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OA/ID Number: 13772
Folder ID Number: 13772-003

Folder Title:
Blue Ribbon Schools 9/25/91 [OA 8328] [3]

Stack:	Row:	Section:	Shelf:	Position:
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As of 9/19/91 @ 10:45 am per Dan Casse
No additions or deletions for acks on
Blue Ribbon Schools

[Signature]

To ~~Mr~~ Jeannie
Date 9/19 Time 11:00

WHILE YOU WERE OUT

M Steve Reynolds
of political affairs

Phone _____

Area Code Number Extension

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>

RETURNED YOUR CALL

Message no political
ties to Blue Ribbon - try
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tc
Operator

15

APPLE VALLEY HIGH SCHOOL

Apple Valley, MN

ORGANIZATIONAL VITALITY: Located in an upwardly mobile middle-class suburb, Apple Valley High School enjoys a modern facility, complete with a 700-seat theatre, and sits amidst a 90-acre campus that includes an ice arena/tennis court complex. Its extensive instructional technology resources are utilized across the "AAA" curriculum (academics, arts, and athletics). As a result of school improvement processes over the past three years, focusing on how best to prepare students for the 21st century, the school is now restructuring for outcome-based education.

CURRICULUM AND INSTRUCTION: High standards in multicultural education are reflected in Apple Valley High's expansive curriculum, which includes specialized courses in multicultural issues and incorporates multicultural content into standard course offerings. For example, the 10th grade literature curriculum was redesigned to include persons of color and a multicultural literature anthology adopted. All social studies courses include multicultural content, but courses on Native Americans, African-Americans, Russian and Chinese history are also offered, along with "Herstory," which emphasizes the role of women in history.

Global awareness and economic preparedness are integral to the school's multicultural approach. Nearly 60% of the student body studies French, German, Japanese, Russian, or Spanish at any given time, and plans are underway to introduce Arabic and a two-period Spanish immersion program that combines history and language. The local community's concentration of international corporations with Japanese ties and the growing economic importance of Pacific Rim nations resulted in adding Japanese to the curriculum six years ago.

Other curriculum offerings related to diversity include Careers, a required 9th-grade Social Studies trimester course; Social Problems, a required 12th-grade trimester course that emphasizes the kinds of social problems affecting young people as individuals and as a segment of society; Basic Physics and Industrial Technology, providing non-traditional science students with theory and practical applications; and The Mentor Connection, a two-part seminar and field experience designed to equip students with college-level research skills, produce a mini-project in their own area of interest, and enable them to learn firsthand about possible careers by working one-on-one with a workplace-based professional. Community involvement and public service are also encouraged through a Social Studies elective.

Even Apple Valley High's rich visual and performing arts curriculum serves as a kind of multicultural "outreach" mechanism, developing in students an aesthetic appreciation of the art, history, and culture of other peoples. The arts, too, constitute an essential component of Apple Valley's overall program, providing a discipline-based art foundation that includes art production, art history, art criticism, and aesthetics. Visual and performing arts offerings include three introductory courses in two- and three-dimensional art forms, and such courses as History of Jazz and Popular Music, Theatre and Production, Children's Theatre, Musical Theatre, Film, Video Production, Stage Movement, Dance, Electronic Design, Images and Ideas (which incorporates aesthetic appreciation and creative thinking), Voice, Concert Choir, Concert Band, Wind Ensemble, Music Theory and Composition. Many of these offerings are at multiple levels of instruction and afford extensive opportunities for students to explore and develop their talents, work on interdisciplinary projects or productions, or prepare personal portfolios for submission for colleges, scholarships, arts competitions, or employment. Community interest and support of the arts program is equally outstanding.

PRINCIPAL:

Mr. James F. Boeten

SCHOOL ADDRESS:14450 Hayes Road
Apple Valley, MN 55124
(612) 431-8200**GRADE LEVELS:** 9-12**ENROLLMENT:** 2,03094% White
2% Black
3% Hispanic
3% Asian
5% American Indian.4% Limited English
4% Low Income
7% Special Education**SUPERINTENDENT:**

Dr. R. J. Rehwaldt

DISTRICT:

Rosemount School District

ENROLLMENT: 20,37515 Elementary Schools
4 Middle Schools
3 High Schools
1 Alternative Center**LOCATION:**Southern St. Paul Suburb
Dakota County

**Xavier University Preparatory School
New Orleans, Louisiana**

Rationale

Xavier University Preparatory School is a private school that relies on parent and community support in addition to a strong curriculum to prepare its students for college. Parental participation at the school is a requirement, and partnerships with a local university and school district expand educational opportunities available to students. The school's curriculum teaches advanced and basic skills through hands-on learning opportunities.

Founded in 1915, the school serves 500 black girls in grades 9-12; 62 percent of its students qualify for free or reduced-price lunches. In 1932 the secondary school ended its association with Xavier University, and in 1970 it eliminated co-education. The school's student population is increasingly poor and transient. Xavier Prep was recognized as a Blue Ribbon School in 1990-91.

Project Description

Xavier requires that all of its students' parents spend a minimum of eight hours each year volunteering in the school; opportunities range from helping out at the annual fair to speaking on career day. Parents also serve on the finance committee, which reviews the school's budget and determines tuition fees. Parents plan special suppers for the students, help write a student handbook, assist in school maintenance, and raise funds from the school's alumnae.

A partnership with Xavier University permits seniors to take college courses. Another program, in conjunction with the public schools, offers students art, music, dance, and theater classes at the New Orleans Center for

(14)

the Cultural Arts. Xavier Prep students volunteer to tutor students from other schools on evenings and weekends.

Math and science courses at Xavier emphasize experiential learning. For example, students in an environmental studies course designed and implemented a schoolwide recycling effort during a lesson on conservation. The school has purchased new software for use in Algebra I and geometry classes. Teachers combine regular lesson plans with computer assignments to introduce and reinforce classroom concepts. Extra computer time is available to students on weekends and during the summer.

Almost 90 percent of Xavier's graduates attend four-year colleges, with an additional 4 percent attending two-year institutions. Xavier does not report any dropouts, because students who do not continue at the school transfer to other schools. The daily student attendance rate is 98 percent.

Contact

Sister Eilene Sullivan
Principal, Xavier University Preparatory School
5116 Magazine Street
New Orleans, LA 70115
(504) 899-6061

(10)

**Rampart High School
Colorado Springs, Colorado**

Context

Rampart High School has achieved educational excellence through administrative strategies that rely on high levels of staff involvement in decision making and on parental activism. Opened in 1982, the school serves 1,100 students in grades 9-12 from the northern section of Colorado Springs and doubles as a community center for college students, adult learners, and senior citizens. The student population is over 90 percent white, 3 percent black, 3 percent Hispanic, and 3 percent Asian and Native American. The annual student turnover rate is 20 percent, due to high mobility in the surrounding community. The U.S. Department of Education recognized Rampart as an outstanding school with a Blue Ribbon award in 1990-91.

America 2000 Strategies

Rampart's active and involved staff play key roles in school decision making. The Faculty Senate serves as the main forum for teachers' contribution outside the classroom. Its accomplishments include the initiation of schedule changes to foster more effective teaching strategies, the strengthening of communication channels between teachers and the principal, and the planning and implementation of staff development opportunities. In addition to serving in the Senate, staff form ad hoc committees to devise and implement solutions to problems such as substance abuse away students. Several years ago, a teacher-initiated effort led to the removal of all tracking in the curriculum. Students are no longer limited by

11

ability level in making their academic choices; faculty believe that students benefit from the heterogenous grouping that has replaced tracking.

The principal's leadership and extensive teacher training activities further strengthen Rampart's academic program. Orientation for new teachers includes a dinner at the principal's house and a retreat, also hosted by the principal. Within academic disciplines, veteran teachers act as mentors for new teachers. Other staff development opportunities include training seminars featuring outside experts, opportunities for teachers to make presentations to their peers in their area of expertise, and teacher-initiated workshops on topics such as "Writing Across the Curriculum."

Rampart benefits from extensive community and parent involvement. An active parent organization sponsors activities such as a mentorship program, Career Day, the Booster Club, and a Parent Advisory Council. Parent attendance at Back-to-School Nights, award ceremonies, and Grade-Card Nights is also high. A partnership with Pikes Peak Community College highlights the school's role as a community center; 3,000 community college students attend class at Rampart every night. In return, the college, along with the Hewlett Packard Corporation, has provided the school with computer equipment.

Indicators of Success

Rampart students average near the 70th percentile on the Iowa Test of Basic Skills. Many score in the top 5 percent on national standardized tests. The average daily attendance rate is 96 percent, and the dropout rate averages only about 3 percent. Seventy-eight percent of Rampart's graduates enroll in postsecondary institutions.

12

Contact

Dale Gasser, Principal
Rampart High School
8250 Lexington Drive
Colorado Springs, CO 80920

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1990-91 BLUE RIBBON SCHOOLS

PRINCIPALS SPEAK OUT

(Quotable Material for Speechwriters)

Selected Responses to the Following Questions:

- *If you could narrow it down to one behavior, personal trait, or belief, what would you say is the "secret" to your professional success?*
- *What critical advice or professional opinion would you like to offer to parents about their relationships with their children and with their children's schools?*
- *What critical advice or professional opinion would you like to offer to district, State, and/or federal education staff?*
- *It has been said that the reason American students do not fare well in international academic comparisons is that they don't work hard enough. Your school has clearly succeeded in motivating students to achieve. What advice would you give principals of other schools that have not been so successful?*

For further information, contact:

*Jean D. Narayanan, Director
Blue Ribbon Schools Program
U.S. Department of Education/OERI
555 New Jersey Avenue, N.W. - Rm. 5001
Washington, D.C. 20208-5645
(202) 219-2149*

If you could narrow it down to one behavior, personal trait, or belief, what would you say is the "secret" to your professional success?

My certainty that a good school is the very best thing humanity has developed. Belief in the power of the idea and the gift literature brings to helping us understand others.

-- Dr. Willard G. Wynn
Principal
THE THACHER SCHOOL
Ojai, CA

Never say never or that something cannot be done to facilitate the educational process for boys and girls. We need human understanding; it is our role as educators to show the way for young people and to guide them to success.

-- Mr. Don Erger
Principal
LAKE SIDE MIDDLE SCHOOL
Irvine, CA

Total commitment to the students, parents, and teachers who are our clients, and a willingness to work every hour of the day and night to ensure that every student receives the quality service I, as a parent, wanted for my daughter.

-- Dr. James P. Hamilton
Principal
H.B. PLANT HIGH SCHOOL
Tampa, FL

My inherent belief that all people are good and deserve the right to reach their maximum potential, whether it be children or adults. I allow students and staff the freedom to grow to express themselves, to take risks, and to make mistakes.

-- Mr. William C. Lane, Jr.
Principal
BONITA SPRINGS MIDDLE SCHOOL
Bonita Springs, FL

The secret to any professional success I may have had is no secret and should be common to all people: It is the ability to work cooperatively with others, not for personal gain or recognition, but to improve the condition of humankind.

-- Mrs. Judy Thornton
Principal
OTWELL MIDDLE SCHOOL
Cumming, GA

Creating a caring, honest, trusting relationship with all members of the school community.

-- Mr. James M. Naylor
Principal
AMOS ALONZO STAGG HIGH SCHOOL
Palos Hills, IL

4

5

If you can dream it, you can do it.

-- Dr. Thomas M. Meyer
Principal
JOHN J. YOUNG MIDDLE SCHOOL
Mishawaka, IN

The creation of a personalized environment and family atmosphere, which fosters pride and respect, is critical to the success of most endeavors, not just schools.

-- Mr. Thomas M. Hall
Principal
BROAD MEADOWS MIDDLE SCHOOL
Quincy, MA

In the words of Horace Mann, the noted educator, "Be ashamed to die until you ^{have won some} win a victory for mankind." One does not need to be a genius to win victories in life. Just being a good person will help us have a better community and nation. I honestly care for people and want to see them do their best in all aspects of life. Winning victories for humankind, our students, and my family is my most important goal.

-- Mr. Edward T. Grodus
Principal
NEWAYGO HIGH SCHOOL
Newaygo, MI

A strong belief that what I do today, and what all other educators do, makes a difference in our students' lives.

-- Mr. Michael J. Smith
Principal
CENTRAL CATHOLIC HIGH SCHOOL
Toledo, OH

I believe that education has the greatest potential for effecting change and growth in the life of individuals and in bettering the world.

-- Sister Judith Cauley
Principal
ST. JOSEPH ACADEMY
Cleveland, OH

I have always taught in the 10 years of my administration, for teaching is a great way to be a human being. As a teacher, my humanity is nurtured, and I am able to nurture the humanity of others.

-- Dr. Mary Gagne
Principal
MONSIGNOR KELLY HIGH SCHOOL
Beaumont, TX

My persistent belief that things can be better than they are for our children.

-- Dr. Carolyn T. Taylor
Principal
JAMES MADISON MEMORIAL HIGH SCHOOL
Madison, WI

wrong -
From his last commencement at Antioch College where he was president

humanity



6

What critical advice or professional opinion would you like to offer to parents about their relationships with their children and with their children's schools?

The greatest work we as parents will ever do occurs within the four walls of our own homes. If a home is functioning well, the school may then have a chance to be successful in teaching our children. If the home is dysfunctional, there is little chance for success at school.

-- Mr. Gary H. Miles
Principal

MONTGOMERY HIGH SCHOOL
Santa Rosa, CA

Children do better and value their own self-worth more when parents are partners in the education process. The end product is that the relationships between home and school, and between school and community, improve as parents become more involved.

-- Mr. Robert F. Gerace
Principal

ALCOTT MIDDLE SCHOOL
Wolcott, CT

Raising and educating children is the most important challenge that we as parents and educators face in our lifetimes. It is critical for the future of this world that we do this job well.

-- Mr. William C. Melsheimer
Principal

WILMETTE JUNIOR HIGH SCHOOL
Wilmette, IL

Parents necessarily spend much energy and effort earning money to support their children, but their time and interest are the most important gifts they can provide their children. No one but parents can provide it in the same way.

-- Sister Carolyn Marie Brockland
Principal

URSULINE ACADEMY
New Orleans, LA

Parents are educators, and the school is their partner in the education of young people. Just as it is easy to build a fine edifice if the foundation is tightly in place, schools simply build upon parents' foundation of love, concern, mutual respect, good habits, and sense of personal accountability that are established early on. Parents need to remember not to relinquish that responsibility once the student has entered school or moved up to the secondary grades.

-- Brother Anthony M. Iazzetti
Principal

MOUNT SAINT MICHAEL ACADEMY
Bronx, NY

(7)

Parents are the primary educators of their children, and they need to accept this fact. Learning is a lifelong process that starts with infancy. Thus parents must nurture their children's desire to learn at an early age to ensure the success of formal schooling.

-- Mr. Ed Bowman

Principal

OAKWOOD HIGH SCHOOL

Dayton, OH

Parents need to be reminded that they are their children's first and most significant teacher, and that both quantity and quality of time spent with children count. Children learn what they live and not what is preached to them. It is thus probably not as important to teach children all the specific skills we attempt to impart in school as it is to engender in children a love of learning and a curiosity about the world in which they live. This can best be accomplished when parents themselves love to learn and are curious about their environment. Learning then becomes a shared adventure.

-- Mr. John Wagner

Principal

MT. LEBANON JUNIOR HIGH SCHOOL

Pittsburgh, PA

Society can only be as good as its citizens, and an uneducated citizenry stops progress. Parents need to be encouraged to spend more time with their children -- to read to them, to constantly espouse the value of mastering basic skills, and to help their children realize the global nature of our world.

-- Mr. Warren W. Brewer

Principal

HORACE MANN MIDDLE SCHOOL

Sheboygan, WI

8

What critical advice or professional opinion would you like to offer to district, State, and/or federal education staff?

Be more attentive to the wisdom of teachers and staff and less influenced by special interest groups within the community.

**-- Mr. James S. Bowler
Principal
SAINT FRANCIS HIGH SCHOOL
Mountain View, CA**

We need legislators who believe that the education of young people should be this nation's highest priority. Are these young people not our future and our most precious natural resource?

**-- Ms. Charlotte McElroy
Principal
ANACAPA MIDDLE SCHOOL
Ventura, CA**

Education is what made this country great. A free and democratic society cannot exist without a strong educational system. Education therefore needs to become our highest priority if we are to survive as a democratic society. This priority needs to be understood by all -- by parents, non-parents, senior citizens, local and state governments, and business.

**-- Mr. Don Erger
Principal
LAKESIDE MIDDLE SCHOOL
Irvine, CA**

We lack a vision for what we could become as a people. Our diversity as a people and commitment to equity in education makes us unique among nations. It also creates educational challenges that do not have to be addressed, or at least not as extensively and fairly, by most other countries, such as Japan.

**-- Dr. Patricia A. All
Principal
OLATHE SOUTH HIGH SCHOOL
Olathe, KS**

District, State, and federal education staff need to get down into the trenches to see what is really going on here at the building level, so that their policies better reflect the reality of everyday school life.

**-- Mr. Guy Mastrion
Principal
LONGWOOD MIDDLE SCHOOL
Middle Island, NY**

Don't spend years discussing how to make American education better. The 21st century is only 8 years, 3 months, and a few days away.

**-- Mr. William C. Martin
Principal
BLEYL JUNIOR HIGH SCHOOL
Houston, TX**

9

It has been said that the reason American students do not fare well in international academic comparisons is that they don't work hard enough. Your school has clearly succeeded in motivating students to achieve. What advice would you give principals of other schools that have not been so successful?

Don't ever give up -- change is not an easy process. Transitions to excellent schools never simply happen. As the instructional leader, you must first start with motivating the faculty. Celebrate successes, then move on to the next step of your improvement plan. A spirited faculty will motivate the students to achieve academically, socially, and emotionally.

-- Mrs. Janet K. Altersitz
Principal
DESERT SKY MIDDLE SCHOOL
Glendale, AZ

Make the work ethic a valuable outcome in all aspects of school life. Increase homework, increase expectations, and increase support to achieve these expectations. Make learning and academic performance the #1 goal of the school. Reward the behaviors that lead to success.

-- Dr. Dale Gasser
Principal
RAMPART HIGH SCHOOL
Colorado Springs, CO

Set very high standards and expectations for everyone, both for teachers and students. Strive not to be good, but to be great. It works!

-- Mrs. Linette M. Adams
Principal
BENJAMIN ANNEKER ACADEMIC HIGH SCHOOL
Washington, DC

Cherish individualities, applaud, listen, care.

-- Mr. Dennis H. Grubbs
Principal
THE WILLISTON NORTHAMPTON SCHOOL
Easthampton, MA

While my staff and I have proven our ability to ignite excellence, this was only achievable because our school's environment reflects that all children can learn.

-- Mr. David D. Rudolph
Principal
PERRYVILLE MIDDLE SCHOOLS
Perryville, MD



**U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH
AND IMPROVEMENT**

Fax number: 219-2106

DATE: 9/16/91

TO: Shane Scheifer

FROM: Jean Narayanan

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 28
(in 3 batches)

If you did not receive the complete transmission, please call (202) 219-2149,
(phone number)

FAX NUMBER: 9-456-2223

Here are some materials you might find useful in preparing the President's speech to the 222 Blue Ribbon Schools on September 25 at 8 a.m. on the South Lawn:

- ① Brief history of the Blue Ribbon Schools Program.
 - ② Overall stats on the 1990-91 Program.
 - ③ Quotes from a questionnaire sent to principals after they knew their schools would be honored.
 - ④ Abstracts on a sample of seven schools.
- Let me know if you need anything else.

THE WHITE HOUSE
WASHINGTON

9/16/91 [1:50pm.]

Elnor Walker in Sec's off.

401-3000 sending over
America 2000 stuff

AMERICA 2000



NUMBER 1, WEEK OF SEPTEMBER 1, 1991

U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 is on the move...

There are a thousand good ways to become a part of AMERICA 2000. Our nation's greatness is based on the simple fact that not only is every individual different, but every state and every community in America is different too. The AMERICA 2000 framework recognizes that what your community wants to be, and how you get there, is totally up to you and your neighbors.

The President has challenged every neighborhood, town and city in the nation to become an AMERICA 2000 community by adopting the six National Education Goals; developing a community-wide strategy to achieve them; designing a report card to measure results; and planning and supporting a "break the mold" New American School.

Together, we can meet the ambitious goals the President and the nation's governors have set for us. It will happen one community at a time, one AMERICA 2000 Community at a time.

Lamar Alexander

Lamar Alexander
Secretary of Education

AMERICA 2000 Hotline

We're ready to help. More than 2,500 people called last week for information about AMERICA 2000.

1-800-USA-LEARN

In D.C. Metropolitan Area
(202) 401-2000

States sign on to education strategy; President Bush addresses nation

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000. Also, President Bush gave a "State of American Education" speech September 3 in Maine, where he launched MAINE 2000 with Gov. John McKernan (R).

"Momentum is building," said Michael Jackson, the head of AMERICA 2000 at the U.S. Department of Education. "We are here to help all communities as they plan their own efforts and find their own ways of transforming their schools."

On August 22, Oregon joined Colorado as one of the first states to accept the AMERICA 2000 challenge to transform its schools, community by community.

"Oregon is ready to make dramatic

changes....to meet the state's ambitious benchmark for our schools and our students," said Oregon Governor Barbara Roberts (D).

Education Secretary Lamar Alexander lauded Oregon's leader for taking "bold bipartisan action" to help each community achieve the National Education Goals.

"Oregon 2000 is the way for Oregon to help itself over the next several years move toward the National Education Goals, but to do it Oregon's way," Alexander said.

Other recent AMERICA 2000 activities are:

▲ **TULSA 2000** was launched August 23. Sen. Don Nickels (R), Mayor Roger Randle (see *States*, on reverse.)

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000.

Public strongly supports AMERICA 2000

By overwhelming margins, the American public supports the six National Education Goals and virtually every aspect of AMERICA 2000, a new national survey shows.

According to the 1991 Gallup/Phi Delta Kappa poll, which is recognized as the most comprehensive survey of American attitudes on education issues, the public is solidly behind the Bush administration strategy.

Among the poll's major findings: **Accountability**—By a margin of better than 3 to 1, the public favors "report cards" showing how much progress

schools are making in reaching the National Education Goals. (see *Support*, on reverse.)

How important is each factor to the nation's future?

"Very Important"

Best educational system 88%

Most efficient industry 65%

Strongest military 47%

Gallup/Phi Delta Kappa

Support continued

American Achievement Tests—77 percent of the people favor national tests to measure academic achievement.

Choice of Schools—By nearly a 2 to 1 margin, Americans favor allowing students and parents to choose which public schools the students attend.

Rewarding teachers—69 percent of the public favor rewarding particularly effective teachers.

Extending the school year and the school day—For the first time, the poll found that a majority of Americans—51 percent—favor extending the school year. The public is split on whether to lengthen the school day. Forty-eight percent of the people oppose the idea while 46 percent are in favor of it.

States continued

and Secretary Alexander attended the kickoff.

▲ **The Oklahoma City Education Round Table** met Aug. 23 to consider plans for OKLAHOMA CITY 2000.

▲ **COLORADO 2000** Communities are following up the launch of COLORADO 2000 and the statewide teleconference by holding community town meetings to begin developing a strategy and a report card for measuring progress toward the goals.

Notes...

- ▲ The President will join Education Secretary Alexander and the nation's governors on September 4 for the first **AMERICA 2000 Daily Conference Call**. Each day Secretary Alexander will listen in as Governors and other AMERICA 2000 leaders report progress toward the National Education Goals.
- ▲ **MARYLAND 2000** will be launched on September 5 by Governor Donald Schaefer (D) and legislative leaders, with the help of the First Lady, four cabinet secretaries, and Deputy Secretary of Education David Kearns. On the same day, Secretary Alexander and five other cabinet secretaries will join Governor Ben Nelson (D), education and business leaders to kick off **NEBRASKA 2000** and **OMAHA 2000**.
- ▲ A recent USA Today poll found that 28 out of 37 governors support the **AMERICA 2000** strategy and think it will work.

and Quotes:

- ▲ **OREGON 2000** is "intended to get people thinking differently before we spend money," says Oregon Governor Barbara Roberts (D).
- ▲ The **Memphis Commercial Appeal** writes that being a part of AMERICA 2000 "will be much more than a 'feather in the cap.' It will be a chance to do something concrete about reform instead of just talking about it."
- ▲ Ted Marchese in **Change**: "AMERICA 2000 could be education's chance for a breakthrough."

▲ **LEHIGH VALLEY 2000** was formed August 16 by the Lehigh Valley Business-Education Partnership.

▲ **The Brenham Education Strategy Team** introduced AMERICA 2000 to Brenham, Texas. The team plans to adopt the National Education Goals and create a New American School.

▲ **The New American Schools Development Corporation** met August 26 and 27 in the first of three design conferences to solicit input on the bidding process the

corporation will use to select design teams. The teams will help communities create "break the mold" schools for tomorrow's students. More than 500 scholars, business people, civic leaders and educators attended the first session. A second will be held Sept. 13 in Los Angeles.

For more information about the design competition, write the corporation at 1000 Wilson Boulevard, Suite 2710, Arlington, Virginia 22209.



we commit to education more effectively.

A similar process has been going on in American manufacturing industry over the last decade with astonishing results: An increase in productivity of nearly 4 percent a year.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and performance. Most successful restructuring efforts seem to have certain common characteristics:

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

quences for failure, and the tools and flexibility required to get the job done; and

- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort in every state. The Governors will give this task high priority and will report on their programs in one year.

ASSURING ACCOUNTABILITY

As elected chief executives, we expect to be held accountable for progress in meeting the new additional goals and we expect to hold others accountable as well.

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

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

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

Note: The statement was not released by the Office of the Press Secretary.

Remarks to Participants in the Secondary School Recognition Program

September 28, 1989

Thank you, Mr. Secretary, and thank you especially for your key role in this educational summit. And to all of you, our special guests, welcome to the White House.

Let me first wish a happy birthday to the executive director of the Council for American Private Education, Joyce McCray, who is here someplace. And we have here today the proud representatives of 218 secondary schools—America's best. And some are private, some are religiously affiliated, some

are public—a mixture of middle, junior, and senior high schools from 42 States, the District of Columbia, and Puerto Rico. But you all have one thing in common: a determination to excel. (And I am especially impressed by the 22 schools receiving this award for the second time.) You did not take your first win as a reason to relax; you took it as a mandate for continued success. And this clearly shows that all the schools here today have a commitment to quality that is un-

wavering and true.

And so, returning from the summit, I want to thank you, Mr. Secretary, and I just want to thank you all. As a result of this historic summit on education, the Nation's Governors there agreed on was the first time that communities to work together. I met what Douglas Molzahn, Governor of Manitowoc, Wisconsin, and I agreed that this honor is not just for the school but a floodlight on the community.

Every school here today is a successful community of business, women, civic groups, and parents. One had to tell you how to do it in Washington, not your own way. You set your own high standards. These ideas were discussed at this national summit. The Governors and I agreed that we would continue to the continued progress of so nothing less than an education will do the job. But education and must remain a national and a local function.

So, for the first time in our history we reached the summit. Our commitments: to establish a program of national education goals, to enhance accountability through both regulation and Federal resources to change, to undertake a national effort to restructure our schools, and then to report annually on achieving these goals. I encourage you to be engaged and use the best of the White House to do my job. I encourage these Governors to achieve excellence. By doing this, you are walking in the footsteps of Thomas Jefferson. In fact, we've already



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*Education Summit
Topic - Gov.*

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Charlottesville
Gov. Summit on Education

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And so, returning from the summit, Bar-
bara and I just wanted to say congratula-
tions to all of you. As you know, this was a
historic summit on education with the Na-
tion's Governors there in Charlottesville.
And one of the first points that we all
agreed on was the need for schools and
communities to work together. And this is
what Douglas Molzahn of Lincoln High in
Manitowoc, Wisconsin, meant when he said
that this honor is not a spotlight on his
school but a floodlight on his whole commu-
nity.

Every school here today represents a suc-
cessful community of businessmen, business-
women, civic groups, and parents. And no
one had to tell you how to do this—not
Washington, not your State government.
You set your own high goals and then you
met them. These ideas dominated the dis-
cussion at this national summit. The Gover-
nors and I agreed that education is central
to the continued prosperity of our country,
so nothing less than an educated work force
will do the job. But education has always
been and must remain a State responsibility
and a local function.

So, for the first time, then, in American
history we reached the following agree-
ments: to establish a process for setting na-
tional education goals, to seek flexibility and
enhanced accountability and the use of
Federal resources to meet these goals
through both regulation and legislative
change, to undertake a major State-by-State
effort to restructure our education system,
and then to report annually on progress in
achieving these goals. I am going to stay
engaged and use the bully pulpit of the
White House to do my part working with
these Governors to achieve educational ex-
cellence. By doing this, we will be truly
walking in the footsteps of Thomas Jeffer-
son. In fact, we've already started down the

path by entering into this new compact, a
Jeffersonian compact to enlighten all of
America's children.

But let me say it again: No one will
impose these goals on your schools. It's up
to every community, every principal, every
teacher to accept the challenge of national
goals. And can it be done, you might ask.
Well, yes. In fact, it has been done, in 218
different ways, along 218 different paths to
one goal: excellence in education.

America desperately needs every school
to match your determination. There are
more than 40 million Americans who have
never graduated from high school, and
there are more than 17 million Americans
who cannot read at all. Benjamin Franklin
was once asked what was the most pitiful
thing in life. And he replied, "A lonesome
man on a rainy day who does not know how
to read." Because of your schools, thousands
of children will never suffer this singular
form of loneliness; they will be readers. And
they will be accomplished in many subjects,
will possess the skills that our changing
economy will demand. And there is no
secret to the way in which you're achieving
this, no secret to your success.

Danford Sakai of Waiakea High School
put his academic philosophy in alliteration:
commitment, caring, common sense, com-
munication, and courage. And that's what
you bring to your schools, your students,
and to the future of our great nation.

So, thank you for what you're doing.
Keep up the good work. Congratulations,
and God bless you all. Thank you very
much.

Note: The President spoke at 4:37 p.m. on
the South Lawn of the White House follow-
ing his return from the education summit
in Charlottesville, VA. In his remarks, he
referred to Secretary of Education Lauro F.
Cavazos.

Quote from
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FRANKLIN
D. ROOSEVELT

on secondary oil, a break to permit some of this secondary—these stripper-well productions from going offstream. The oil is there, but—produce so little, the option is, do I get some incentive to do this, or do I shut the well down?

So, I think there are things we can do in that. I think there are things we can do in R&D in terms of tertiary production that would be of benefit. But the major incentive would be to give a tax incentive to domestic drillers for future drilling. It won't detract from current income, current revenues in the tax situation. I think that is the place where we'd push hard. Now, there's all kind—you're hearing other ideas around that would have an effect on the constituency that you ask about: import fees or taxes on petroleum products or whatever. And I just don't want to comment on those as long as this summit is going on.

I've got time for the last one. Here it is, right in the middle.

Persian Gulf Crisis

Q. Mr. President, who makes the decision on how troops from foreign nations are deployed in Saudi Arabia—where the Syrians are deployed, the Egyptians, French, the British? And is there going to be an overall command?

The President. Because of the overall magnitude of the United States force there, there is an active consultation with General Schwarzkopf our CINC, our commander-in-chief in the area. And we have not forsworn the right of that general officer to control American troops, nor have the French—who aren't quite there yet in force—or the Brits, or others, done that. But it is a matter of close coordination, particularly with the host country.

But I don't want to diminish the importance of General Schwarzkopf in the deployment of forces. Clearly, he can't order the Desert Rats to a certain deployment. But in working very closely with his counterpart in the British forces, or the one that controls the British forces, those matters have all been worked out through really fundamental consultation and in accordance with an overall plan that we've worked on with the various—the commanders that have forces in the area. So, it's a coordinated effort. And I have no hesitancy at all to

say to the parents of the kids over there, or families: Should something happen that required combat, the command structure will function very, very smoothly. And we're not going to have to stand around waiting for someone else to decide if there is some provocation, either.

Thank you all very, very much.

Note: The President spoke at 2:02 p.m. in Room 450 of the Old Executive Office Building.

Remarks to Participants in the Elementary School Recognition Program

September 17, 1990

Thank you, and welcome to the White House lawn on this beautiful fall day. We're delighted to have you all here. And thank you, Secretary Cavazos, and thank you especially for your leadership in keeping education at the very top of our national agenda. A special welcome to the Governors who are with us today and those who participated in last year's economic [education] summit. I'm so glad that this many are here. And I want to greet Governor Campbell and Governor Casey, Governor Perpich, Governor Schaefer, and I'm just delighted they are here. Will you all stand up, please, and have a welcome from the crowd here? [Applause]

And also with us today is Gil Grosvenor, a great friend of ours, friend of education, president of the National Geographic Society, to whom we are indebted for the distribution of this pro-education poster. Gil, thank you very much to you and your associates. And a special welcome to all of you, our special guests.

You know, Barbara's here. I happen to think with some husbandly pride that she's doing a remarkable job for education. She's just finished a reception inside for her new radio program, "Barbara Bush Story Time." It's going to be kind of like Fiorello LaGuardia for you oldtimers—[laughter]—used to do this. There's a slight complication on this, however, because attending that reception, and with us today, is Bob Saggett of "America's Funniest Home

Videos." Is he you're welcome there in the p ought to be to Thank you ver

I'm honored tives of 221 el year as winne program. Each as this great c private; they 1,400 pupils; scarcely popul our largest cit thing importan and achieveme schools across t look for inspirat

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Videos." Is he over there somewhere? Bob,
you're welcome to stay, but your act is over
there in the press room; that's where you
ought to be to get your material. [Laughter]
Thank you very much for joining us today.

I'm honored to welcome the representa-
tives of 221 elementary schools chosen this
year as winners in our school recognition
program. Each of your schools is as diverse
as this great country: They are public and
private; they range in size from 170 to
1,400 pupils; they serve children from
scarcely populated rural areas to some of
our largest cities. But you all have some-
thing important in common: your success
and achievement, ideals to which the other
schools across the breadth of this nation can
look for inspiration.

This year's winners were judged on the
quality of the education they provide, their
students' achievements and attitude, and
their teachers' and administrators' leader-
ship. But perhaps the most important crite-
ria was a sense of shared purpose among
faculty, students, parents, and then the
entire community. These schools share a
vision of hope that they can foster the full
potential and development of each child
and, by doing that, help make this a better
nation and a better world.

However, those higher goals may have
been lost on some of the youngest winners.
I understand that when one first grader
from Colwyn Elementary School told her
parents about her principal being honored,
she exclaimed: "Sister Mary won the Acade-
my Award?" [Laughter]

We're here today not only to salute these
individual schools but also to restate our
commitment as a nation to education. For
our democracy can remain vital only if our
people continue to grow in knowledge and
wisdom, facing each new choice with an
increased understanding of the complex
and competitive world in which we live.
And we must realize that education is the
key to our future, to our identity as a
nation, and to our very soul as a people. I
came to this job believing that America can
and must have a restructured and revital-
ized education system to enable us to com-
pete successfully in the world and to em-
power each citizen to achieve his or her
fullest potential. After all, education is our

most enduring legacy, vital to everything
we are and everything we can become.

We're celebrating an important anniver-
sary here. One year ago this month, we
held the President's education summit with
the Governors. In fact, my first stop after
the summit was right here, where I spoke
to last year's winner of this prestigious
award. And the summit itself grew out of
our pledge to lead a national effort toward
a renaissance of excellence in American
schools. As a result of this historic event,
involving the Nation's Governors and our
Cabinet, we emerged with a sense of direc-
tion for individual and collective efforts to
improve the quality of education for all. For
the first time, Americans now have a clear
sense of direction toward national educa-
tion. With the invaluable cooperation of
teachers and parents and community lead-
ers and a variety of educators, and working
with the Governors at the beginning of this
year, I announced our six education goals to
be met by the year 2000, absolutely essen-
tial goals that recognize education as a life-
long enterprise. And I want to repeat them
now because they must become so familiar
that they seem woven into the fabric of our
lives.

First, by the year 2000, all children in
America must start school ready to learn.
And second, the high school graduation rate
must increase to at least 90 percent. And
third, American students must be compe-
tent in 5 critical subjects with their progress
measured in grades 4, 8, and 12. Fourth,
our students must be first in the world in
science and math. And fifth, every adult
American must be able to read. And finally,
every one of our schools must be safe, disci-
plined, and drug-free.

I am very pleased today to be able to
unveil a wonderful poster displaying these
important goals that have been produced,
as I said earlier, by the National Geographic
Society, and it will be sent to every single
school in the Nation. National Geographic
has joined the fight to ensure a first-class
education for every American child. And
once again, Gil Grosvenor, we are very,
very grateful to you and your associates
over there. And I'm grateful to you two for
holding that up in the wind. [Laughter]

Criteria

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from
commitment
to education

Summit
Anniversary

Summit
Americo 2000

POSTER

Sept. 17 / Administration of George Bush, 1990

You're doing a first-class job there, Marcus and Jennifer.

Choice
You know, in this past year since our summit, as we've turned our attention to the formidable task of ensuring that these goals are attained, we've seen an extraordinary response as reform took off across our nation. And one of the most important reforms sweeping our great country is educational choice, empowering parents to get involved in their children's education. Today, with us—and I spot her right down here—is Polly Williams, a courageous leader who brought choice to Milwaukee, Wisconsin's school. Polly, would you please stand up, too?

And it's teamwork that's engendering this inspiring success, an extraordinarily constructive partnership between the Federal level, the Governors of our States and territories. Showing our administration-wide commitment to educational excellence, we've also begun exciting programs involving all of the Cabinet Departments.

Today, I issue a challenge to every American to join us. Step forward in your own way to respond to one of the most crucial issues that we face. And students, set your sights and your personal goals high, so that your future can match your finest dreams. Educators, you're engaged in noble, terribly important work. And we congratulate you and look forward to your continuing dedication to American educational excellence. And then to parents, we urge you to become more involved, more involved in your children's education. And lastly, to the communities, we've made great leaps in getting communities more engaged. The Governors have done a sensational job going to the communities getting them more engaged in local-level action, too. But we need more.

All of us must commit ourselves fully now. Right now. And America, really on this one, can't afford to wait, or waste, an entire generation. To all of you, as we look ahead to our goals and to the year 2000, let's answer the call: Let tomorrow begin today.

Congratulations to all of you. Thank you for your interest in education. Thank you

for caring about our kids. Thank you very, very much.

Note: The President spoke at 3:36 p.m. on the South Lawn at the White House. In his remarks, he referred to Governors Carroll A. Campbell of South Carolina, Robert Casey of Pennsylvania, Rudy Perpich of Minnesota, and William D. Schaefer of Maryland; Wisconsin State Legislator Polly Williams; and students Marcus Laruex and Jennifer Abreo.

**Letter to the Speaker and the
Republican Leader of the House of
Representatives on the Textile,
Apparel, and Footwear Quota Bill
September 17, 1990**

Dear Tom: (Dear Bob:)

I am writing to express my strong opposition to the textile, apparel, and footwear quota bill (H.R. 4328) which the House is scheduled to consider tomorrow. The bill is a threat to the stability of the world trading system and is completely contrary to the economic, commercial, and political interests of the United States. If the bill passes, I will veto it.

This legislation would seriously restrict textile and footwear imports and violate international trade rules. It represents the worst form of economic policy for America, one based upon the mistaken belief that less trade throughout the world will somehow save American jobs and enhance our prosperity. In reality, the bill would cause slower growth, result in fewer jobs, and create far higher costs for all American consumers. We are enjoying the greatest export boom in our history. This bill will place at risk our \$400 billion in exports and the millions of American jobs that depend on world trade.

Ironically, this vote comes at a time when the world is adopting the American model of free enterprise, open markets, and greater competition. It would send the wrong message to retreat now from the world economy and build protectionist walls just when the reform governments of Eastern Europe, Latin America, and Asia need our

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Sincerely,

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**Remarks at a J
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THE WHITE HOUSE

Office of the Press Secretary
(Lewiston, Maine)

For Immediate Release

September 3, 1991

REMARKS BY THE PRESIDENT
TO STUDENTS AND FACULTY
OF LEWISTON COMPREHENSIVE HIGH SCHOOL

Lewiston Comprehensive High School
Lewiston, Maine

9:50 A.M. EDT

THE PRESIDENT: Thank you so much for that welcome back. Thank you all very, very much. Oh, such a nice welcome. Thank you. And thank you, Governor McKernan, for that warm introduction. May I salute Maine's senator -- Senator Conen -- to whom I look for leadership and counsel on so many issues. And also to Congresswoman Olympia Snowe -- your Congresswoman, our friend, Barbara's and mine -- the wife of the Governor, a high achiever in her own right in the house of Representatives. It's a pleasure to be sharing the podium, the dais here, with both of them.

It's my pleasure to welcome all of you back to school -- (laughter) -- I know there are some mixed emotions about that, but nevertheless. (Laughter.) I'm going back to Washington today, and I must say with mixed feelings because we've had a fantastic time over on the coast at Kennebunkport.

I'm especially pleased, though, to be here to help my good friend, my trusted friend, Governor McKernan, kick off Maine 2000, which, as he said, is our crusade for excellence in education. And also I'm very pleased to share the stage with other officials here -- your Mayor, Superintendent, the marvelous band. It's pretty hard to, on short notice, whip up "Mail to the Chief" and do it as well as this crowd did over here. (Applause.) And I'm very grateful to them. (Applause.) And I want to thank the Superintendent and this morning's host, Principal Sykes of Lewiston Comprehensive High School and Principal Susan Martin of Farwell Elementary, where we just came from.

This is familiar country for Barbara and me. You remember: I'm the one that gets needed from having so many homes in my past, in our past. It was in this city, in Lewiston, that we first learned that Franklin Delano Roosevelt had died back in 1945. And that's when I was living here briefly. That's when I was flying torpedo-bombers out of what was then the Lewiston-Auburn Naval Air Station. And so I say, it's nice to be back in one of my hometowns. Thank you very much. (Applause.)

Let me say to our very able secretary of education from whom you heard a minute ago, Lamar Alexander: I promise that I will keep up with my computer lessons, but I'll need a little more time to write my report on "what I did on my summer vacation." (Laughter.) And if you think mine's a tough assignment, now about President Gorbachev -- what he did on his summer vacation? (Laughter.)

Bar and I were talking on the way over here because we both remember our own kids going off to school many years ago. You see, we were at the elementary school here and the kids coming in with their parents. And I asked the kids, "Well, are you a little nervous?" And some would say yes. Then there would be confident guy that no, no, no had -- "everything's under control." But it reminded

us both of our own kids going off to school many years ago. Now, those kids are grown, and we watch the grandkids -- 10 of them -- start a new school year just like each of you behind me that are starting this school year.

And when you're growing up, the new year doesn't begin January 1st -- it starts today. I saw that this morning at Farwell. And still, some of those kindergarteners seemed disappointed that I didn't bring along Arnold Schwarzenegger, the Kindergarten Cop -- (laughter) -- who I might say, parenthetically, as your teachers involve themselves in education, you've got some coaches out there that recognize the importance of physical fitness. And Arnold is doing a first-class job nationwide as head of our Council on Fitness. And as Lamar Alexander knows, these things go together. They go hand-in-hand.

Parents operate on a school calendar. Each new school year wipes the slate as clean as an unused blackboard. And we embrace the eternal hope that, this year, our children will come home with straight A's.

Education and expectation: the two go hand in hand. And your world -- the whole world -- trembles with new possibilities. One day, we scratch out our thoughts with paper and pen; the next, it seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. But in a single dramatic week, we saw 70 years of history swept away. With the dizzying changes that surround us, history books and atlases seem to have a shorter shelf life than milk. (Laughter.) This is our world -- an exciting world. And if we are to thrive in it, we must understand history and geography, math and science -- the great books, and the great thoughts they contain. When challenges confront us -- we must have what it takes to act.

I'm sure, you all feel the opening day jitters that come with each day -- each school year -- opening day in each school year. But it's not just the students, everyone must retain that sense of expectation -- that feeling that the school doors open a new world of possibility for all of us.

To put it in broad perspective, the battle for the future begins right here. Not in Washington D.C., not in Congress -- right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: only if we educate our sons and daughters well, will they enjoy the blessings that we simply take for granted.

Every day brings new evidence of crisis. Last week, we learned that SAT scores have fallen again. Scores on the Verbal SAT have tumbled to the lowest level ever. And these numbers tell us: Our schools are in trouble.

SAT SCORES

But before we point fingers, assign blame, how many of us demand more of our children, ourselves, our schools? Survey after survey suggests too many parents and students remain unconcerned -- unconvinced that the state of their own schools should worry them.

Sure, they know something is wrong. Ask them to grade the nation's schools, and not even one-fourth will give American schools an A or a B. But you ask them to grade their own schools, and you get a very different answer. Three-fourths grade their schools as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere except our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. We seem to believe that while everything else in the world changes,

our schools shouldn't -- what was good enough for us should be good enough for our kids.

And the truth is, all our children are at risk. All of us share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across our great country. If our schools fail us, we can't blame Washington; we can't blame Augusta. We must blame ourselves for betraying our children.

If our own history and the recent events in the communist world teach us anything, they teach us that competition breeds excellence. The same holds true for education. That's why I and a majority of the American people favor choice in education. If we want better schools, we should set off a competition for the best schools. Get everyone involved in the struggle -- and every school will improve. For far too long, we've sheltered our schools from healthy competition, and our children have paid the price. There's another benefit of choice, of course: wealthy families already enjoy choice. Poor families do not. Now, if we want to extend opportunity and improve education, we should give parents the power to choose their children's schools -- public or private -- and watch our schools compete to be the very best. (Applause.)

Almost two years ago, this nation's governors -- all the governors -- and I worked together at a fantastic meeting at Charlottesville. And we established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, I announced America 2000: a national education strategy to move us forward -- community by community -- toward those goals.

By the year 2000, we pledged to raise this nation's graduation rate to at least 90 percent. (Applause.) Right here your teachers and your superintendents and your principals have done a good job, because in the past four years, Lewiston High has cut its drop-out rate in half. And you've earned the right to be proud. But before you get too relaxed about that and get too comfortable, keep in mind that even at last year's lower rate -- four years from now, more than 60 of the freshmen seated behind me will not be walking across that Civic Center stage to get their diploma.

By the year 2000, we've challenged ourselves to become first in the world in math and science. And right now, we stand 12th in the world in math and science -- dead last among the industrialized nations. Ranking first means more than engaging in some kind of intellectual Olympics. Where we rank in the world matters here -- and it should matter to you. Look at Lewiston. For most of its history, Lewiston's been a mill town, producing textiles and shoes. But times change: Mayor Nowanec tells me L.L. Bean has located its new telemarketing center in Lewiston. And today, the town's traditional industries account for only seven percent of the local economy. Increasingly, the mothers and fathers of this freshman class here now work in new companies, employing new technologies. And some have even branched off, entrepreneurs, started small businesses of their own.

And still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills -- twinned with old-fashioned values of hard work and a determination to become the best that each of us can be.

This country was built by generations of Americans with strong backs and the will to work from sunup to sundown. As citizens of the next century, today's 9th graders will have to use their minds -- to push forward the technological revolution transforming the entire world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future

governed as much by microwaves and lasers as by coal or steel. Our mines have become our greatest natural resource, and the key to our nation's success in the global marketplace lies with that old treasure -- Yankee ingenuity.

but let's face it: we won't make progress if we don't know where we stand. Maine has taken a leadership role on this one; but by the year 2000, we must call on students at grades 4, 6 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the year 1993 to '94, in that school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

And that's crucial. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

School performance lags in part because we ask our teachers to do so much more than teach. We expect them to act as social workers and psychologists and family counselors.

I might add here, Barbara and I worry about the disintegration of the American family. Every kid ought to have somebody that knows his name, cares about him. But it often falls to the role of the teacher to love that kid, hug that kid. The teachers do an awful lot. At the same time, we ask too little of our students. We shy away from demanding excellence and accountability. As a nation, we sometimes seem more worried about how our students feel than what they learn. And that's got to change. Graduation means more than a diploma. Our kids deserve an education. (Applause.)

and the only way that this will happen is if all of us -- all of us, teachers, students, parents, and communities -- join in this national crusade for excellence in education. Fundamentally, that's what America 2000 -- Maine 2000 is all about.

Our first three goals raise expectations and measure results; our last three goals complete the challenge. By the year 2000, every American child should start school ready to learn. Every American adult should be literate, and every American school must be free from drugs and violence. (Applause.)

maine 2000

I saw a bus as we drove over to the elementary school advocating Head Start. And here in Lewiston, some of today's new freshmen participated in Head Start, a proven program that I've urged Congress to open up to thousands more preschool children. In the battle against illegal drugs, Lewiston schools have taken the lead. I can't tell you how exciting it was to see the DARK -- D.A.R.K.S. -- kids out there at the elementary school; and there are other drug prevention programs, beginning in elementary school. You've taken the lead. And tonight, I'm told that right here at Lewiston high, a new school year begins for adults learning how to read, studying for their GED -- living proof that it is never too late to learn.

So far, I've spoken about our schools, about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Let me ask you a "word problem" to show you why. Assume that a child goes to school from kindergarten to 12th grade, and never misses a day. Subtract summers and weekends, all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It is nine percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends or in some shopping mall.

9%

But what happens in that 91 percent makes all the difference in the world. We cannot blame the schools alone for that dismal decline in SAT verbal scores. Your teachers are working hard. The drop shows that we haven't taken the time to read to our kids, to talk with them, to teach them the art of communication, how to think, how to write, how to speak clearly.

What happens at home really matters. (Applause.) And when our kids come home from school, do they pick up a book or do they sit glued to the tube watching music videos? Parents: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are, and always will be, their first teachers.

Here's another shocking number: Children in one study said the average parent spends just 15 minutes a day -- 15 minutes -- in conversation with them. Most people spend that much time on coffee break.

The freshmen here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, to watch the evening news, talk with their parents about what's going on in the world -- to take interests, opinions, and ideas seriously.

But the future of American education depends on more than what happens in the classroom or around the kitchen table. Ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who go back to school, who learn new skills? Every member of the community must play a role in this revolution.

And so parents: Don't be a stranger to your child's school. Visit the classroom. Talk to the principal. Get to know those teachers. Make it your business to find out whether your child's school is drug-free. And talk to your school board about school choice, about the curriculum, about ways to put your schools to use year round. But you don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get active in the community. Go into your schools. See what you can do to help some kid or help your community.

And the same goes for local business leaders. Get involved, not just in word but in deed. Think of it as community service -- giving something back to this wonderful community, to the community your company calls home. Or, think of it in terms of sound -- just plain, sound business cultivating the kind of future employees your company needs in order to keep ahead. But above all, act. Do something. Enlist in this great crusade. And that really is the idea behind what we call America 2000 Communities -- states, cities and towns that recognize the school as the living center of the community. (Applause.)

Today, the revolution has begun -- in Colorado and Oregon, in Tulsa and in Memphis. And today I'm proud to say right here in Lewiston and in every corner of the state of Maine, it's begun. Together, we must ignite a renaissance in American education -- a revolution that will make this nation every bit the leader in the century ahead that it has been since 1776.

Once again, my heartfelt thanks to you for this warm welcome, as all across this country we begin another school year. And may God bless the United States of America.

Thank you very, very much. (Applause.)

9/16/91 crowd w/ Gayan Shree (401-0404)

Anniversary - 9th yr.
recognize parents the n unemployed
state by state basis

↔ Jean Narayanan → 219-2137

begin
and Sgt/pt.

'89 → Gov. back from ed summit in Charlotteville
'90 - on the South lawn

(Cam Pan Nelson)

THE WHITE HOUSE
Office of the Press Secretary

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UNTIL 2:00 P.M. EDT
APRIL 18, 1991

AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY
FACT SHEET

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000.

Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead."

AMERICA 2000 builds on four related themes:

- Creating better and more accountable schools for today's students;
- Creating a New Generation of American Schools for tomorrow's students;
- Transforming America into a Nation of Students; and
- Making our communities places where learning will happen.

**I. CREATING BETTER AND MORE ACCOUNTABLE SCHOOLS
FOR TODAY'S STUDENTS**

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities -- families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations -- to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

Have they developed this timetable?

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek Congressional authorization for State-level National Assessment of Educational Progress assessments and for optional use of these assessments at district and school levels.
- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The Administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.
 - A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
 - National school choice demonstration projects will be supported through a \$30 million initiative.
- The Administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' Academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' Academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teaching, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. CREATING A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS

The President today challenged the best minds in America to design -- and help communities create -- the best schools in the world.

A. Research and Development

A series of Research and Development Teams, funded by contributions from the business community, will help design a New Generation of American Schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven Research and Development Teams. These teams may consist of

corporations, universities, think tanks, school innovators and others. The teams' products will be available to the American people.

- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Research and Development Teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operating in each Congressional district by September 1996.
- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. AMERICA 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals;
- Establish a community-wide strategy for achieving the goals;
- Develop a report card for measuring its progress; and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "AMERICA 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which AMERICA 2000 Communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a New Generation of American Schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the Research and Development effort.
- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key

role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students" by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act, and will advance these twin principles in new adult literacy activities proposed under the new AMERICA 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular, timely, and reliable information by expanding the National Adult Literacy Survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop -- and then to use -- world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through Skill Clinics -- one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The Administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.

- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identify successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN

The President called on communities to adopt the six national education goals as their own; set a community strategy to meet them; produce a report card to measure results; and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the AMERICA 2000 Community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.

- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

Did Bush read to his children? Did his mother read to him?

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QUOTABLE QUOTES ON EDUCATION

AUGUST KERBER

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1968

WAYNE STATE UNIVERSITY PRESS

DETROIT

CHAPTER ONE

EDUCATION

ADAMS, HENRY BROOKS

Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts.

The chief wonder of education is that it does not ruin everybody concerned in it, teachers and the taught.

Those who seek education in the paths of duty are always deceived by the illusion that power in the hands of friends is an advantage to them.

From cradle to grave this problem of running order through chaos, direction through space, discipline through freedom, unity through multiplicity has always been, and must always be, the task of education.

ADAMS, JAMES TRUSLOW

There are obviously two educations. One should teach us how to make a living, and the other how to live.

An educational system isn't worth a great deal if it teaches boys to get a living and doesn't teach them how to live.

ADAMS, JOHN

The whole people must take upon themselves the education of the whole people and must be willing to bear the expense of it.

ADDISON, JOSEPH

I consider a human soul without education like marble in a quarry, which shows none of its inherent beauties till the skill of the polisher fetches out the colours, makes the surface shine and discovers every ornamental daub spot and vein that runs through the body of it.

Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave, at home a friend, abroad an introduction, in solitude a solace, and in society an ornament. It chastens vice, it guides virtue, it gives, at once, grace and government to genius. Without it, what is man? A splendid slave, a reasoning savage.

ADLER, ALFRED

There can be but a single goal to education and that is education to courage.

ALCOTT, AMOS BRONSON

Observation more than books, experience rather than persons, are the prime educators.

Education may work wonders as well in warping the genius of individuals as in seconding it.

ANDERSON, SHERWOOD

The whole object of education is, or should be, to develop mind. The mind should be a thing that works. It should be able to pass judgment on events as they arise, make decisions . . .

ANONYMOUS

Education pays, unless you are an educator.

To be fully educated means to be grown to adulthood; to be fully adult, a man must continue his education.

Education involves unlearning as well as learning.

All phases of American society are beneficiaries of the educational system . . . The contribution of education to the whole American culture creates in each segment of society a responsibility for its support and development.

The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society. The attainment of this end is to be observed in individual behavior or conduct.

No nation can remain free which does not recognize the importance of education. Our public schools are the backbone of American life and character. We must recognize their importance and stand firmly against any groups which oppose popular education.

Education should be as progress but in result.

'Tis education forms the tree's inclined.

The poorest education best that neglects it.

What the world needs are Education can't make leaders to follow.

Education: forcing abstract Everything the child learns remains.

Too much and too little

The object of progressing to infants as adulthood

Unless instruction teaches moral, it conduces to society.

If rising education level dynamic economy and a ever-better educational of "Good Citizenship, (

Education will broaden for a big head.

It is not only the I.Q. b

An educated man is or some questions to which

If we moderns had more considerably less formal education Curiosity is the only incentive come as well as what o

An educated person is necessary for his own

Nature has always been

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t to the rich.

DISRAELI, BENJAMIN

What I admire in the order to which you belong is that they do live in the air; that they excel in athletic sports; that they can only speak one language; and that they never read. This is not a complete education, but it is the highest education since the Greek.

Upon the education of the people of this country the fate of this country depends. There is no period in the history of the world in which I believe it has been more important that the disposition and mind of the people should be considered by the State than it is at present.

DISRAELI, ISSAC

The self-educated are marked by stubborn peculiarities.

DOAN, ELEANOR L.

Education is the mirror of society.

DODDS, HAROLD W.

True education does not make all men alike. No human being worthy of the name is a common man; there is no magic and no virtue in commonness. Truth and virtue do not issue from undifferentiated mobs.

DONAGHY, REV. WILLIAM

Education which is simply intellectual taxidermy—the scooping out of the mind and the stuffing in of facts—is worthless. The human mind is not a deep-freeze for storage but a forge for production; it must be supplied with fuel, fired, and properly shaped.

It now costs more to amuse a child than it once did to educate his father.

DOSTOYEVSKY, FYODOR

Be not forgetful of prayer. Every time you pray, if your prayer is sincere, there will be new feeling and new meaning in it, which will give you fresh courage, and you will understand that prayer is an education.

DOUGLAS, WILLIAM O.

The judiciary plays an important role in educating the people as well as deciding cases.

FROEBEL, FRIEDRICH W.

The object of Education is the realization of a faithful, pure, inviolate, and hence holy life.

FROST, ROBERT

Education is turning things over in the mind.

A lot of people are being scared by the Russians into hardening up our education or speeding it up. I am interested in toning it up.

FROUDE, JAMES ANTHONY

The best that we can do for one another is to exchange our thoughts freely; and that, after all, is about all.

FULLAM, REV. RAYMOND, S.J.

The modern tendency to license must be counteracted by education in discipline and self-control in the formation of youth.

FULLER, THOMAS

Education polishes good natures, and correcteth bad ones.

Crooked by nature, is never made straight by Education.

Education begins a Gentleman; Conversation completes him.

GAITHER, H. ROWAN, JR.

Through the centuries, controversy has been the servant of education. There can be no education without controversy.

GANNON, ROBERT I.

The Founding Fathers could not have understood the mass education of today any more than they could our mass production in Detroit. Still less could they have grasped the modern failure to distinguish between the process of making a machine and the process of making a man.

GARFIELD, JAMES A.

Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.

and political neutrality will not be partisan or enemy of any class, creed, party, or faction.

JAMES, WILLIAM

I take it that no man is educated who has never dallied with the thought of suicide.

The whole drift of my education goes to persuade me that the world of our present consciousness is only one out of many worlds of consciousness that exist.

Education is the organization of acquired habits of action such as will fit the individual to his physical and social environment.

JAMESON, ANNA

The true purpose of education is to cherish and unfold the seed of immortality already sown within us; to develop to their fullest extent, the capacities of every kind with which God who made us has endowed us.

JEFFERSON, THOMAS

The commonwealth requires the education of her people as the safeguard of order and liberty.

. . . Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty.

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.

JOHNSON, LYNDON BAINES

The American people, among their notable contribution to the arts and crafts of civilizations have insisted that education not be the prized possession of the few.

JOHNSON, OWEN

All education does today is develop the memory at the expense of the imagination.

JOHNSON, SAMUEL

I hate by-roads in education. Education is as well known, and has long been as well known, as ever it can be.

Education

JONES, HENRY ARTHUR

Crises in themselves a

The more educated men
race against catastroph

You can use your educa
philosophical consolati
requires constructive ac

KANDEL, ISSAC LEON

Liberal education for all

KANT, IMMANUEL

The purpose of educatio
their success in the pre
state, in accordance with

KEITH, ARTHUR

The educational ideal is
life of the face and in the

KETTERING, CHARLES FR

The difference between
telligence will make you

LAMB, WILLIAM, VISCOUN

I don't know Ma'am, why
none of the Pagets can re

LANGEVIN, PAUL

In the future, humane and
a complementary factor of
of teaching will consist in

LAW, WILLIAM

No education can be a true
trains them up in humble
exact modesty of dress.

LEE, ROBERT E.

The education of a man is .

LEIBNITZ, GOTTFRIED WILHELM VON

I have hope that society may be reformed, when I see how much education may be reformed.

LEO XIII, POPE (GIACCHINO PECCI)

In educating the young it is not sufficient that religious instruction be given to them at fixed times, it is necessary also that every other subject that is taught to them be permeated with Christian piety. If this is wanting, little good can be expected from any kind of learning.

LICHTENBERG, GEORGE CRISTOPH

Education is a kind of begetting.

LINCOLN, ABRAHAM

Upon the subject of education . . . I can only say that I view it as the most important subject which we, as a people, can be engaged in.

I desire to see the time when education and by its means, morality, sobriety, enterprise and industry, shall become much more general than at the present.

LINDSAY, SAMUEL M.

Liberty can never flourish in any nation where there is no popular education.

LIPPMAN, WALTER

There is nothing very convincing or inspiring in loving our 'liberty' to enjoy consumer goods so much that we cannot afford to educate our children.

LOCKE, JOHN

The attainment of a sound mind in a sound body is the end of education.

Education begins the gentleman; but reading, good company and reflection must finish him.

In education most time is to be bestowed on that which is of the greatest consequence in the ordinary course and occurrences of that life the young man is designed for.

Education

LOWELL, ABBOTT L
Education is not knowledge use information rather

LOWELL, JAMES RUSSELL
To educate the intellect and wants.

But it was in making sense compulsory on America was practical

LUTHER, MARTIN
The object of education state and church.

MACIVER, R. M.
When you educate a man educate a woman you educate a nation

MADISON, JAMES
. . . A satisfactory plan desideratum in our republic

MANABAN, MAUD
Education is the battle this battlefield, not action

MANN, HORACE
Finally, education alone at once, best in quality Education is our only deluge.

Education must bring the As the children now are, . . . In our country and name of statesman who dication of the people in a Education is a capital t man.

and direct the processes of
maturity periods of childhood

of the word, may comprehend
youth for the sequel of our

able to do what you've never

ful of education, but scarcely

id good and the medicine free

it to future generations.

His subject had no beginning,
never was such a journey through
Sahara of intellect. The very

never dies.

in the mind latent powers and de-
velops one may apply these powers
occupation, but to success in the
g.

PHENIX, PHILIP H.

The most fundamental element in education is change. This is im-
plicit in its very definition. All learning requires change. Educa-
tion as a 'process' must 'proceed' or move ahead. Stagnation is
therefore directly and fundamentally opposed to education. It is the
basic evil for education.

Education may be regarded as a process of developing cultural com-
petence in persons.

The content of educational learning is culture, and education is the
main means for the preservation and transmission of culture.

PHILLIPS, WENDELL

The essence of education is that it is a change affected in the or-
ganism to satisfy the desires of the operator.

Education is the only interest worthy of the deep, controlling anxiety
of the thoughtful man.

The best education in the world is got by struggling to get a living.

PILLSBURY, W. H.

The businessman is coming to realize that education is to business
what fertilizer is to farming.

PIUS XI, POPE

There can be no true education which is not wholly directed to man's
last end.

EDUCATION is necessarily a social and not a merely individual
work . . . and . . . is concerned with man as a whole, individually
and socially.

The true Christian, product of Christian education, is supernatural
man who thinks judges and sets constantly and consistently in ac-
cordance with right reason illumined by the supernatural light as the
example and teaching of Christ.

PLATO

The direction in which education starts a man will determine his
future life.

By education I mean that training in excellence from youth upward
which makes a man passionately desire to be a perfect citizen and

Quotations on Education

they can grow intellectual by their own individual tremendous creative content in life, because we

education of youth, content gives a delicate turn to

the ideal prize man.

that their kind of education in life in the twentieth century school in a modern industrial

society differs quite essentially, we think in terms of the one seeks to develop independence; in the other, obedient subaltern rulers issue.

ults guide the child toward independence by educating, or bringing

being a multitude, to be made of education, as has been said by a philosopher who intends to influence that this will make the city regulate society by such measures of by manners and culture and

For since every household is part of a state, and these relationships are part of the household, and the excellence of the part must have regard to that of the whole, it is necessary that the education both of the children and of the women should be carried on with a regard to the form of the constitution, if it makes any difference as regards the goodness of the state for the children and the women to be good.

Now each man judges well the things he knows, and of these he is a good judge. And so the man who has been educated in a subject is a good judge of that subject, and the man who has received an all-round education is a good judge in general.

ROGERS, WILL

There is nothing so stupid as the educated man, if you get off the subject he was educated in.

Nothing will kill the movies except education.

ROOSEVELT, THEODORE

Education must light the path for social change. The social and economic problems confronting us are growing in complexity. The more complex and difficult these problems become, the more essential it is to provide broad and complete education; that kind of education that will equip us as a nation to decide these problems for the best interest of all concerned. Our ultimate security, to a large extent, is based upon the individual's character, information, and attitude—and the responsibility rests squarely upon those who direct education in America.

The educated scamp is a scamp still and all the more dangerous to the community.

ROSENBERG, ALFRED

For decades education in Germany has been looked on merely as a means of increasing knowledge. Instead of this, National Socialism has decreed education to be the strengthening of character.

ROSENKRANS, KARL

... The nature of education is determined by the nature of mind that it can develop what is in itself only by its own activity . . . Education is the influencing of man by man, and it has for its end to lead him to actualize himself through his own efforts . . . Man, therefore,

ople rest the preservation

is contained in the large
disciplined; the passions
ives are to be inspired; a
d, and pure morality incul-
comprised in education.

he foundations of learning.
seems little resemblance

terature sustained religion,
ntary education for all the

race between education and

it develops thought, unless
itual principle of mind, and

f the utilization of knowledge
self.

e is absolute, the race which
loomed. Not all your heroism,
wit, not all your victories on
r of fate. Today we maintain
e moved forward yet one more
the judgment which will then

for education, and that is life

seless; it is, above all things,

The whole problem of education is controlled by lack of time. If Methuselah was not educated, it was his own fault or that of his teachers.

WILDE, OSCAR FINGAL O'FLAHERTIE WILLS

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

Society produces rogues, and education makes one rogue cleverer than another.

WILLIAMS, F. EARL

Education is not something done to but something done BY an individual which is actually self-educational.

WILSON, ROBERT E.

A nation of free men cannot survive without education. A nation of slaves cannot survive with it—provided we define education in its true sense to include not only technical competence but the ability to evaluate and make sound judgments. Free men pursue truth; the enslaved are forced to fly from it, for the dictator knows that if man's mind is free, he will tear off his chains.

WILSON, WOODROW

Education is a thing of infinite usury. Money devoted to it yields a singular increase to which there is no calculable end, an increase of knowledge, and therefore of intelligence and efficiency.

Popular education is necessary for the preservation of those conditions of freedom, political and social, which are indispensable to free individual development . . . the action of society is necessary as a whole . . . and popular education is indispensable to that equalization of the conditions of personal development.

Without popular education no government which rests on popular action can long endure.

WINTHROP, ROBERT CHARLES

Slavery is but half abolished, emancipation is but half completed, while millions of free men with votes in their hands are left without education.

ANONYMOUS

Better untaught than ill taught.

Hear instruction and be wise and refuse it not.

He that refuses instruction despises his own soul.

If you love instruction you will be well educated.

Teaching a child is, like medicine an, *ars coniecturalis*, an art in which you have, finally, to make guesses.

Practice is the best of all instructors.

If we would teach by the light of reason, we must let our mind be bold.

Understanding should precede teaching.

The secret of teaching is to appear to have known all your life what you learned this afternoon.

A teacher has to be a prophet who can look into the future and see the world of tomorrow into which the children of today must fit.

He that teaches himself has a fool for a master.

A good teacher has three rules of teaching: He talks realistically, he convinces students that he is genuinely interested in them and he makes it clear that he'll break their blooming necks if they don't work.

Those who can do; those who can't teach; and those who can't do anything at all, teach the teachers.

A good teacher is one who, when she calls upon herself, finds somebody home.

A teacher who is able to direct the hidden springs of energy into a constructive path on the part of his students, who is able without distortion or drama to give a fuller life to the people he is guiding, is indeed a great man.

All great teachers have been great because of their moral leadership of the people.

Good teachers cost more, but poor teachers cost most.

There is no way to judge the worth of a teacher except in the lives of those he has taught.

Nothing is really
encounter.

Every good school

An educator is
educator lights up

Who'er excels in
Appears a hero in

Each girl, when
Will have the tea

A teacher is better
In every stage we

Every true man
comes an example

Educators of you
which lie very close

No educational system

If a teacher is
who teaches thought
ficially; for an

If a teacher is
as falling rain.
like dew.

The teachers are

An impatient man

A teacher is like
discharging energy
stall running down

The way to teaching
tant, but how you

The best teaching

Those who teach

A teacher should
than he teaches

Nothing is really impossible, teacher, except some of the pupils you encounter.

Every good scholar is not a good schoolmaster.

An educator is not one who lectures and gives examinations. An educator lights up dark places.

Who'er excels in what we prize,
Appears a hero in our eyes;
Each girl, when pleased with what is taught,
Will have the teacher in her thought.

A teacher is better than two books.
In every stage we have our duty to do.

Every true man is a teacher; for by living and doing well, he becomes an example and encouragement to others.

Educators of youth are exposed to certain professional dangers, which lie very close to professional excellences of character.

No educational system can be better than its teachers.

If a teacher is to be appointed, preference should be given to him who teaches thoroughly, not to him who teaches much material superficially; for an error once learned is difficult to unlearn.

If a teacher is incompetent, his words seem to the pupils as harsh as falling rain. If he is competent, his teaching is distilled gently like dew.

The teachers are the guardians of the state.

An impatient man cannot teach.

A teacher is like the storage battery in an automobile—constantly discharging energy. Therefore, he needs frequent recharging to forestall running dry. This is where educational leadership comes in.

The way to teach is important, and what you teach is more important, but how you live is most important.

The best teacher follows his own instruction.

Those who teach must be teachable.

A teacher should know more than he teaches, and if he knows more than he teaches, he will teach more than he knows.

APOCRYPHA

Consider that I laboured not for myself only, but for all them that seek learning.

ARISTOTLE

Those who educate children well, are more to be honoured than those who produce them; for these only gave them life, those the art of living well.

The one exclusive sign of a thorough knowledge is the power of teaching.

All instruction given or received by way of argument proceeds from pre-existent knowledge.

ARMSTRONG, WILLIAM

The teacher can light the lantern and put it in your hand, but you must walk into the dark.

ASCHAM, ROGER

It is a pity that, commonly, more care is had—yea, and that among very wise men—to find out rather a cunning man for their horse than a cunning man for their children.

AUGUSTINE, ST.

It is the duty of good education to arrive at wisdom by means of a definite order.

AUSTEN, JANE

We all love to instruct, though we can teach only what is worth knowing.

AVEBURY, LORD – SIR JOHN LUBBOCK

The world would be better and brighter if our teachers would dwell on the Duty of Happiness as well as on the Happiness of Duty, for we ought to be cheerful as we can, if only because to be happy ourselves is a most effectual contribution to the happiness of others.

AYRES, EUGENE

If it is possible to teach genius instead of merely hoping it will come along, the future will belong to the society which first discovers how.

For my part, I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew.

BUTLER, JANE C.

Teachers come in assorted sizes, weights, and colors. They have various interests, hobbies, religions, and beliefs, but they share one creed: to help each child to reach the highest possible degree of personal development.

BYRON, LORD GEORGE GORDON

Oh ye! who teach th' ingenious youth of nations—Holland, France, England, Germany, or Spain—I pray ye flog them upon all occasions; It mends their morals; never mind the pain.

CANBY, HENRY SEIDEL

Arrogance, pedantry, and dogmatism are the occupational diseases of those who spend their lives directing the intellects of the young.

CARDOZO, BENJAMIN N.

By practice and tradition, the members of the faculty are ministers, and not servants, in the conduct of the class room. They have the independence appropriate to a company of scholars.

CARLSON, RUTH KEARNEY

Part of the artistic process of teaching is the forming power, the power to form creative individuals striving to understand relations between themselves and others so they can face the future with a spirit of challenge and certainty.

CARLYLE, THOMAS

How shall he give kindling in whose own inward man there is no live coal, but all is burnt out to a dead grammatical cinder?

He is wise who can instruct us and assist us in the business of daily virtuous living.

It were better to perish than to continue schoolmastering.

CARROLL, LEWIS (CHARLES LUTWIDGE DODGSON)

That's the reason they're called lessons, the Gryphon remarked; because they lessen from day to day.

CASE, JAMES

The original, the best every classroom is the learning that is nearly probably no one ever

CHAMBERLAIN, JOSHUA

You cannot teach old

CHANNING, WILLIAM

It is a greater work of the word, than to

CHAUCER, GEOFFREY

And gladly would he

CHESTERFIELD, PHILIP

Without attention, in being, it is but time

Laziness of mind can as incapacity; for, who will not, and only, that the form

CHESTERTON, GILBERT

A teacher who is not ing.

To train a citizen should give a man judge material and

CHRYSOSTOM, ST.

What greater work habits of the young

CHURCHILL, SIR

Personally I am being taught.

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CASE, JAMES

The original, the basic, the indispensable audio-visual device for every classroom is the teacher. No one has yet developed an aid to learning that is nearly as flexible, as dependable, as versatile—and probably no one ever will.

CHAMBERLAIN, JOSHUA LAWRENCE

You cannot teach old dogs new tricks.

CHANNING, WILLIAM ELLERY

It is a greater work to educate a child, in the true and larger sense of the word, than to rule a state.

CHAUCER, GEOFFREY

And gladly would he lerne, and gladly teche.

CHESTERFIELD, PHILIP DORMER STANHOPE, EARL OF

Without attention, it is impossible to remember, and without remembering, it is but time and labour lost to learn.

Laziness of mind or inattention, are as great enemies of knowledge, as incapacity; for, in truth, what difference is there between a man who will not, and a man who cannot be informed? The difference only, that the former is justly to be blamed, the latter to be pitied.

CHESTERTON, GILBERT KEITH

A teacher who is not dogmatic is simply a teacher who is not teaching.

To train a citizen is to train a critic. The whole point is that it should give a man abstract and eternal standards, by which he can judge material and fugitive conditions.

CHRYSOSTOM, ST. JOHN

What greater work is there than training the mind and forming the habits of the young?

CHURCHILL, SIR WINSTON LEONARD SPENCER

Personally I am always ready to learn, although I do not always like being taught.

FRANKLIN, BENJAMIN

Learn of the skillful: he that teaches himself hath a fool for a master.

That others of the lesser sort might be trained as teachers.

The things which hurt, instruct.

Experience teaches slowly, and at the cost of mistakes.

FREEMAN, DOUGLAS SOUTHALL

The teacher, like the poet, must be born, and then again; for the spirit must quicken the spirit, and life inspire life, before knowledge can grow to wisdom; and wisdom, set on fire with love, and life the world to Him who is "the truth and the life."

FROEBEL, FRIEDRICH W.

All the child is ever to be and become, lies in the child, and can be attained only through development from within outward. The purpose of teaching and instruction is to bring ever more out of man rather than to put more and more into man.

FROUDE, JAMES ANTHONY

Instruction does not prevent waste of time or mistakes; and mistakes themselves are often the best teachers of all.

FULLAM, REVEREND RAYMOND, S. J.

Good teachers make good schools.

Teachers are guides to perfection and pilots of civilization.

Sound intellectual development discourages intellectual pride and inculcates discipline, industry, and understanding.

Though pedagogical methods may vary, the aim of youth formation will always be the same.

The joy of knowledge finds its complement in the joy of teaching.

Formation of youth is the art of arts.

FULLER, THOMAS

Teaching of others teacheth the teacher.

A good schoolmaster minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him.

SHAW, GEORGE BERNARD

To say that those who can, do, and that those who can't, teach, is far from fair.

I am not a teacher: only a fellow traveller of whom you asked the way. I pointed ahead—ahead of myself as well as of you.

SHERMAN, STUART PRATT

Nine-tenths of our university teachers are more competent to disseminate the literature of England than the literature of America.

SHOCKLEY, MARTIN STAPLES

I recognize three types of teaching: first, forced feeding, or "I know you hate it, but you've got to learn it"; second, spoon-feeding, or "Just remember what I tell you"; third, invitation to learning, or "This is fun, let's share it." I believe that the most valuable and lasting results come from the third method.

SIGOURNEY, LYDIA HUNTLEY

Teachers should be held in highest honor.

SMITH, SYDNEY

One of the best methods of rendering study agreeable is to live with able men, and to suffer all those pangs of inferiority which the want of knowledge always inflicts.

SOPHOCLES

Old age and the wear of time teach many things.

SPALDING, JOHN L.

To educate one must be educated; and to educate children one must have a luminous mind and a brave and cheerful heart.

STEFFENS, LINCOLN

My parents did not bring me up. They sent me to school, they gave me teachers of music, drawing; they offered me every opportunity in their reach.

STEINMETZ, PAULINE SMITH

Children who are given ready-made judgments never form convictions.

The children urged on by hope will go far.

We must ever be rising to be better teachers.

It is pleasanter for a teacher to let it struggle and stand and direct.

... we must live by principles.

The more wealth of knowledge the more hold will they have.

We teach by what we know.

STILES, LINDLEY J.

The world seldom notices the teacher on what they do.

Existing intelligence is not what they give high scores on; it is what they measure generative power.

SUTHERLAND, GEORGE

Experience is of great value; science also is a corrective.

SWIFT, JONATHAN

Those of better fortune are content with little instruction.

SYRUS, PUBLILIUS

Practice is the best teacher.

TALMUD

If there are more teachers, there is more instruction, and the children in a class are better.

An error in teaching is a great loss.

Teach thy tongue to be silent.

If you do not bend it when it is young, it will be straight when it is old.

110 DRINK, DRINKING AND DRINKERS

Drunkenness is nothing but voluntary madness.

Seneca

We frequently hear of people dying from too much drinking. That this happens is a matter of record. But the blame almost always is placed on whisky. Why this should be I never could understand. You can die from drinking too much of anything — coffee, water, milk, soft drinks and all such stuff as that. And so long as the presence of death lurks with anyone who goes through the simple act of swallowing, I will make mine whisky.

W. C. Fields

There are more old drunkards than old physicians.

Rabelais

He is . . . like many other geniuses, a greater friend to the bottle, than the bottle is to him.

William Lyon Mackenzie

Boys should abstain from all use of wine until their eighteenth year, for it is wrong to add fire to fire.

Plato

Woe unto them that rise up early in the morning, that they may follow strong drink; that continue until night, till wine inflame them.

Isaiah 5:11

I always keep a supply of stimulant handy in case I see a snake — which I also keep handy.

W. C. Fields

We had gone out there to pass the beautiful day of high summer like true Irishmen — locked in the dark Snug of a public house.

Brendan Behan

The whole world is about three drinks behind.

Humphrey Bogart

Education

Education should be gentle and stern, not cold and lax.

Joseph Joubert

The schools ain't what they used to be and never was.

Will Rogers

Educate a man and you educate an individual — educate a woman and you educate a family.

Agnes Cripps

The things taught in schools are not an education but the means of an education.

Ralph Waldo Emerson

The university is the last remaining platform for national dissent.

Leon Eisenberg

EDUCATION 111

The freshmen bring a little knowledge in and the seniors take none out, so it accumulates through the years.

A.L. Lowell, President of Harvard

Surely the shortest commencement address in history — and for me one of the most memorable — was that of Dr. Harold E. Hyde, President of New Hampshire's Plymouth State College. He reduced his message to the graduating class to these three ideals: 'Know yourself — Socrates. Control yourself — Cicero; Give yourself — Christ.'

Walter T. Tatara

There is that indescribable freshness and unconsciousness about an illiterate person that humbles and mocks the power of the noblest expressive genius.

Walt Whitman

Intelligence appears to be the thing that enables a man to get along without education. Education appears to be the thing that enables a man to get along without the use of his intelligence.

A.E. Wiggan

Most men of education are more superstitious than they admit — nay, than they think.

G.C. Lichtenberg

A university is what a college becomes when the faculty loses interest in students.

John Ciardi

Education is indoctrination, if you're white — subjugation if you're black.

James Baldwin

The investigation of the meaning of words is the beginning of education.

Antisthenes

Learning to learn is to know how to navigate in a forest of facts, ideas and theories, a proliferation of constantly changing items of knowledge. Learning to learn is to know what to ignore but at the same time not rejecting innovation and research.

Raymond Queneau

By learning you will teach; by teaching you will learn.

Latin proverb

A good education should leave much to be desired.

Alan Gregg

'Whom are you?' he asked, for he had been to night school.

George Ade

Education with inert ideas is not only useless; it is above all things harmful.

Alfred North Whitehead

Schoolmasters and parents exist to be grown out of.

John Wolfenden

★ A child educated only at school is an uneducated child.

George Santayana

No one can become really educated without having pursued some study in which he took no interest. For it is part of education to interest ourselves in subjects for which we have no aptitude.

T.S. Eliot

It is in fact a part of the function of education to help us to escape, not from our own time — for we are bound by that — but from the intellectual and emotional limitations of our time.

T.S. Eliot

Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts.

Henry Adams

★ You can lead a man up to the university, but you can't make him think.

Finley Peter Dunne

★ It is a greater work to educate a child, in the true and larger sense of the word, than to rule a state.

William Ellery Channing

There is less flogging in our great schools than formerly, but then less is learned there; so that what the boys get at one end they lose at the other.

Samuel Johnson

Education is not the filling of a pail, but the lighting of a fire.

William Butler Yeats

★ If you think education is expensive — try ignorance.

Derek Bok

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned, and however early a man's training begins, it is probably the last lesson that he learns thoroughly.

Thomas Huxley

Some men are graduated from college cum laude, some are graduated summa cum laude, and some are graduated mirabile dictu.

William Howard Taft

Education is the ability to listen to almost anything without losing your temper or your self-confidence.

Robert Frost

We must reject that most dismal and fatuous notion that education is a preparation for life.

Northrop Frye

It is of interest to note that while some dolphins are reported to have learned English — up to fifty words used in correct context — no human being has been reported to have learned dolphinese.

Carl Sagan

And if the student finds that this is not to his taste, well, that is regrettable. Most regrettable. His taste should not be consulted; it is being formed.

Flannery O'Connor

Education, n: that which discloses to the wise and disguises from the foolish their lack of understanding.

Ambrose Bierce

The Romans would never have had time to conquer the world if they had been obliged to learn Latin first of all.

Heinrich Heine

John Milton called his school, Christ College, 'a stony-hearted step-mother.'

The ultimate goal of the educational system is to shift to the individual the burden of pursuing his education.

John W. Gardner

To make your children capable of honesty is the beginning of education.

John Ruskin

The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical.

Alfred North Whitehead

Creative minds have always been known to survive any kind of bad training.

Anna Freud

Fathers send their sons to college either because they went to college, or because they didn't.

L.L. Hendren

Education today, more than ever before, must see clearly the dual objectives: education for living and educating for making a living.

James Mason Wood

The test and the use of man's education is that he finds pleasure in the exercise of his mind.

Jacques Barzun

The Jews have always been students, and their greatest study is themselves.

Albert Goldman

The most effective kind of education is that a child should play amongst lovely things.

Plato

Whenever I'm asked what college I attended, I'm tempted to reply, 'Thorn-ton Wilder.'
Garson Kanin

Let the schools teach the nobility of labour and the beauty of human ser-vice: but the superstitions of ages past? Never!
Peter Cooper

Education is what survives when what has been learnt has been forgotten.
B.F. Skinner

★ If a man empties his purse into his head, no one can take it from him.
Benjamin Franklin

I find the three major administrative problems on a campus are sex for the students, athletics for the alumni and parking for the faculty.
Clark Kerr, President, University of California

Thus education forms the common mind;
 Just as the twig is bent, the tree's inclined.
Alexander Pope

All learning has an emotional base.
Plato

★ Whatever is good to know is difficult to learn.
Greek proverb

Enemies

A wise man gets more use from his enemies than a fool from his friends.
Baltasar Gracián

He hasn't an enemy in the world, and none of his friends like him.
Oscar Wilde, of Bernard Shaw

Don't think there are no crocodiles because the water is calm.
Malayan proverb

The enemies of the future are always the very nicest people.
Christopher Morley

A man cannot be too careful in the choice of his enemies. *Oscar Wilde*

You can discover what your enemy fears most by observing the means he uses to frighten you.
Eric Hoffer

There is no man so friendless but what he can find a friend sincere enough to tell him disagreeable truths.
Edward Bulwer-Lytton

Enemies could become the best companions. Companionship is based on a common interest, and the greater the interest the closer the companionship. What makes enemies of people, if not the eagerness, the passion for the same thing?
Bernard Berenson

Whoever has his foe at his mercy, and does not kill him, is his own enemy.
Sa'di

The little foxes that spoil the vines. *Song of Solomon 2:15*

We have met the enemy, and he is us. *Walt Kelly*

The Lacedemonians do not inquire how many the enemy are, but where they are. *Agis*

The space in a needle's eye is sufficient for two friends, but the whole world is scarcely big enough to hold two enemies. *Solomon ibn Gabirol*

Whoso sheddeth man's blood, by man shall his blood be shed.
Genesis 9:6

If we could read the secret history of our enemies, we should find in each man's life, sorrow and suffering enough to disarm all hostility.
Henry Wadsworth Longfellow

Those who hate you don't win unless you hate them — and then you destroy yourself.
Richard Nixon

There's nothing like the sight of an old enemy down on his luck.
Euripides

The enemy of my enemy is my friend. *Arabic proverb*

England and the English

Though I love my country, I do not love my countrymen. *Lord Byron*

England has forty-two religions and only two sauces. *Voltaire*

The art of taxation consists in so plucking the goose as to get the most feathers with the least hissing.
Jean Baptiste Colbert

The point to remember is that what the government gives it must first take away.
John S. Coleman

Next to being shot at and missed, nothing is quite as satisfying as an income tax refund.
F. J. Raymond

The income tax has made more liars out of the American people than golf has. Even when you make a tax form out on the level, you don't know when it's through, if you are a crook or a martyr.
Will Rogers

Governments last as long as the under-taxed can defend themselves against the over-taxed.
Bernard Berenson

There went out a decree from Caesar Augustus that all the world should be taxed . . . And all went to be taxed, everyone into his own city.
Luke 2:1,3

The promises of yesterday are the taxes of today.
William Lyon Mackenzie King

Teachers and Teaching

A teacher affects eternity; he can never tell where his influence stops.
Henry Adams

It would be a great advantage to some schoolmasters if they would steal two hours a day from their pupils, and give their own minds the benefit of the robbery.
J. F. Boyse

Thoroughly to teach another is the best way to learn for yourself.
Tryon Edwards

If the student fails to learn the teacher fails to teach.
Anon.

The authority of those who profess to teach is often a positive hindrance to those who desire to learn.
Cicero

Teaching is not a lost art, but the regard for it is a lost tradition.
Jacques Barzun

To teach is to learn twice.
Joseph Joubert

A high-school teacher, after all, is a person deputized by the rest of us to explain to the young what sort of world they are living in, and to defend, if possible, the part their elders are playing in it.
Emile Capouya

He who can does. He who can't, teaches.
George Bernard Shaw

Nothing that is worth knowing can be taught.
Oscar Wilde

I hear and I forget. I see and I remember. I do and I understand.
Chinese proverb

The secret of teaching is to appear to have known all your life what you learned this afternoon.
Anon.

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.
Kahlil Gibran

The first duty of a lecturer — to hand you after an hour's discourse a nugget of pure truth to wrap up between the pages of your notebooks and keep on the mantelpiece for ever.
Virginia Woolf

Television

Television? The word is half Latin and half Greek. No good can come of it.
C. P. Scott

Television is the literature of the illiterate, the culture of the low-brow, the wealth of the poor, the privilege of the underprivileged, the exclusive club of the excluded masses.
Lee Loevinger

I can get a better grasp of what is going on in the world from one good Washington dinner party than from all the background information NBC piles on my desk.
Barbara Walters

Television has proved that people will look at anything rather than each other.
Ann Landers

Television is a gold goose that lays scrambled eggs; and it is futile and probably fatal to beat it for not laying caviar.
Lee Loevinger

73. ECONOMICS

39 Intractable problems are usually not intractable because there are no solutions, but because there are no solutions without severe side effects. . . . It is only when we demand a solution with no costs that there are no solutions.

LESTER C. THURLOW, *The Zero-Sum Society*, 1980.

40 It is not competition but monopoly that deprives labor of its product.

BENJAMIN R. TUCKER, *Why I Am an Anarchist*, 1892.

74. EDUCATION

See also BOOKS; EXPERIENCE; KNOWLEDGE; LANGUAGE

1 Education is what you have left over after you have forgotten everything you have learned.

Anonymous.

2 It is an axiom in political science that unless a people are educated and enlightened it is idle to expect the continuance of civil liberty or the capacity for self-government.

Texas Declaration of Independence, March 2, 1836.

3 The free school is the promoter of that intelligence which is to preserve us as a free nation; therefore, the state or nation, or both combined, should support free institutions of learning sufficient to afford to every child growing up in the land the opportunity of a good common school education.

Plank of the Republican Party national platform, 1888.

4 We are opposed to state interference with parental rights and rights of conscience in the education of children as an infringement of the fundamental Democratic doctrine that the largest individual liberty consistent with the rights of others insures the highest type of American citizenship and the best government.

204

Plank of the Democratic Party national platform, 1892.

5 Hit's a lot worse to be soul-hungry than to be body-hungry.

A woman from Kentucky, asking that her granddaughter be admitted to Berea College high school, c.1900, quoted in Alfred Stefferud, *The Wonderful World of Books*, 1953.

6 A teacher affects eternity; he can never tell where his influence stops. ★

HENRY ADAMS, *The Education of Henry Adams*, 1907.

7 To furnish the means of acquiring knowledge is . . . the greatest benefit that can be conferred upon mankind. ★

JOHN QUINCY ADAMS, in a report on the founding of the Smithsonian Institution, c.1846.

8 The true teacher defends his pupils against his own personal influence.

A. BRONSON ALCOTT, "Orphic Sayings," published in *The Dial*, 1840-1841.

9 Observation more than books, experience rather than persons, are the prime educators.

A. BRONSON ALCOTT, *Table Talk*, 1877.

10 The ignorant classes are the dangerous classes. Ignorance is the womb of monsters.

HENRY WARD BEECHER, *Proverbs from Plymouth Pulpit*, 1870.

11 Education, *n.* That which discloses to the wise and disguises from the foolish their lack of understanding.

AMBROSE BIERCE, *The Devil's Dictionary*, 1906.

12 Erudition, *n.* Dust shaken out of a book into an empty skull.

Ibid.

13 Learning, *n.* The kind of ignorance distinguishing the studious.

Ibid.

14 Lecturer, *n.* One with his hand in your pocket, his tongue in your ear and his faith in your patience.

Ibid.

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15 The trouble know but that t

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16 Equalizing higher education the intellectual i lates the fundar spect for the dif

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17 The parents paid by their mo in God and senc cal, or infidels, c

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18 We may say average America the average vote it be compared w of the American spirit implies, wi nization assume. observation, how the schools . . . a which the Ameri up.

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19 Education ou but the educated property-holding property does m cation does to r educated man a mind go some v knowledge. He i authority of lead America, he is g between a great i a gain than a lo

Ibid.

20 For the educa to scorn affiliatic

15 The trouble with people is not that they don't know but that they know so much that ain't so.

JOSH BILLINGS, in *Josh Billings' Encyclopedia of Wit and Wisdom*, 1874.

16 Equalizing opportunity through universal higher education subjects the whole population to the intellectual mode natural only to a few. It violates the fundamental egalitarian principle of respect for the differences between people.

CAROLINE BIRD, *The Case Against College*, 1975.

17 The parents have a right to say that no teacher paid by their money shall rob their children of faith in God and send them back to their homes skeptical, or infidels, or agnostics, or atheists.

WILLIAM JENNINGS BRYAN, testifying at the Scopes trial, Dayton, Tennessee, July 16, 1925.

18 We may say that if the political education of the average American voter be compared with that of the average voter in Europe, it stands high; but if it be compared with the functions which the theory of the American government lays on him, which its spirit implies, which the methods of its party organization assume, its inadequacy is manifest. This observation, however, is not so much a reproach to the schools . . . as a tribute to the height of the ideal which the American conception of popular rule sets up.

JAMES BRYCE, *The American Commonwealth*, 1888.

19 Education ought, no doubt, to enlighten a man; but the educated classes, speaking generally, are the property-holding classes, and the possession of property does more to make a man timid than education does to make him hopeful. . . . In the less-educated man a certain simplicity and openness of mind go some way to compensate for the lack of knowledge. He is more apt to be influenced by the authority of leaders; but as, at least in England and America, he is generally shrewd enough to discern between a great man and a demagogue, this is more a gain than a loss.

Ibid.

20 For the educator, complacent in his ivory tower, to scorn affiliation with a cause he considers to be

noble, to refuse to attempt to win disciples from the ranks of students he is in a position to influence, is unmistakably to forswear a democratic responsibility, and to earn for himself the contemptible title of dilettante and solipsist.

WILLIAM F. BUCKLEY, JR., *God and Man at Yale*, 1951.

21 An expert is one who knows more and more about less and less.

Attributed to Nicholas Murray Butler.

22 It is with a kind of joy that I attack Harvard College, knowing that Harvard supplies the light and liberalism—hardly elsewhere to be seen in America—by which I am permitted to proceed. I should grieve to have this freedom extinguished, as it would be if the alumni were forbidden to take a critical interest in the institution.

JOHN JAY CHAPMAN, in a letter to *Science* magazine, November 1, 1909.

23 A university studies politics, but it will not advocate fascism or communism. A university studies military tactics, but it will not promote war. A university studies peace, but it will not organize crusades of pacifism. It will study every question that affects human welfare, but it will not carry a banner in a crusade for anything except freedom of learning.

LOTUS DELAT COFFMAN, in the *Journal of the American Association of University Women*, January, 1936.

24 He who enters a university walks on hallowed ground.

JAMES BRYANT CONANT, "Notes on the Harvard Tercentenary," 1936.

25 What is the purpose of a college or university? It is to educate and train, to prepare its student body for the great tasks of life. . . . The last thing in the world a college or university should be concerned with is being number one in football or basketball if the price one pays for that is the corruption of character and the undermining of true student morale on campus.

HOWARD COSELL, *Like It Is*, 1974.

74. EDUCATION

26 I learned three important things in college—to use a library, to memorize quickly and visually, to drop asleep at any time given a horizontal surface and fifteen minutes. What I could not learn was to think creatively on schedule.

AGNES DE MILLE, *Dance to the Piper*, 1952.

27 Education is not preparation for life; education is life itself.

Attributed to John Dewey.

28 The twig is so easily bended

I have banished the rule and the rod:
I have taught them the goodness of
knowledge,

They have taught me the goodness of
God:

My heart is the dungeon of darkness,
Where I shut them for breaking the rule;
My frown is sufficient correction;
My love is the law of the school.

CHARLES MONROE DICKINSON, "The Children,"
in *The Children and Other Verses*, 1889.

29 "D' ye think th' colledges has much to do with th' progress iv th' wurruld?" asked Mr. Hennessy. "D' ye think," said Mr. Dooley, "'tis th' mill that makes th' wather run!"

FINLEY PETER DUNNE, *Mr. Dooley's Opinions*, 1900.

30 Parents have become so convinced that educators know what is best for children that they forget that they themselves are really the experts.

MARIAN WRIGHT EDELMAN, quoted in Margie Casady, "Society's Pushed-Out Children," *Psychology Today*, June, 1975.

31 It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

Attributed to Albert Einstein.

32 Enter to grow in wisdom.

Depart to serve better thy country and
mankind.

CHARLES WILLIAM ELIOT, lines inscribed on the
1890 Gate to Harvard Yard.

33 The office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances.

RALPH WALDO EMERSON, *The American Scholar*, 1837.

34 There is no teaching until the pupil is brought into the same state or principle in which you are: a transfusion takes place; he is you, and you are he; there is a teaching; and by no unfriendly chance or bad company can he ever quite lose the benefit.

RALPH WALDO EMERSON, "Spiritual Laws,"
Essays, First Series, 1841.

35 Why drag this dead weight of a Sunday-school over the whole Christendom? It is natural and beautiful that childhood should inquire, and maturity should teach; but it is time enough to answer questions when they are asked.

Ibid.

36 We are students of words: we are shut up in schools, and colleges, and recitation-rooms, for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing.

RALPH WALDO EMERSON, "The New England Reformers," *Essays*, Second Series, 1844.

37 The intelligent have a right over the ignorant; namely, the right of instructing them.

RALPH WALDO EMERSON, *Representative Men*, 1850.

38 One of the benefits of a college education is to show the boy its little avail.

RALPH WALDO EMERSON, "Culture," *The Conduct of Life*, 1860.

39 The idea of a girl's education is whatever qualifies her for going to Europe.

RALPH WALDO EMERSON, a statement attributed to "an eminent teacher of girls," in *The Conduct of Life*, 1860.

40 If the pupil be of a texture to bear it, the best university that can be recommended to a man of ideas is the gauntlet of the mob.

RALPH WALDO EMERSON, *Society and Solitude*, 1870.

206

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41 Every scholar is su
he.

Ibid.

42 If this boy passes
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to his education.

EDWARD EVERETT
responding to prot
student, 1848.

43 Nations have rece
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44 We call our schools
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ROBERT FROST, in
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45 Next in importanc
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JAMES A. GARFIELD
Republican nominat
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48 Knowledge and timb
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ociety and Solitude,

41 Every scholar is surrounded by wiser men than
he.

Ibid.

42 If this boy passes the examinations he will be
admitted; and if the white students choose to with-
draw, all the income of the college will be devoted
to his education.

EDWARD EVERETT, president of Harvard,
responding to protest against admission of a black
student, 1848.

43 Nations have recently been led to borrow bil-
lions for war; no nation has ever borrowed largely
for education. Probably no nation is rich enough to
pay for both war and civilization. We must make
our choice; we cannot have both.

ABRAHAM FLEXNER, *Universities*, 1930.

44 We call our schools free because we are not free
to stay away from them until we are sixteen years
of age.

ROBERT FROST, in the introduction to his
Collected Poems, 1939.

45 Next in importance to freedom and justice is
popular education, without which neither freedom
nor justice can be permanently maintained.

JAMES A. GARFIELD, in a letter accepting the
Republican nomination for the Presidency, July
12, 1880.

46 Of all horned cattle, the most helpless in a
printing-office is a college graduate.

Attributed to Horace Greeley, c.1860.

47 The right to impart instruction, harmless in it-
self or beneficial to those who receive it, is a sub-
stantial right of property.

JOHN MARSHALL HARLAN, in a Supreme Court
opinion, *Berea College v. Kentucky*, 1908.

48 Knowledge and timber shouldn't be much used
till they are seasoned.

OLIVER WENDELL HOLMES, SR., *The Autocrat of
the Breakfast-Table*, 1858.

49 A man's ignorance is as much his private prop-
erty, and as precious in his own eyes, as his family
Bible.

OLIVER WENDELL HOLMES, SR., in a lecture in
New York City, "The Young Practitioner,"
March 2, 1871.

50 We need education in the obvious more than
investigation of the obscure.

OLIVER WENDELL HOLMES, JR., in a speech in
New York City, February 15, 1913.

51 A college degree does not lessen the length of
your ears: it only conceals it.

ELBERT HUBBARD, *The Roycroft Dictionary and
Book of Epigrams*, 1923.

52 Now, owls are not really wise—they only look
that way. The owl is a sort of college professor.

Ibid.

53 The history of scholarship is a record of dis-
agreements.

CHARLES EVANS HUGHES, in a speech in
Washington, D.C., May 7, 1936.

54 Academic freedom is simply a way of saying
that we get the best results in education and re-
search if we leave their management to people who
know something about them.

ROBERT M. HUTCHINS, *The Higher Learning in
America*, 1936.

55 The policy of the repression of ideas cannot
work and never has worked. The alternative to it
is the long, difficult road of education. To this the
American people have been committed.

ROBERT M. HUTCHINS, testifying before the
Illinois Seditious Activities Investigation
Commission, April 21, 1949.

56 It is one of the paradoxes of our time that mod-
ern society needs to fear . . . only the educated man.

ROBERT H. JACKSON, quoted in William F.
Buckley, *God and Man at Yale*, 1951.

57 Our colleges ought to have lit up in us a lasting
relish for the better kind of man, a loss of appetite
for mediocrities.

WILLIAM JAMES, "The Social Value of the
College-Bred," *Memories and Studies*, 1911.

58 Preach, my dear Sir, a crusade against igno-
rance; establish and improve the law for educating

the common people. Let our countrymen know . . . that the tax which will be paid for this purpose 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.

THOMAS JEFFERSON, in a letter to George Wythe, August 13, 1786.

59 I have never thought a boy should undertake abstruse or difficult sciences, such as mathematics in general, till fifteen years of age at soonest. Before that time, they are best employed in learning the languages, which is merely a matter of memory.

THOMAS JEFFERSON, in a letter to Ralph Izard, July 17, 1788.

60 If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.

THOMAS JEFFERSON, in a letter to Charles Yancey, January 6, 1816.

61 We just must not, we just cannot afford the great waste that comes from the neglect of a single child.

LYNDON B. JOHNSON, in a speech before the National Conference on Education Legislation, March 1, 1965.

62 I find that the three major administrative problems on a campus are sex for the students, athletics for the alumni, and parking for the faculty.

CLARK KERR, in a speech at the inauguration of president Charles E. Odegaard, University of Washington, quoted in *Time* magazine, November 17, 1958.

63 What the vast majority of American children need is to stop being pampered, stop being indulged, stop being chauffeured, stop being catered to. In the final analysis it is not what you do for your children but what you have taught them to do for themselves that will make them successful human beings.

ANN LANDERS, *Ann Landers Says Truth Is Stranger . . .*, 1968.

64 [American students] emerge like luggage after a well planned tour covered with labels but with

very little acquirement within. The Universities are largely the gifts of the very rich, handed back to the middle class.

SHANE LESLIE, *American Wonderland*, 1936.

65 Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we, as a people, can be engaged in.

ABRAHAM LINCOLN, in his first recorded public speech, to the people of Sangamon County, Illinois, March 9, 1832.

66 I desire to see the time when education, and by its means, morality, sobriety, enterprise and industry, shall become much more general than at present.

ABRAHAM LINCOLN, in a letter to the *Sangamon Journal*, 1832.

67 Does a College education pay? Does it pay to feed in pork trimmings at five cents a pound in the hopper and draw out nice, cunning, little "country" sausages at the other end? Does it pay to take a steer that's been running loose on the range and living on cactus and petrified wood till he's just a bunch of barb-wire and sole-leather, and feed him corn till he's just a solid hunk of porterhouse steak and oleo oil?

GEORGE HORACE LORIMER, *Letters from a Self-Made Merchant to His Son*, 1902.

68 It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.

JAMES RUSSELL LOWELL, "New England Two Centuries Ago," *Among My Books*, 1870.

69 The better part of every man's education is that which he gives himself.

JAMES RUSSELL LOWELL, "Abraham Lincoln," *My Study Windows*, 1871.

70 The fundamental theory of liberty upon which governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere

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71 Education al ment which is, a in quantity.

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72 In our countr thy of the honore include the highe ple in all his pla

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74 A highbrow i intelligence.

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76 The most extr good teacher is tha educational method help average teache of good teachers.

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creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.

JAMES CLARK McREYNOLDS, in a Supreme Court decision, *Pierce v. Society of the Sisters*, 1925.

71 Education alone can conduct us to that enjoyment which is, at once, best in quality and infinite in quantity.

HORACE MANN, *Lectures on Education*, 1845.

72 In our country and in our times no man is worthy of the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration.

Ibid.

73 It is boasted sometimes of a schoolmaster that such a brave man had his education under him, but it is never said how many who might have been brave men have been ruined by him.

COTTON MATHER, *Essays To Do Good*, 1710.

74 A highbrow is a person educated beyond his intelligence.

Attributed to Brander Matthews.

75 If one cannot state a matter clearly enough so that even an intelligent twelve-year-old can understand it, one should remain within the cloistered walls of the university and laboratory until one gets a better grasp of one's subject matter.

MARGARET MEAD, quoted in *Redbook* magazine, July, 1963.

76 The most extraordinary thing about a really good teacher is that he or she transcends accepted educational methods. Such methods are designed to help average teachers approximate the performance of good teachers.

MARGARET MEAD, quoted in *Redbook* magazine, September, 1972.

77 If, at my death, my executors, or more properly my creditors, find any precious MSS. in my desk, then here I prospectively ascribe all the honor and the glory to whaling; for a whale ship was my Yale College and my Harvard.

HERMAN MELVILLE, *Moby-Dick*, 1851.

78 The average schoolmaster is and always must be essentially an ass, for how can one imagine an intelligent man engaging in so puerile an avocation?

H.L. MENCKEN, *Prejudices*, Third Series, 1922.

79 In a free world, if it is to remain free, we must maintain, with our lives if need be, but surely by our lives, the opportunity for a man to learn anything. ★

J. ROBERT OPPENHEIMER, in the *Journal of the Atomic Scientists*, September, 1956.

80 The teacher's life should have three periods—study until 25, investigation until 40, profession until 60, at which age I would have him retired on a double allowance.

WILLIAM OSLER, in a speech in Baltimore, Maryland, February 22, 1905.

81 The "thousand profound scholars" may have failed, first, because they were scholars, secondly, because they were profound, and thirdly, because they were a thousand.

EDGAR ALLAN POE, "The Rationale of Verse," published in *The Pioneer*, March, 1843.

82 Education is not the means of showing people how to get what they want. Education is an exercise by means of which enough men, it is hoped, will learn to want what is worth having.

RONALD REAGAN, *Sincerely, Ronald Reagan*, 1976.

83 Erudition, like a bloodhound, is a charming thing when held firmly in leash, but it is not so attractive when turned loose upon a defenseless, unerudite public.

AGNES REPPLIER, *Points of View*, 1891.

84 The papers today say that illiteracy has decreased. The more that learn how to read the less learn how to make a living. That's one thing about a little education. It spoils you for actual work. The more you know the more you think somebody owes you a living.

WILL ROGERS, September 4, 1931, quoted in Donald Day, *The Autobiography of Will Rogers*, 1949.

74. EDUCATION

85 The gains of education are never really lost. Books may be burned and cities sacked, but truth, like the yearning for freedom, lives in the hearts of humble men.

FRANKLIN D. ROOSEVELT, in his acceptance speech at the Democratic Party National Convention, June 27, 1936.

86 The turgid style of Johnson, the purple glare of Gibbon, and even the studied and thickset metaphors of Junius are all equally unnatural, and should not be admitted into our company.

BENJAMIN RUSH, *A Plan of a Federal University*, 1788.

87 There is but one method of preventing crimes, and of rendering a republican form of government durable, and that is, by disseminating the seeds of virtue and knowledge through every part of the state by means of proper places and modes of education, and this can be done effectually only by the interference and aid of the Legislature.

BENJAMIN RUSH, *The Influence of Physical Causes Upon the Moral Faculty*, 1788.

88 The great difficulty in education is to get experience out of ideas.

GEORGE SANTAYANA, *The Life of Reason*, 1905.

89 True education makes for inequality; the inequality of individuality, the inequality of success; the glorious inequality of talent, of genius; for inequality, not mediocrity, individual superiority, not standardization, is the measure of the progress of the world.

FELIX E. SCHELLING, *Pedagogically Speaking*, 1929.

90 Education is a private matter between the person and the world of knowledge and experience, and has little to do with school or college.

LILLIAN SMITH, "Bridges to Other People," *Redbook* magazine, September, 1969.

91 I could undertake to be an efficient pupil if it were possible to find an efficient teacher.

GERTRUDE STEIN, "Q.E.D.," published in *Fernhurst, Q.E.D., and Other Early Writings*, 1972.

92 I have thought about it a great deal, and the more I think, the more certain I am that obedience is the gateway through which knowledge, yes, and love, too, enter the mind of the child.

ANNIE SULLIVAN, in a letter, March 11, 1887, quoted in Helen Keller, *The Story of My Life*, 1903.

93 Scholars are wont to sell their birthright for a mess of learning.

HENRY DAVID THOREAU, *A Week on the Concord and Merrimack Rivers*, 1849.

94 What does education often do? It makes a straight-cut ditch of a free, meandering brook.

HENRY DAVID THOREAU, entry written in October, 1850, *Journal*, 1906.

95 We do not learn by inference and deduction and the application of mathematics to philosophy, but by direct intercourse and sympathy.

HENRY DAVID THOREAU, *Excursions*, 1863.

96 Soap and education are not as sudden as a massacre, but they are more deadly in the long run.

MARK TWAIN, "The Facts Concerning the Recent Resignation," 1867.

97 Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.

MARK TWAIN, "Pudd'nhead Wilson's Calendar," *Pudd'nhead Wilson*, 1894.

98 In the first place God made idiots. This was for practice. Then He made School Boards.

MARK TWAIN, "Pudd'nhead Wilson's New Calendar," *Following the Equator*, 1897.

99 There is no defense or security for any of us except in the highest intelligence and development of all.

BOOKER T. WASHINGTON, in an address at the Atlanta Exposition, September 18, 1895.

100 On the diffusion of education among the people rest the preservation and perpetuation of our free institutions.

DANIEL WEBSTER, in an address in Madison, Indiana, June 1, 1837.

101 The use of a tlemen as unlike

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See also C

1 The presidenti years, throws the a state of turmoi sion. Perhaps the decided, perhaps existing Admini tenor of its way quires an electio and complicated motion; and if is created.

JAMES BRY
1888.

2 A presidential ing-point in histo the choice of an a policy otherwise In reality it is t people upon all decide.

Ibid.

3 The ordinary mediocrity. He l ties requisite to direct public op candidate to be what he calls " cause he sees no a fine culture o

Ibid.

4 He who takes and defend the

- 6 The sun shines bright in the old Kentucky Home.

STEPHEN COLLINS FOSTER, "My Old Kentucky Home," 1853.

- 7 Weep no more, my lady;
Oh, weep no more today!
We will sing one song for the old Kentucky Home,
For the old Kentucky Home, far away.
Ibid.

- 8 Here's a health to old Kentucky,
Where the fathers, through the years,
Hand down the courtly graces
To the sons of cavaliers;
Where the golden age is regnant,
And each succeeding morn
Finds "the corn is full of kernels,
And the Colonels full of corn."

WILLIAM J. LAMPTON, "To Old Kentucky."

- 9 The moonlight is the softest, in Kentucky;
Summer days come ofttest, in Kentucky;
Friendship is the strongest,
Love's fires glow the longest,
Yet a wrong is always wrongest,
In Kentucky.

JAMES H. MULLIGAN, "In Kentucky."

- 10 Great, tall, raw-boned Kentuckians, attired in hunting-shirts, and trailing their loose joints over a vast extent of territory, with the easy lounge peculiar to the race.

HARRIET BEECHER STOWE, *Uncle Tom's Cabin*, 1852.

- 11 Hurrah for Old Kentucky! That's the way to do it. Give 'em hell, damn 'em.

ZACHARY TAYLOR, to the 2nd Kentucky Regiment at the Battle of Buena Vista, Mexico, February 23, 1847.

129. KNOWLEDGE

See also BOOKS; EDUCATION; EXPERIENCE; PERCEPTION; PHILOSOPHY; SCIENCE; WISDOM

- 1 Curiosity killed the cat.

Popular saying (frequently completed with "but satisfaction brought it back").

- 2 I'm astounded by people who want to "know" the universe when it's hard enough to find your way around Chinatown.

Attributed to Woody Allen.

- 3 We don't know a millionth of one percent about anything.

Attributed to Thomas Edison.

- 4 Of all kinds of knowledge that we can ever obtain, the knowledge of God and the knowledge of ourselves are the most important.

JONATHAN EDWARDS, *Freedom of Will*, 1754.

- 5 No facts are to me sacred; none are profane; I simply experiment, an endless seeker with no Past at my back.

RALPH WALDO EMERSON, "Circles," *Essays*, First Series, 1841.

- 6 You shall not know too much. There is a difference between a judge's and a deputy sheriff's knowledge of the world, and again between that of the last and a burglar's.

RALPH WALDO EMERSON, entry written in 1845, *Journals*, 1909-1914.

- 7 Knowledge is the knowing that we cannot know.

RALPH WALDO EMERSON, "Montaigne," *Representative Men*, 1850.

- 8 Our knowledge is the amassed thought and experience of innumerable minds: our language, our science, our religion, our opinions, our fancies we inherited.

RALPH WALDO EMERSON, "Quotation and Originality," *Letters and Social Aims*, 1876.

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Notes,

129. KNOWLEDGE

9 To be proud of Knowledge is to be blind with Light.

BENJAMIN FRANKLIN, *Poor Richard's Almanack*, 1756.

10 To know is not less than to feel.

OLIVER WENDELL HOLMES, JR., in conversation with William James, c.1866.

11 I was at that age when a man knows least and is most vain of his knowledge; and when he is extremely tenacious in defending his opinion upon subjects about which he knows nothing.

WASHINGTON IRVING, "Buckthorne; or, the Young Man of Great Expectations," *Tales of a Traveller*, 1824.

12 If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it.

ABRAHAM LINCOLN, in a speech at Springfield, Illinois, June 16, 1858.

13 Ignorance is of a peculiar nature; once dispelled, it is impossible to re-establish it. It is not originally a thing of itself, but is only the absence of knowledge; and though man may be kept ignorant, he cannot be made ignorant.

THOMAS PAINE, *The Rights of Man*, 1791-1792.

14 Yet these men had no need to travel to be as wise as Solomon in all his glory, so similar are the lives of men in all countries, and fraught with the same homely experiences. One half the world knows how the other half lives.

HENRY DAVID THOREAU, *A Week on the Concord and Merrimack Rivers*, 1849.

15 What is most of our boasted so-called knowledge but a conceit that we know something, which robs us of the advantage of our actual ignorance? What we call knowledge is often our positive ignorance; ignorance our negative knowledge.

HENRY DAVID THOREAU, "Walking," the *Atlantic Monthly*, June, 1862.

16 A man's ignorance sometimes is not only useful, but beautiful,—while his knowledge, so called, is oftentimes worse than useless, besides being ugly.

Ibid.

17 It is better to ask some of the questions than to know all the answers.

JAMES THURBER, "The Scotty Who Knew Too Much," *Fables for Our Time*, 1940.

18 I am thankful that the good God created us all ignorant. I am glad that when we change His plans in this regard we have to do it at our own risk.

MARK TWAIN, in a letter to the *San Francisco Alta California*, May 28, 1867.

19 Although kingdoms and provinces may be wrested from the hands that hold them . . . it is the glorious prerogative of the empire of knowledge, that what it gains it never loses. On the contrary, it increases by the multiple of its own power; all its ends become means; all its attainments, helps to new conquests.

DANIEL WEBSTER, in an address at the laying of the cornerstone of the Bunker Hill Monument, June 17, 1825.

20 Knowledge, in truth, is the great sun in the firmament. Life and power are scattered with all its beams.

Ibid.

21 Thoughts may be bandits. Thoughts may be raiders. Thoughts may be invaders. Thoughts may be disturbers of international peace.

WOODROW WILSON, in an address to the National Press Club, May 16, 1916.

130. KOREAN WAR

See also WAR

1 Red China is not the powerful nation seeking to dominate the world. Frankly, in the opinion of the Joint Chiefs of Staff, this strategy would involve us in the wrong war, at the wrong place, at the wrong time, and with the wrong enemy.

GEN. OMAR BRADLEY, testifying before a Senate committee on the desirability of widening the Korean War, May 15, 1951.

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Ibid.

6 It isn't just dust th
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GEN. DOUGLAS
Senate hearings,
14, 1951.

7 Our first line of de
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GEN. DOUGLAS M
1951, quoted in V
Caesar, 1978.

8 It is fatal to enter
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GEN. DOUGLAS M
Republican Nation