightened people, and an energetic public opinion which will control and enchain the aristocratic spirit of the government.—To CHEVALIER DE OUIS. vi, 342. (M., 1814.)

2421. EDUCATION, Suitable.—Promote in every order of men the degree of instruction proportioned to their condition, and to their views in life.—To JOSEPH C. CABELL. vii, 189. FORD ED., x, 167. (P. F., 1820.)

2422. EDUCATION, System and.—The truth is that the want of common education with us is not from our poverty, but from the want of an orderly system. More money is now paid for the education of a part than would be paid for that of the whole, if systematically arranged.—To JOSEPH C. CABELL. vii, 188. FORD ED., x, 167. (P. F., 1820.)

2423. EDUCATION, Taxes for.—The tax which will be paid for the purpose of education is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance.—To GEORGE WYTHE. ii, 7. FORD ED., iv, 269. (P., 1786.)

2424. — —. If the Legislature would add to the literary fund a perpetual tax of a cent a head on the population of the State, it would set agoing at once, and forever maintain, a system of primary or ward schools, and an university where might be taught, in its highest degree, every branch of science useful in our time and country; and it would rescue us from the tax of torism, fanaticism, and indifference to their own State, which we now send our youth to bring from those of New England.—To CHARLES YANCEY. vi, 517. FORD ED., x, 4. (M., 1816.)

— EDUCATION, Technical.—See 2396.

2425. EDUCATION, Tyranny and.—Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day.—To DUPONT DE NEMOURS. vi, 592. FORD ED., x, 25. (P. F., 1816.)

— EDUCATION vs. VICE.—See 2406.

2426. EDUCATION, The Wealthy and.—What will be the retribution of the wealthy individual [for his support of general educa-

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vii, 77. (M.,

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To M. DU-
Dec. 1815.)

**8721. UNITED STATES, Title of in-
habitants.**—You have properly observed (in
your book on the commerce of France and
the United States) that we can no longer be
called Anglo-Americans. That appellation
now describes only the inhabitants of Nova
Scotia, Canada, &c. I had applied that of
Federo-Americans to our citizens, as it would
not be so decent for us to assume to ourselves
the flattering appellation of free Americans.
—To M. DE WARVILLE. ii, 12. FORD ED., iv,
281. (P., 1786.)

**8722. UNITED STATES, Troubles and
triumphs.**—A letter from you calls up rec-
ollections very dear to my mind. It carries
me back to the times when, beset with difficul-
ties and dangers, we were fellow-laborers in
the same cause, struggling for what is most
valuable to man, his right of self-government.
Laboring always at the same oar, with some
wave ever ahead, threatening to overwhelm
us, and yet passing harmless under our bark,
we knew not how we rode through the storm
with heart and hand, and made a happy port.
Still we did not expect to be without rubs
and difficulties; and we have had them.
First, the detention of the Western posts,
then the coalition of Pilmitz, outlawing our
commerce with France, and the British en-
forcement of the outlawry. In your day,
French depredations; in mine, English, and
the Berlin and Milan decrees: now the Eng-
lish orders of Council, and the piracies they
authorize. When these shall be over, it will
be the impressment of our seamen or some-
thing else; and so we have gone on, and so
we shall go on, puzzled and prospering be-
yond example in the history of man.—To
JOHN ADAMS. vi, 36. FORD ED., ix, 333.
(M., Jan. 1812.)

**8723. UNITED STATES, Western ter-
ritory.**—[The proposed new States of the
Western territory] shall forever remain a
part of the United States of America.—
WESTERN TERRITORY REPORT. FORD ED., iii,
409. (1784.) See CENTRALIZATION, CONFED-
ERATION, COLONIES, CONSTITUTION, FEDERAL
GOVERNMENT and UNION.

8724. UNITY, Duty of.—Sole depos-
itaries of the remains of human liberty, our
duty to ourselves, to posterity, and to man-
kind, calls on us by every motive which is
sacred or honorable, to watch over the safety
of our beloved country during the troubles
which agitate and convulse the residue of the
world, and to sacrifice to that all personal
and local considerations.—R. TO A. NEW YORK
LEGISLATURE. viii, 167. (1809.)

8725. UNITY, National.—If we are
forced into a war we must give up differ-
ences of opinion and unite as one man to de-
fend our country.—To GENERAL KOSCIUSKO.
iv, 295. (Pa., 1799.)

8726. — — — The times do certainly
render it incumbent on all good citizens, at-
tached to the rights and honor of their coun-
try, to bury in oblivion all internal differ-
ences, and rally around the standard of their

country in opposition to the outrages of for-
eign nations. All attempts to enfeeble and
destroy the exertions of the General Govern-
ment, in vindication of our national rights,
or to loosen the bands of Union by alienat-
ing the affections of the people, or opposing
the authority of the laws at so eventful a
period, merit the discountenance of all.—To
GOVERNOR TOMPKINS. viii, 153. (Feb. 1809.)

8727. UNITY, Strength in.—If the well-
known energies and enterprise of our coun-
trymen * * * are embodied by an union
of will, and by a confidence in those who
direct it, our nation, so favored in its situa-
tion, has nothing to fear from any quarter.—
REPLY TO ADDRESS. v, 262. (W., 1808.)

**8728. UNIVERSITY (National), Pro-
posed establishment.**—Education is here
placed among the articles of public care, not
that it would be proposed to take its ordinary
branches out of the hands of private enter-
prise, which manages so much better all the
concerns to which it is equal: but a public in-
stitution can alone supply those sciences
which, though rarely called for, are yet nec-
essary to complete the circle, all the parts of
which contribute to the improvement of the
country, and some of them to its preserva-
tion. The subject is now proposed for the
consideration of Congress, because, if ap-
proved by the time the State Legislatures
shall have deliberated on this extension of
the Federal trusts, and the laws shall be
passed, and other arrangements made for
their execution, the necessary funds will be
on hand and without employment. I sup-
pose an amendment to the Constitution, by
consent of the States, necessary, because the
objects now recommended are not among
those enumerated in the Constitution, and to
which it permits the public moneys to be
applied. The present consideration of a
national establishment for education, par-
ticularly, is rendered proper by the circum-
stance, also, that if Congress, approving the
proposition, shall yet think it more eligible to
found it on a donation of lands, they have it
now in their power to endow it with those
which will be among the earliest to produce
the necessary income. This foundation would
have the advantage of being independent on
war, which may suspend other improvements
by requiring for its own purposes the re-
sources destined for them.—SIXTH ANNUAL
MESSAGE. viii, 68. FORD ED., viii, 494. (Dec.
1806.)

8729. — — — The desire of peace is
very much strengthened in me by that which
I feel in favor of the great subjects of your
and Mr. Fulton's letters. I had fondly hoped
to set those enterprises into motion with the
last Legislature I shall meet. But the chance
of war is an unfortunate check. I do not,
however, despair that the proposition of
amendment may be sent down this session to
the [State] Legislatures. But it is not cer-
tain. There is a snail paced gait for the ad-
vance of new ideas on the general mind, un-

→ Bert Fischer, local historian, in book

→ Dick Wagner of KICB Radio owns documents (CDs, VHS, coron) for houses, local history

→ Doug Dan, school info officer, knows people, lives in the district a long time

→ OTHER
→ CONTACTS

The Museum of Western Colorado
- in shared premises
- research facilities

4-5000
as per
file

~~Extra Contact Channels~~

50,000 in invested earnings of Good Street

"Blue Good B"
Address B

Outline, Colorado 2000 Event

For "Track 4" of the America 2000 Education Strategy --
"cultivating communities where learning can and will happen."

- I. The moral imperative of education:
 - A. ... as most fundamental to American society (cf. Northwest Ordinance; Jefferson's sense of education's urgency for the preservation of democracy)
 - A. ... as a catalyst for responsibility in the individual (a sourcepoint for the Good Society)
 - C. ... and beyond responsibility, as ultimate civil right (from Martin Luther to Martin Luther King -- knowledge as the source of economic/social/moral power)
- II. Our agenda for reform
 - A. The six goals, the four tracks, the Seven Deadly Sins (just kidding)
- III. Education as a community priority
 - A. Businesses have a stake in a talented labor pool
 - B. Every citizen benefits (cf. JFK, "I am my brother's keeper"). One lost soul on a streetcorner is one less Nice Young Man, maybe one more statistic.
 - C. Every citizen has a role (creative examples -- senior citizens tutoring, rent-an-Exec., etc.)
 - D. The power of education reform to draw communities together. Shared sense of concern, mission, purpose
- IV. Colorado 2000's example.
 - A. How Wonderful It Is. Really. Really Wonderful. (may want to soft-peddle Roemer's role). Community efforts like this one pre-date our own, suggest the natural groundswell of reform, taking many forms across the country
 - B. Town meetings, parental involvement, creative ideas
- V. Conclusion



Information Packet

**A Guide to
Achieving the National
Education Goals
in Our Community**

June 1991

STATE OF COLORADO

EXECUTIVE CHAMBERS

136 State Capitol
Denver, Colorado 80203-1792
Phone (303) 866-2471



Roy Romer
Governor

Dear Colorado 2000 Supporter:

First of all, thank you for showing interest in this important attempt to generate support for Colorado's schools. Most knowledgeable people believe that education in this country has entered a "window of opportunity" during which time significant improvements can be made in the quality of our educational programs.

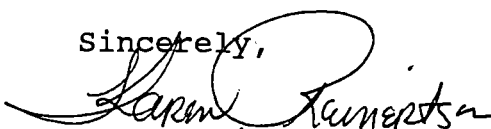
Colorado 2000 is an attempt to take advantage of this opportunity, but for it to be successful, we need the commitment and involvement of our state's citizens. We need people in every community served by the 176 school districts in Colorado to accept responsibility for the quality of their educational system in a way they never have before. We need their involvement, their commitment and their willingness to do this publicly and proudly. It is time to stand up and be counted for kids in this state.


The Colorado 2000 staff is doing its best to provide the structure and the tools to make this endeavor successful. But we need your help, too. We need you to stay in communication with the Colorado 2000 staff, sharing your concerns, your successes and your failures as we attempt to become the first state to adopt and address the national education goals of our country.

Enclosed with this letter is a "Colorado 2000 Information Packet." Consider it the first wave of informational material. We will be adding ideas, items and tools as the project progresses. But we hope this will help you get started and particularly help generate a terrific turnout for the June 17 "Town Meeting Teleconference."

For now, you have our appreciation and thanks. Working together, we can show Colorado to be an aggressive supporter of its young people, and a national leader in learning.

Sincerely,


Karen Reinertson
Colorado 2000
Co-coordinator


Larry Kallenberger
Colorado 2000
Co-coordinator

COLORADO 2000 COMMUNITY INITIATIVE INFORMATION PACKET

An important part of the Colorado 2000 effort is to publicly demonstrate widespread support for our schools. In addition to carrying out the work of the goals committees, we need to be sure as many Colorado citizens as possible are aware of our support for schools. This "Colorado 2000 Information Packet" is intended to provide you with some tools for gaining visibility for your local efforts. If you have further questions, or would like to share ideas that have worked for you, call us at the Colorado 2000 office, (303) 866-3123.

Contents of the Information Packet:

- sample letter to be used in recruiting citizens and organizations
- 2-page summary of the Colorado 2000 project
- list of national goals
- tips on working with the news media
- list of suggested activities
- fact sheet on Colorado education
- sample 30- and 60-second public service announcements promoting the teleconference
- sample letter organizations can use to endorse Colorado 2000

In addition to these materials, the handbook to be used at the June 17 "Town Meeting Teleconference" is scheduled to be available for pick-up by sites in the Denver Metro area on June 10. The handbooks will be shipped via parcel post the same day to sites outside the Metro area. We think you will find the handbook helpful in providing additional ideas for Colorado 2000 activities.

The Colorado 2000 office will be working with the news media on a statewide basis, but we urge local communities to take the lead in gaining visibility through local communication channels and their local news media. The Governor's office is planning to send a news release on Colorado 2000 to all Colorado news media on Monday, June 10. More information on statewide news media efforts will be sent to you as they evolve.

As Colorado 2000 moves on, we will be providing you with additional materials and assistance. But you can help by letting us know what kinds of things you need. Please call for more information or to share ideas.

Good luck.

COLORADO 2000: SAMPLE "RECRUITMENT" LETTER

Dear _____

I'm sure you agree with the importance of maintaining an educated citizenry as we enter the decades ahead. The relationship between a strong educational system, economic viability and maintaining a society able to demonstrate wisdom and good judgement is obvious. I'm sure you also agree that improving our schools cannot be delayed any longer. The time for action is now.

Although recent years have brought forward a vast array of suggestions for improvement, one thing is clear: the answers to school improvement must come through the involvement of all segments of the local community. Put simply, if we are to revitalize our schools, maintain an informed citizenry and ensure our continuing strength in the global economy, we must do it from the bottom up, publicly and proudly.

Recently, Governor Roy Romer announced the formation of the "Colorado 2000 Communities Initiative," a statewide effort to mobilize each community to meet the challenge of helping their schools better serve their children. As a framework for this effort, Governor Romer is strongly advocating that every Colorado community adopt the national education goals.

And we need your help.

I'm writing to you as well as a number of other key citizens, business people and organizations, requesting your participation in this major statewide effort to improve our schools. I'm asking you to personally become involved in Colorado 2000 in any way you can. We need the best thinking in each community, and it is only through the contributions of citizens such as yourself that we can hope to move our educational system forward in a meaningful way.

We're excited about our first major event which will be held the night of Monday, June 17. A statewide Town Meeting Teleconference will be held that evening from 6:30 to 10 p.m. The teleconference will allow every school community to begin its work on adopting the goals, developing its community strategy and determining the resources it will require. We hope you can take part in this important event.

For your information, I've included some additional material regarding the national goals and how Colorado schools have already responded to them. But we need to do more.

Please consider helping in the following ways:

1. Call your local school district and find out the location of your community's Town Meeting Teleconference and plan to attend.

2. Volunteer to serve on one of the local goal teams to establish community-wide strategies.

3. Take the initiative to have your organization pass a resolution officially adopting the six national goals at your next meeting, and send a copy to Governor Romer through the Colorado 2000 Communities Initiative office, State Capitol, Room 119, Denver, Colorado 80203.

The national goals are America's number one priority. Action must occur this summer. Please join thousands of other concerned Colorado citizens to begin this most exciting campaign.

Sincerely,

SUMMARY OF "COLORADO 2000 COMMUNITIES INITIATIVE"

Communities and school districts across Colorado are joining in a statewide effort to improve their schools and make Colorado the first state in the country to adopt the six National Education Goals established by the National Governors Association and President George Bush.

Citizens will have an opportunity to help their local schools attain the national goals through participation in the "Colorado 2000 Communities Initiative." The effort is being coordinated by Gov. Roy Romer's office.

Colorado 2000 will have its official "kick-off" with a "Town Meeting Teleconference" on Monday, June 17, from 6:30-10 p.m. at sites throughout the state.

The teleconference will allow educators and groups to discuss the goals, form goal committees and gain information and ideas for achieving the national goals. Participants around the state will be able to call experts in each of the six goal areas via a special 800 number line.

The Colorado 2000 effort is based on the premise that entire communities must accept responsibility for their schools, and that the recently developed National Goals for Education are a good framework for helping to develop improvement strategies. Its goal is to gain adoption of the national goals, develop strategies for attaining them, and generate widespread community support in all 176 school districts in the state. Representatives from each school district's community will be asked to join school district educators on "goal committees" to focus on the six national goals.

Colorado 2000 is not designed to prescribe how each community should best meet the needs of its students, but only to provide some structure for locally-based activities. The effort includes four major elements. They are:

- 1) Gain widespread adoption and support for the national goals by soliciting resolutions or other expressions of support from each school district as well as organizations, associations and other groups in the community;
- 2) Develop strategies for attaining the goals, using local "Goal Committees" made up of educators as well as parents, business people and other members of the community;
- 3) Create methods for measuring progress made toward the goals, and,
- 4) Help districts define additional resources and immediate actions needed to attain the goals.

The Colorado State Board of Education established goals for the state's schools, some of which are more ambitious than the

national goals. The intent of Colorado 2000 is not to replace them, but simply to supplement and provide a structure for helping communities attain both state and national goals.

The goals established by the National Governors Association and President Bush are:

Goal 1: Readiness for School. By the year 2000, all children in America will start school ready to learn.

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

Goal 3: Student Achievement and Citizenship. By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. In addition, 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.

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

Goal 5: Adult Literacy and Lifelong Learning. 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: Safe, Disciplined and Drug-Free: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

For more information, contact Colorado 2000 at (303) 866-3123.

COLORADO 2000: WORKING WITH THE NEWS MEDIA

Gaining visibility for your efforts in your local community is very important to achieving the overall goals of Colorado 2000. Newspapers, radio and television are good resources for communicating your progress. Here are some simple things to keep in mind when working with reporters:

1. Designate a program spokesperson--You will probably have greater success in generating continuing coverage of your Colorado 2000 efforts if you designate one or two people to serve as the connection with members of the news media. This does not mean reporters should only talk to those designated as spokesperson, but it helps reporters if they know they have a person who can serve as the "starting point" if they are interested in doing a story. In other words, the main role of the spokesperson is often to direct interested reporters to the appropriate people rather than answering questions directly.

Regardless, the spokesperson needs to be well informed of all the activities associated with Colorado 2000, and so you will need to establish some sort of mechanism for making sure he or she is "in the know." For example, summaries of goal committee meetings should be provided to the spokesperson. Perhaps a system of forms or periodic meetings needs to be devised. This is particularly important in larger school communities where it is easy for one group to be doing something of which others are unaware. Communication between participants is the key, so be sure the spokesperson is in the communications loop.

2. Anticipate questions and interests--Once Colorado 2000 activities have begun, try to anticipate what might interest a reporter and be sure you are prepared to provide appropriate information. For example, when goal committees are formed, reporters may request a listing of members, complete with addresses and telephone numbers. They may be interested in a schedule of committee meetings. Progress reports, test scores from past years, and progress already made toward achieving the state goals may be requested.

There probably will be requests for background information such as enrollment, enrollment patterns, dropout rates, graduation rates and numbers or percentages of students who went on to further education. You can save yourself some hectic hours if you anticipate these requests and be sure you have them available. In most cases, it is simply a matter of having the appropriate reports available and being familiar with them. (This information packet contains some statewide data that may also be helpful.)

3. Learn to recognize "hooks"--A "hook" is the angle around which a story is created. If you are familiar with your community's Colorado 2000 activities, you may want to generate some additional coverage of the activities by letting reporters know when there is a real story. Among the activities you may want to keep reporters aware of are:
- scheduled meetings of the goals committees
 - release of any reports pertaining to meeting the goals
 - activities such as the appearance of speakers or consultants on various topics
 - the involvement of students in the process
 - special recognition events
 - reports to the board of education on the progress being made
 - human interest stories such as the involvement of unusual groups or individuals in the process

The point is, don't be afraid of keeping your eyes open for positive story angles and letting reporters know about them.

4. Be responsive to reporters--Reporters are almost always on deadline. Always respond to their telephone calls or questions as soon as possible. But that does not mean you need to respond if you are unsure of your information. If asked a question to which you don't know the answer, explain that you need to check it out further, but you will get back to that reporter as soon as possible. And then be sure you do. If you leave the reporter in an awkward situation because you weren't responsive, you may hurt your future working relations with that reporter.

5. Meet with the reporter and/or editorial board of your local news outlets--A brief meeting with the editorial board of the local newspaper, radio or television station can be very helpful. For one thing, it communicates how seriously school communities are taking this effort. Another benefit is that it places Colorado 2000 on their agenda, and they will keep it mind for story ideas as time goes on. Finally, it eliminates any confusion or misinformation that has the potential to appear during an effort of this scope. We would hope you will be able to develop a positive working relationship on this project with the news media as well as gain their support. By all means ask them to endorse the goals and to say so publicly either through their editorial page or public service announcements on radio and TV.

6. Avoid "off the record" conversations--The question of what's on the record and what's off the record is extremely complicated and subject to interpretation. The safest course is to always assume that everything said is on the record and could appear in a news story.

7. Avoid humor and sarcasm--This may seem like an unusual suggestion to make, but the fact is many people get in trouble because they say things in jest that don't read that way in print or don't sound or look that way in the electronic media. To be blunt, humor and sarcasm rarely come off as intended. The far safer course is to be friendly, but straightforward in your comments.

8. Develop a positive working relationship with the reporters who cover your community--The single most important factor in news media relations is the working relationship between the reporter and his or her sources. Be straightforward, honest, complete and prompt in your responses and you will gain the respect of reporters. Be dishonest or misleading, and they will simply go around you to get the information they need. Treat reporters with the same common courtesy you would expect from anyone.

Other Suggestions

These are just a few simple suggestions for working with the media. One or two other situations tend to come up, however. For example, when someone is quoted in a story, how exact must the quote be? The general answer is that as long as the quote reflects the general information or tone of the remarks, it is acceptable even if it is not verbatim.

Related to the preceding situation is the question of, "What do I do if I really think a story is wrong or misleading? Do we write a letter to the editor, call the publisher, or what?" If you are faced with a story you feel is inaccurate or incorrect, the first step is to discuss it with the reporter who wrote it. In schools, when a parent has a problem with a teacher, we prefer the parent discuss the matter with the teacher before going to the next level. It is basically the same process when handling a disagreement with the news media.

Sometimes the problem can be resolved working with the reporter. If not, the editor may need to be informed, but weigh the pros and cons carefully. The news media are generally quite willing to correct errors of fact, but less inclined to change a reporter's interpretation of events. In many cases, it is best to look at it in terms of preventing future misunderstandings rather than trying to correct something that has already occurred.

As for letters to the editor, in 99 percent of the cases it is a bad idea. Once in a while, however, it may be necessary. The general feeling is that the outcome of a letter to the editor is to bring an uncomfortable situation to the attention of more people. It is best to deal with the situation in other, more positive ways.



Goals 2000: *Mobilizing For Action*

ACHIEVING THE NATIONAL EDUCATION GOALS



GOAL 1: *Readiness for School*

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



GOAL 2: *School Completion*

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



GOAL 3: *Student Achievement and Citizenship*

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.



GOAL 4: *Science and Mathematics*

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



GOAL 5: *Adult Literacy and Lifelong Learning*

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: *Safe, Disciplined and Drug-Free*

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

COLORADO 2000: ACTIVITY IDEAS

--Review the Information Packet and select those items which might be of most benefit to different audiences. Some of those audiences might include:

- key school officials such as central office staff and board of education members
- leaders of teachers associations, support staff unions, principals associations, and similar groups
- key governmental officers
- elected officials of the community
- legislators and Congressmen
- news media
- community opinion leaders
- presidents of community groups and service organizations
- key figures in business and industry
- leaders of political parties
- officials of churches and synagogues
- leaders of neighborhood organizations
- leaders of cultural organizations
- officials of foundations and non-profit organizations
- officials in institutions of higher education and trade schools

--Send selected material to major employers and ask if it can be included in employee newsletters and other publications of the companies.

--Meet with the editorial boards of your local news media (newspapers, radio, television).

--Use the sample "recruitment" letter to invite key citizens to generate resolutions of support from organizations.

--Make a special mailing of invitations to the June 17 "Town Meeting Teleconference."

--Invite the news media to attend the teleconference. It will end at 10 p.m., so 10 p.m. news broadcasts may be interested in live coverage.

--Use the occasion of the teleconference to "kick-off" Colorado 2000 in your community. Develop a simple ceremony stressing the community's commitment to quality education.

--Create a speakers bureau using several knowledgeable participants to address the civic and service organizations in your community. Ask each one for resolutions of endorsement.

--Take advantage of major events in your community such as sporting events, festivals and other occasions. Ask for permission to hang Colorado 2000 signs or having an opportunity to address a group.

--Look ahead to the beginning of the school year. Run a special issue of your employee newsletter featuring your activities. And run extra copies to circulate to all those involved. Organize a special "back-to-school event" such as march or a ceremony featuring Colorado 2000.

Colorado Public Education FACTS

	Fall 1988	Fall 1989	Fall 1990	Percent Change From Fall 1989
Number of School Districts	176	176	176	-
Average Teacher Salary	\$29,557	\$30,758	\$31,819	3.4
Number of Teachers (FTE)	31,397.8	31,954.4	32,341.8	1.2
Public School Student Membership	560,081	562,755	574,213	2.0
Pupil/Teacher Ratio	17.8	17.6	17.8	-
Non-Public School Student Membership	33,842	34,753	36,580	5.3

Public Schools	Number	Student Membership	Pupil/Teacher Ratio
Elementary	801	310,225	19.9
Middle	132	65,258	17.1
Junior High	98	49,602	18.8
Senior High	249	143,210	16.8
Other	65	5,918	N.A.
Total/Average	1,345	574,213	17.8

Size	Number of Districts	Superintendents		Principals		Classroom Teachers	
		FTE	Average Salary	FTE	Average Salary	FTE	Average Salary
25,000 +	5	5.0	90,518	360.0	54,797	11,860.3	35,213
6,001-25,000	15	15.0	80,236	372.4	52,592	11,246.2	31,972
1,201-6,000	40	38.0	64,409	235.0	45,926	5,592.0	28,938
601-1,200	24	24.0	55,650	74.0	42,418	1,438.8	26,740
301-600	37	37.0	49,278	62.0	37,317	1,081.0	24,108
300 or less	55	55.0	40,933	34.0	31,744	872.4	22,014
Boards of Cooperative Services	17	-	-	-	-	251.1	25,119
Total	-	174.0	54,678	1,137.4	49,795	32,341.8	31,819

Dropout Rates by Ethnic/Racial Group by Grade, 1989-90

Ethnic/Racial Group	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Ungraded		Alternative		Total	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
American Indian	3	0.7	3	0.7	38	8.0	46	10.3	39	11.0	27	9.5	0	0.0	67	33.0	223	8.5
Asian	0	0.0	1	0.1	13	1.1	41	3.5	45	4.0	30	2.8	0	0.0	75	48.0	205	3.1
Black	3	0.1	11	0.4	132	4.7	169	7.3	165	7.4	128	7.5	1	2.4	272	26.1	881	5.8
Hispanic	18	0.2	76	1.0	633	7.7	770	11.1	517	8.5	331	6.8	6	4.2	842	32.6	3193	7.3
White	24	0.0	66	0.2	706	2.0	1452	4.4	1636	5.0	1252	4.1	9	2.4	1428	26.3	6573	3.2
Total	48	0.1	157	0.3	1522	3.2	2478	5.6	2402	5.7	1768	4.6	16	2.8	2684	28.5	11075	4.1

Fall 1990 Membership and Teacher Counts By Ethnic/Racial Group

Ethnic/Racial Group	Membership		Teacher	
	Count	Percent	Count	Percent
American Indian	5,321	0.9	183	0.6
Asian	12,985	2.3	243	0.7
Black	29,820	5.2	732	2.2
Hispanic	93,829	16.3	1,892	5.7
White	432,258	75.3	30,094	90.8
Total	574,213	100.0	33,144	100.0

October 1990 One-Day Membership Count

Grade	Count
PK	4,351
K	46,337
1	49,319
2	49,002
3	48,438
4	47,341
5	45,685
6	43,899
7	42,201
8	41,075
9	42,553
10	39,863
11	36,614
12	33,582
Special Ed	2,339
Ungraded	1,614
Total	574,213

COLORADO 2000: SAMPLE PUBLIC SERVICE ANNOUNCEMENTS

30-SECOND PSA

IF YOU ARE AMONG THOSE WHO BELIEVE MAJOR CHANGES ARE NEEDED IN OUR SCHOOLS, JOIN THOUSANDS OF OTHER CONCERNED CITIZENS AT THE "COLORADO 2000 TOWN MEETING TELECONFERENCE" ON EDUCATION. THE TELECONFERENCE WILL BE HELD ON MONDAY NIGHT, JUNE 17, BETWEEN 6:30 AND 10 P.M. AT LOCATIONS THROUGHOUT THE STATE.

CALL YOUR LOCAL SCHOOL DISTRICT OR THE COLORADO 2000 OFFICE AT 303/866-3123 TO FIND OUT WHERE THE TELECONFERENCE WILL BE HELD IN YOUR AREA.

TOGETHER WE CAN MAKE OUR SCHOOLS STRONGER.

60-SECOND PSA

IF YOU ARE AMONG THE MANY WHO BELIEVE MAJOR CHANGES ARE NEEDED IN OUR SCHOOLS, JOIN OTHER CONCERNED CITIZENS AT THE KICK-OFF OF "COLORADO 2000 COMMUNITIES INITIATIVE," A STATEWIDE EFFORT LED BY GOVERNOR ROY ROMER.

ON MONDAY NIGHT, JUNE 17, FROM 6:30 TO 10 P.M., THOUSANDS OF CONCERNED COLORADO CITIZENS WILL MEET AT LOCATIONS IN THEIR COMMUNITIES TO PARTICIPATE IN A STATEWIDE "TOWN MEETING TELECONFERENCE" ON EDUCATION.

GET INVOLVED IN YOUR LOCAL SCHOOLS. CALL YOUR LOCAL SCHOOL DISTRICT FOR INFORMATION ON WHERE THE TELECONFERENCE WILL BE HELD IN YOUR AREA. YOU CAN ALSO CALL THE COLORADO 2000 OFFICE AT 303/866-3123.

WE NEED YOUR INVOLVEMENT IN COLORADO SCHOOLS. PLEASE JOIN US AT THE TELECONFERENCE ON MONDAY NIGHT, JUNE 17 FROM 6:30-10 P.M.

TOGETHER WE CAN MAKE OUR SCHOOLS STRONGER.

COLORADO 2000: SAMPLE LETTER FOR ENDORSEMENTS

(One of the goals of Colorado 2000 is to gain statements of support from organizations, agencies, individuals and other entities. The following letter may serve as a guide for organizations who have chosen to express support for the effort.)

Dear Governor Romer:

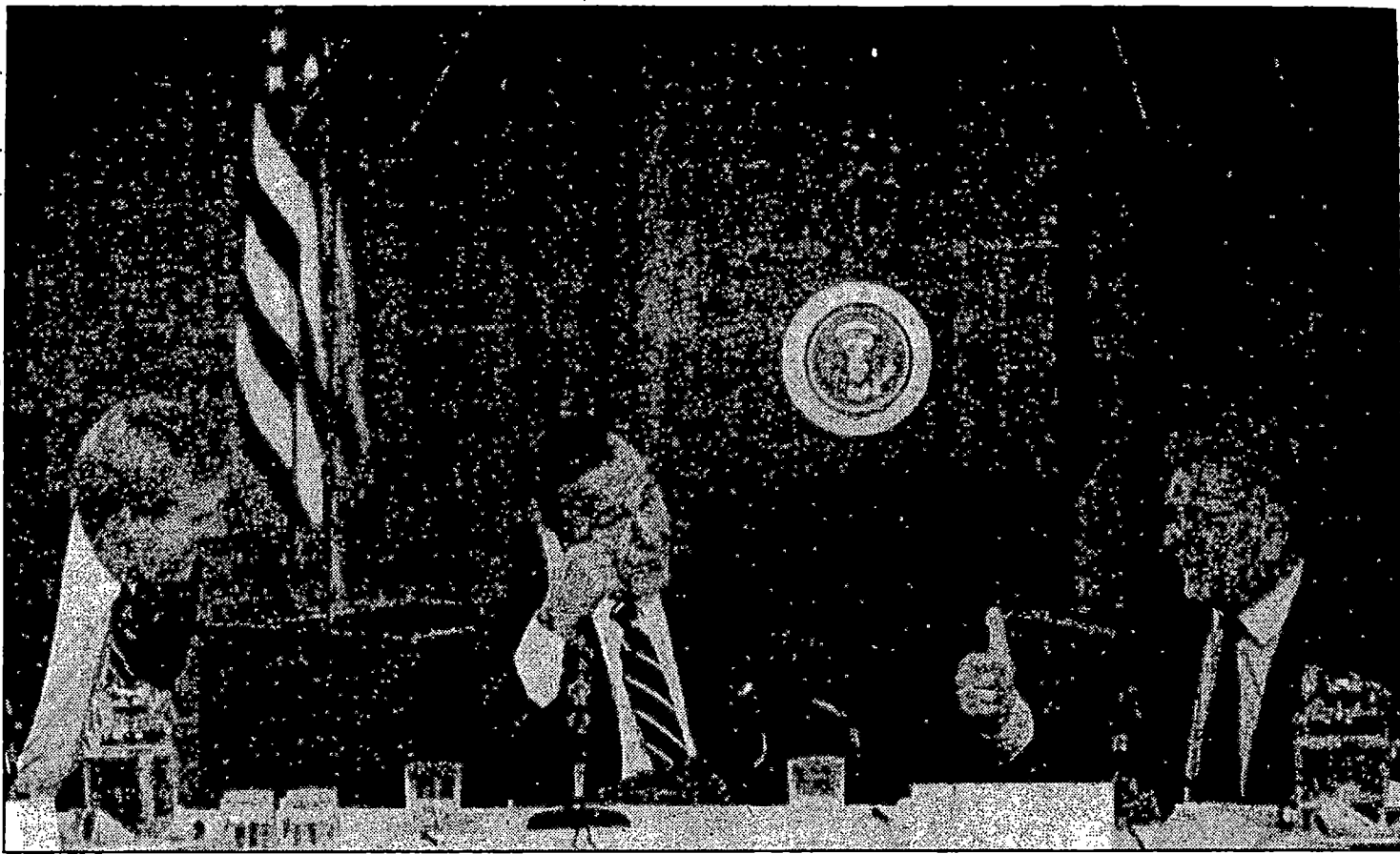
On behalf of _____, I would like to state our support for improving Colorado's schools through the "Colorado 2000 Communities Initiative."

We share your concerns about the effectiveness of our schools in teaching our young people. We agree that meaningful change is urgently needed, the type of change that requires communities to accept greater responsibility for their schools. We also adopt the National Education Goals established by President Bush and the country's 50 governors. We believe they are worthy goals for our state to pursue.

Our membership plans to do its part in helping develop strategies for improving our local schools. Please accept this letter as a statement of support for the Colorado 2000 Communities Initiative, and an offer to help in any way we can.

Sincerely,

(Signed by the president, executive director or other officer of an organization.)



Associated Press

THUMBS UP: President Bush confers with Govs. Carroll Campbell of S.C., left, and Roy Romer of Colo. yesterday.

Bush sounds education warning

By The Associated Press

WASHINGTON — President Bush said yesterday that the latest national assessment shows American children still “are not measuring up” in math, and he renewed his call for tougher school standards.

Bush, in a meeting with Colorado Gov. Roy Romer and other governors and federal officials preparing a report on school progress, said he will stop in Denver on June 17 to emphasize the role of the community in education.

“There’s nothing that I feel more excit-

ed about or . . . whose importance I think is priority than this program of America 2000,” Bush said.

He said shortcomings in education are “the most pressing crisis of our society.”

He did not give precise results, but said a forthcoming National Assessment of Educational Progress report “will tell us what we already know: We have work to do.”

The National Assessment is a federally funded agency that tests a cross-section of American students in the major subjects.

It will release a report on math achieve-

ment Thursday that includes national results for fourth-, eighth- and 12th-graders and, for the first time, state-by-state figures on eighth-graders’ performance. Thirty-seven states took part in the assessment.

Bush said the results show that “student performance varies widely across the country, and that we are not measuring up.”

The president urged every parent, student, educator and politician to view the national assessment report “as a personal call to accountability and to action.”

Outline, Colorado 2000 Event

For "Track 4" of the America 2000 Education Strategy --
"cultivating communities where learning can and will happen."

I. The moral imperative of education:

- A. ... as most fundamental to American society (cf. Northwest Ordinance; Jefferson's sense of education's urgency for the preservation of democracy)
- A. ... as a catalyst for responsibility in the individual (a sourcepoint for the Good Society)
- C. ... and beyond responsibility, as ultimate civil right (from Martin Luther to Martin Luther King -- knowledge as the source of economic/social/moral power)

II. Our agenda for reform

- A. The six goals, the four tracks, the Seven Deadly Sins (just kidding)

III. Education as a community priority

- A. Businesses have a stake in a talented labor pool
- B. Every citizen benefits (cf. JFK, "I am my brother's keeper"). One lost soul on a streetcorner is one less Nice Young Man, maybe one more statistic.
- C. Every citizen has a role (creative examples -- senior citizens tutoring, rent-an-Exec., etc.)
- D. The power of education reform to draw communities together. Shared sense of concern, mission, purpose

IV. Colorado 2000's example.

- A. How Wonderful It Is. Really. Really Wonderful. (may want to soft-peddle Rosmer's role). Community efforts like this one pre-date our own, suggest the natural groundswell of reform, taking many forms across the country
- B. Town meetings, parental involvement, creative ideas

V. Conclusion

(Lange/Simon)
June 12, 1991
3:00 P.M.
[LEARN.TPS]

TALKING POINTS: EDUCATION STEERING COMMITTEE
 GRAND JUNCTION, CO
 MONDAY, JUNE 17, 1991
 [TIME]

- * A pleasure to join you today. The work you do in this committee takes up the challenge of education reform -- and takes it seriously.

- * It's important to set goals -- but the real work is in implementing those goals.

- * Your efforts highlight the difference between being merely involved, and being truly committed. [[Reminds me of the old story about making bacon and eggs: the chicken is involved, but the pig is committed.]]

- * No one can afford to sit on the sidelines. Important to bring diverse perspectives to the challenge of reinventing our schools: teachers, parents, school board members, business people, students, and community organizations of every kind. Yours is just the kind of group that offers the greatest promise of progress.

- * You know better than to look elsewhere for answers. The hard work of meaningful reform won't just happen amid the big bureaucracies and marble monuments of Washington D.C. The hard work happens here -- and in communities across this country.

- * So I'm not here to preach to you -- instead, I want to hear what you're doing. I'm really excited about your efforts.

- * They say the scariest words in the English language are, "I'm from the government, and I'm here to help." Well, I am from the government -- but I'm here to listen.

- * So if you don't mind, I'll just sit here quietly for a while -- to listen, and to learn.