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Buddy Roemer Fundraiser 9/30/91 [OA 8329] [3]

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(Smith/Grossman)
September 8, 1991
Draft Five
EAGLES

PRESIDENTIAL REMARKS: EAGLES LUNCHEON
MAYFLOWER HOTEL
THURSDAY, SEPTEMBER 12, 1991

Let me thank Larry Bathgate, RNC Finance Chairman. Thanks, Larry -- and now, Raise More Money! // I want to also salute my good friend Bobby Holt. / Bill McManus, Jeannie Austin. A special thanks to RNC Chairman Clayton Yeutter, who could be not be with us. But most of all, my appreciation to you Republican Eagles who give of your time and of yourselves -- whose generosity and richness of spirit help America soar. //

((It's great to be here. I think this hotel was named after the ship that some of my ancestors sailed to America on. They were easy to spot. / They were the ones who spent the whole trip fishing without catching anything.)) //

((It's also a pleasure to be with you after a tumultuous month. Someone told me that visitors to Lenin's tomb haven't been able to get a good look at him since Communism's collapse. He's still spinning.)) /

((It's funny. I remember the days when news of a sudden overthrow in August just meant the New York Yankees had changed managers again.)) //

Today, I want to talk not of managers but leadership -- including the leadership you help provide through your support of the RNC. / You are Republicans because you believe in hard work and family / in religious faith and private enterprise / in

freedom and democracy -- in America. // You support the kind of leadership that can make those ideals a reality. //

Our Founding Fathers established a form of government that diversifies the task of leadership -- while respecting the fact that America's real leaders are America's people.

The founders divided power between three branches: judicial, legislative, and executive. We need a strong Judiciary -- and let me say: We can ensure that by helping Judge Clarence Thomas become the next Associate Justice of the Supreme Court. // This independent man will help maintain a strong, fair, and impartial judiciary. // He knows our Supreme Court exists to interpret laws -- not write them.

We also need a strong legislative branch -- one that balances its duty to constituents with responsibility to the greater good. // Lincoln once said, "I have been told I was on the road to hell, but I had no idea it was just a mile down the road with a dome on it." // On this one point, I disagree with him. I do believe that we need Representatives or people in Congress who know that the system of checks and balances does not mean writing out checks -- and spending the public's hard earned money -- to appease special interests. //

And, of course, we need a strong Executive. / A President's powers are co-equal to Congress -- but quite different. He / along with the Vice-President / is the only official elected by the entire country.

The Constitution grants the President considerable authority in the area of foreign relations -- and imposes equally awesome responsibilities to foster peace and prosperity. // If you doubt what this has meant, look at the record. I think we have done all right in recent years. //

When a dictator crushed hopes for democracy in his homeland and endangered the Western Hemisphere -- we helped the Panamanian people restore free elections and the rule of law. //

When a brutal tyrant invaded and plundered Kuwait -- we helped build an international coalition that rolled back his aggression and liberated a land. /

As Communism crumbled, we extended a helping hand and made it clear that Americans will support those who promote democracy, free enterprise and individual liberty. //

((Incidentally, given the dramatic changes in the Soviet Union, let me deny reports that I'll soon hold a summit with the world's most venerable remaining Communist leader. I have absolutely no plans of meeting with Gus Hall.)) //

I wish I could tell you that we can wave a magic wand and unleash a domestic Desert Storm, but as you know, the Constitution wisely balances the President's domestic powers. The President can propose -- but only Congress can legislate. /

As a result, a president cannot govern without cooperation from Congress. Last March 6, I said we could enact the people's domestic agenda in the next 100 days. It's now 190 days later, and Congress still hasn't acted. Not has it moved on another

matter -- approving my nomination of Bob Gates as director of the CIA. Unfortunately, many people in Congress have no desire to help us advance our domestic agenda. // Their agenda is to block ours. //

It has been said that "a politician thinks of the next election -- a statesmen thinks of the next generation." Today, Congress has too few statesmen and too many politicians. If Congress can't clean up its act, we must act to clean up the Congress. //

Let's face it. There's something wrong when it's easier to get Iraqi forces out of Kuwait than it is for the Administration to get domestic programs through Congress. / It's not a question of fault. It is a question of philosophies. // Liberal Democrats measure progress by dollars spent and bureaucracies built. If you don't spend money or create new bureaucracies, they accuse you of doing nothing. But let me tell you: It takes a lot of gall to describe the 1.1 trillion dollars that Americans pay in federal taxes as "nothing" -- or not enough. We don't need more spending or taxes. We need a better return on our tax dollars.

And that's where you come in. Republicans don't measure results in terms of dollars paid out of the Treasury. They measure it by lives enriched and families helped. Remember: GOP means growth, opportunity, and prosperity. //

We have tried for more than two years to promote the causes of growth, opportunity and prosperity. Yet too many initiatives

has run into a blockade manned by the same Democrats who moaned when we went into Panama / when we sought the ongoing liberation of Kuwait. / Too often it seems that we have a Congress that would rather investigate than legislate. They don't understand that the American people didn't elect me to enact a Democratic Congress' agenda.

Remember the capital gains tax cut? This simple initiative could unleash a new wave of entrepreneurship -- and hand power to the powerless. The Democratic leadership wouldn't even permit a vote on it.

Look at transportation. We want a bill that works. Some in the House of Representatives want a bill short on performance, long on pork. / They want a nickel a gallon tax increase. We want to stop nickle and diming our workers. //

Liberal Democrats believe in paternalism -- where government makes decisions for people. We believe in potential -- giving people freedom, and letting them make decisions for themselves.

We hope Congress will act on another part of our domestic agenda -- education. The plain truth is that our schools are failing the grade -- and by delaying action to help them, Congress is flunking the test. / You know the story. We are twelfth among industrialized nations in math and science -- dead last. Two weeks ago, SAT scores were released -- down for the fourth straight year. Verbal scores have never been lower. //

What you may not know is that for two years we have prodded Congress to pass our Educational Excellence Act. We've asked it

to help make America No. 1 in education by the year 2000 -- not do the whole job, just do its part. Congress has responded by playing hooky. // ((In all fairness, I've tried playing hooky from my homework wordprocessing lessons. // No luck. // It's hard to convince anybody that Millie ate the computer.)) //

Dodging homework won't help this generation and the generations to come. // We need better discipline, better schools, and greater choice in schools. We need less finger-pointing -- and more parental involvement. //

The bad news for Congress: This revolutionary reform doesn't cost much money. The good news for Americans: It can produce revolutionary results. //

Our domestic agenda includes civil rights. // I want to sign a civil rights bill that invites all Americans to join the battle for true equality of opportunity, that tries to recapture the atmosphere of trust and brotherhood that enabled this nation to do great things in the 1960s. // We need to restore civility to civil rights. And one way to begin is by having Congress give my civil rights bill a fair hearing. I will not sign a quota bill like the one I vetoed last year. //

We also have devoted a great deal of energy to fighting crime. I am happy to report that after 2-1/2 years, we finally have made progress toward enacting a comprehensive crime bill that helps police take criminals off the street -- so that Americans can take back the streets.

Nearly two and a half years ago, I announced our Violent Crime Control package -- asking Congress to back up our law enforcement officials with laws that are fair, fast, and final.

That package starts with a common sense proposition: Don't send police into battle wearing handcuffs. // We proposed stiff penalties for criminals using semi-automatic weapons, an improved exclusionary rule, and reforms that prevent sharp lawyers from using technicalities to prevent our justice system from punishing criminals who already have been convicted. /

These proposals tell criminals: You will serve the time. / They tell law-abiding citizens: We will reclaim our neighborhoods. //

As you may know, I've had to veto some bad legislation. But, our domestic agenda cannot be enacted through Presidential vetoes alone. So far I've used the veto 22 times -- and not a single one has been overridden. I'll continue to use it as often as it's needed. The veto is a useful power, and often enables me to work with Congress to improve legislation -- to give the American people laws they want, laws that advance their interests.

Even better is the power of the people. If you like what we've done abroad, elect more Republicans and let us mount a long overdue Domestic Desert Storm. // Help me, as Teddy Roosevelt said, help government "be representative of the people as a whole." //

TR was perhaps my favorite President. Once, he wrote a letter to Henry Cabot Lodge. In it, he talked about his philosophy of the Presidency. "I think it should be a powerful office," he said, "and I think the President should use without hesitation every power the position yields."

I have -- I intend to -- but I can do so only with your support. For the President draws strength only from the people - - and to this President, you are the real strength of the Presidency. You care. / You work. / You give. / You dream.

You helped elect me President. You can help elect a Congress that will make a difference. Not for any special interest -- but for the common interest of "this last best hope of earth."

Thank you for what you've done, and will do in the future. And God bless the United States of America.

#



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

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BATON ROUGE, LOUISIANA 70804-9064

FAX # (504) 342-7316

PLEASE FORWARD TO:

Jennifer Grossman
White House Press

FROM:

Donna Moss
Gov. Buddy Roemer's Office / LDE

DATE:

9-25-91

NUMBER OF PAGES TO FOLLOW:

14

COMMENTS:



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FOR IMMEDIATE RELEASE

LOUISIANA'S 1991 ACT TEST SCORES REMAIN STABLE; SHOW CONTINUED
IMPROVEMENT AMONG BLACK STUDENTS
SEPTEMBER 17, 1991

CONTACT: DONNA MOSS, (504) 342-3617

Average ACT test scores for Louisiana's high school students remained stable for the third straight year, State Education Superintendent Dr. Wilmer Cody announced today.

"Louisiana's latest scores are consistent with the national trends of an overall leveling off of scores," Dr. Cody said.

"An exception, however, is dramatic progress among Louisiana's black students whose scores have risen 1.2 points over the last five years. That improvement is twice the rate of black students nationally.

"We believe this is due to higher academic standards passed by the Board of Elementary and Secondary Education in 1985 which require all students to pass more rigorous coursework to graduate. Participation in a core curriculum is helping to remove the gap caused by economic background," said Dr. Cody.

The composite ACT score for Louisiana graduates this year averaged 19.4, compared to the national average of 20.6. The state and national averages have remained unchanged for three years. A perfect score on the ACT is 36.

Broken down among subjects, Louisiana students' average scores rose one-tenth of a point in math and dropped three-tenths of a point in English when compared to the state's graduates last year. Louisiana students' averages by subject area are: English -- 19.6; math -- 18.7; reading -- 19.6; and science reasoning -- 19.3.

National averages by subject area are: English -- 20.3; math -- 20.0; reading -- 21.2; and science reasoning -- 20.7.

The state's averages are based on the scores of 28,464 Louisiana students who graduated from high school in the spring of 1991 and who took the ACT test in their junior or senior year. Nationwide, the data are based on the scores of 796,983 students.

Dr. Cody noted a continuing five-year trend in Louisiana of increased scores among black students and increased numbers of those students taking the ACT test.

(more)

ADD ONE

SUPT. CODY SAYS LOUISIANA'S ACT TEST SCORES REMAIN STABLE
SEPTEMBER 17, 1991

Of 7,187 Louisiana black students who took the ACT -- the highest number in five years -- their composite scores averaged 17.0, which matches the national average among all black students. In 1986, scores among black students in Louisiana averaged 15.8.

The trend of higher scores and higher populations fits the national pattern among all minorities, according to American College Testing, a not-for-profit educational services organization which administers the ACT test.

ACT President Richard Ferguson says the national trend of higher ACT scores among minorities "may well lie in the fact that increasing numbers of ACT-tested minority students are completing a strong program of core coursework in high school."

Average ACT scores in Louisiana and across the nation continue to show a clear link to the types of coursework students take in high school. The data support that, even among students whose family incomes are low, those who take a more rigorous program of core courses in high school generally outperform those who do not.

In Louisiana, students who took a required core of courses scored an average of 20.4, compared to 17.4 for those students who did not. Nationally, graduates who completed a core curriculum -- generally defined as four years of English and three years each of mathematics, social studies, and natural sciences -- scored an average of 22.1, compared to 19.1 for those who did not.

"Louisiana's data show students from low-income families who take challenging high school curricula score as well as students from high-income families who take less demanding curricula. Apparently, the rigor of the curriculum can help bridge the income gap on ACT test performance," Dr. Cody said.

Dr. Cody noted students whose families earned less than \$18,000 but who completed a core curriculum scored an average of 18.5 on the ACT. The average score was the same for students whose families earn \$36,000 or more but who completed less than a core curriculum, he said.

-30-

REPORTER'S NOTE: Attached are several information tables related to Louisiana's ACT data.



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

P. O. BOX 94064
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FOR IMMEDIATE RELEASE

LOUISIANA STUDENTS' SAT SCORES IMPROVE IN 1991

AUGUST 27, 1991

CONTACT: DONNA MOSS, 504/342-3617

Louisiana's college-bound seniors improved their average scores on the Scholastic Aptitude Test (SAT) in 1991, while nationally average test scores declined, State Education Superintendent Dr. Wilmer Cody announced today.

"Louisiana students are continuing to show steady improvement on the SAT from the two previous years. That's good news. I believe our students are now working harder to meet more rigorous academic standards which were adopted by the Board of Elementary and Secondary Education in 1985. Their hard work is reflected in their higher scores," Dr. Cody said.

In Louisiana, students' scores averaged 476 on the verbal section and 518 on the math section of the test, Dr. Cody said. Nationally, average verbal and math scores were 422 and 474, respectively. The 1991 national averages represent an all-time verbal low and the first decline in math scores since 1980, according to The College Board, the nonprofit educational association which oversees the SAT program.

While test scores declined nationally, Dr. Cody said Louisiana's average SAT scores increased three points in verbal skills and five points in math skills from the state's 1989 results.

"It is a fact that a smaller number of Louisiana's students take the SAT than in other states. But that does not take away from the fact that the Louisiana students who do take the test are doing better each year and improving," Dr. Cody said.

Following are the state and national SAT average scores from 1989 to 1991:

	<u>1989</u>	<u>1990</u>	<u>1991</u>
LOUISIANA			
Verbal	473	476	476
Math	513	517	518
NATIONAL			
Verbal	427	424	422
Math	476	476	474

(more)

ADD ONE

LOUISIANA STUDENTS' SAT SCORES IMPROVE IN 1991
AUGUST 27, 1991

The Superintendent also noted the results showed a direct proportion between the number of courses taken and test scores.

"We found the more courses a student took, the higher the score. For example, Louisiana students with more than four years of math courses scored an average of 592 on that section. However, the average score drops to 456 for students with three years of math," said Dr. Cody.



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FOR IMMEDIATE RELEASE
1991 CALIFORNIA ACHIEVEMENT TEST RESULTS RELEASED
JULY 3, 1991
CONTACT: DONNA MOSS, 504/342-3617

For the third straight year Louisiana students' California Achievement Test (CAT) scores have improved, according to State Education Superintendent Dr. Wilmer Cody.

"More of our students rank in the nation's top 50 percent. Our results show steady progress and growth over the last three years and reflect the hard work of our students and teachers. We believe this is one sign that Louisiana's efforts to reform education are beginning to pay off," Dr. Cody said.

The Department released Louisiana's 1991 CAT results to the Board of Elementary and Secondary Education last week. The state's results are based on the scores of about 161,000 fourth, sixth and ninth graders who were tested last April in the areas of reading, language, mathematics, spelling, social studies, science, study skills and word analysis.

Louisiana students' performance was judged in relation to a national sample of students who took the standardized test in 1985. One way state results are reported is in terms of the percentage of students to score above the 50th national percentile, which represents the national median or middle score.

Following are the percentages of students in each grade level to score above the 50th national percentile on the total battery which combines reading, language and math:

GRADE 4 -- 42 percent scored above the national median, compared to 35 percent in 1988.

GRADE 6 -- 48 percent scored above the national median, compared to 43 percent in 1988.

GRADE 9 -- 44 percent scored above the national median, compared to 38 percent in 1988.

Dr. Cody specifically noted that the state's fourth and sixth graders did better than the national norm in math with about 51 percent and 55 percent of them, respectively, scoring above the national median.

(more)

ADD ONE

1991 CALIFORNIA ACHIEVEMENT TEST RESULTS RELEASED
JULY 3, 1991

"We have made steady gains. If we have another three years of progress like the previous three years, more than half of our students will be above the national median in almost every subject tested," Dr. Cody said.

-30-

REPORTER'S NOTE: Attached are graphs of 1991 CAT results for all grade levels and subjects tested. Also included are comparable district data.

Figure 4
Percent of Regular Education Students
Scoring Above the 50th National Percentile

Grade 4
Complete Battery

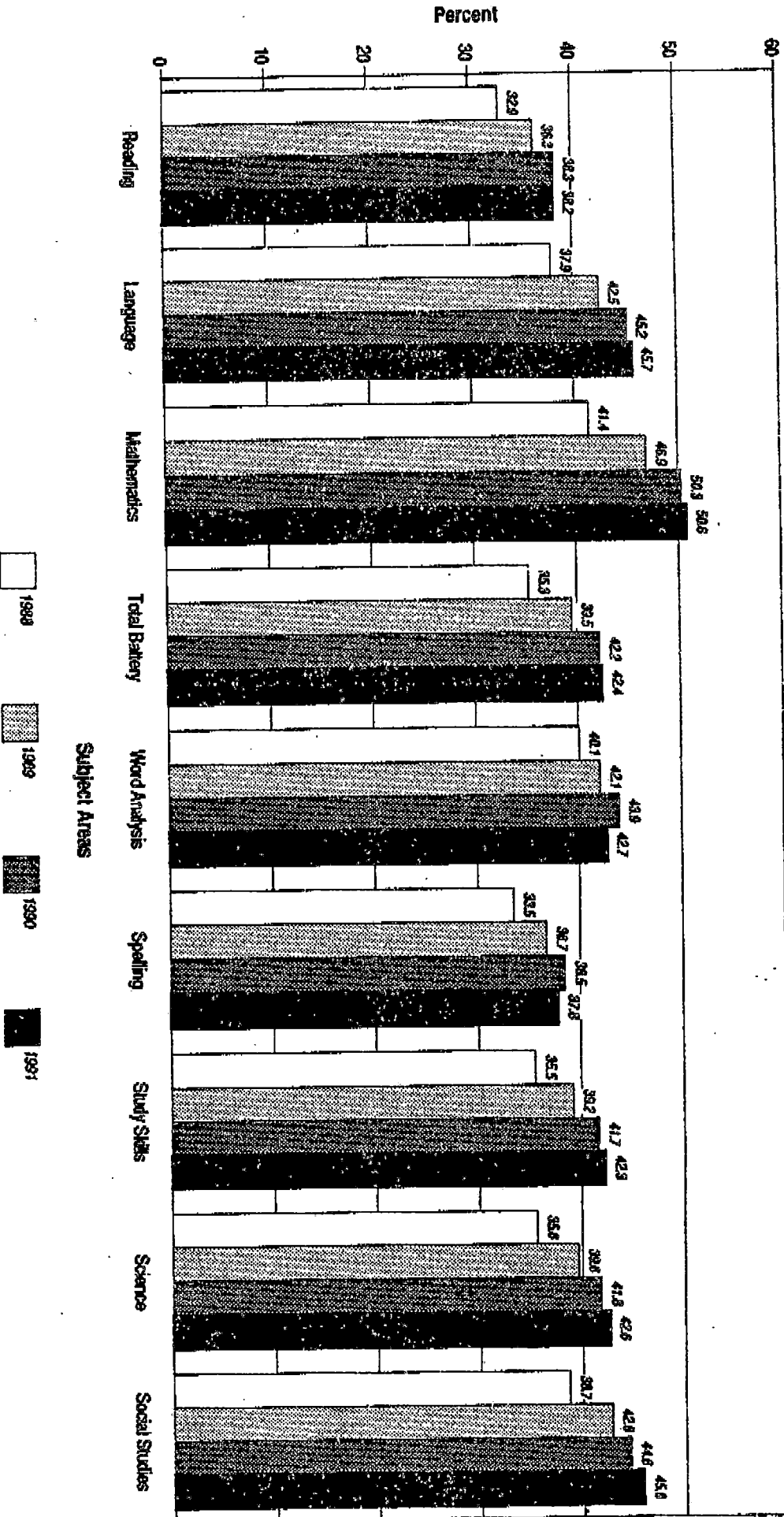


Figure 5
Percent of Regular Education Students
Scoring Above the 50th National Percentile

Grade 6
Complete Battery

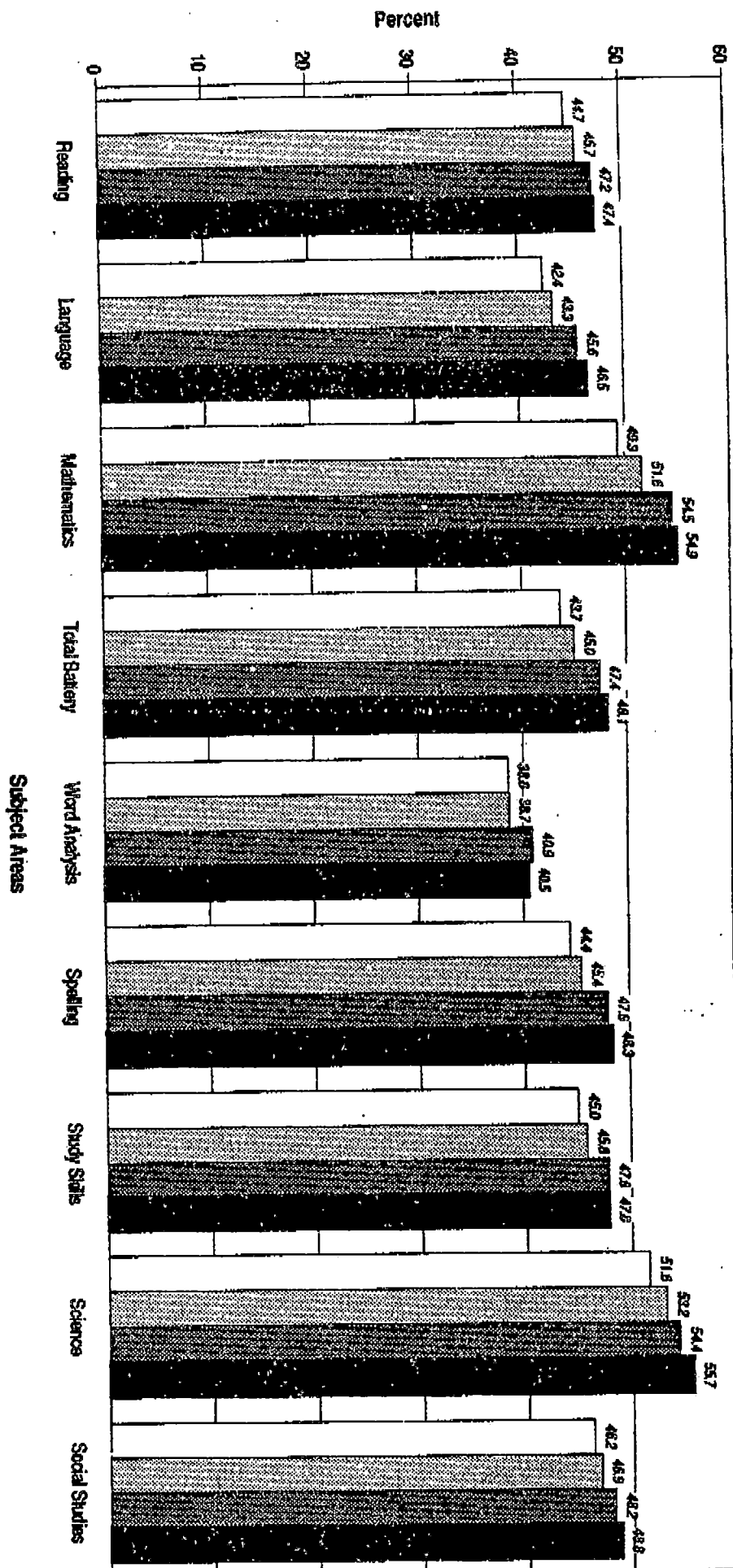
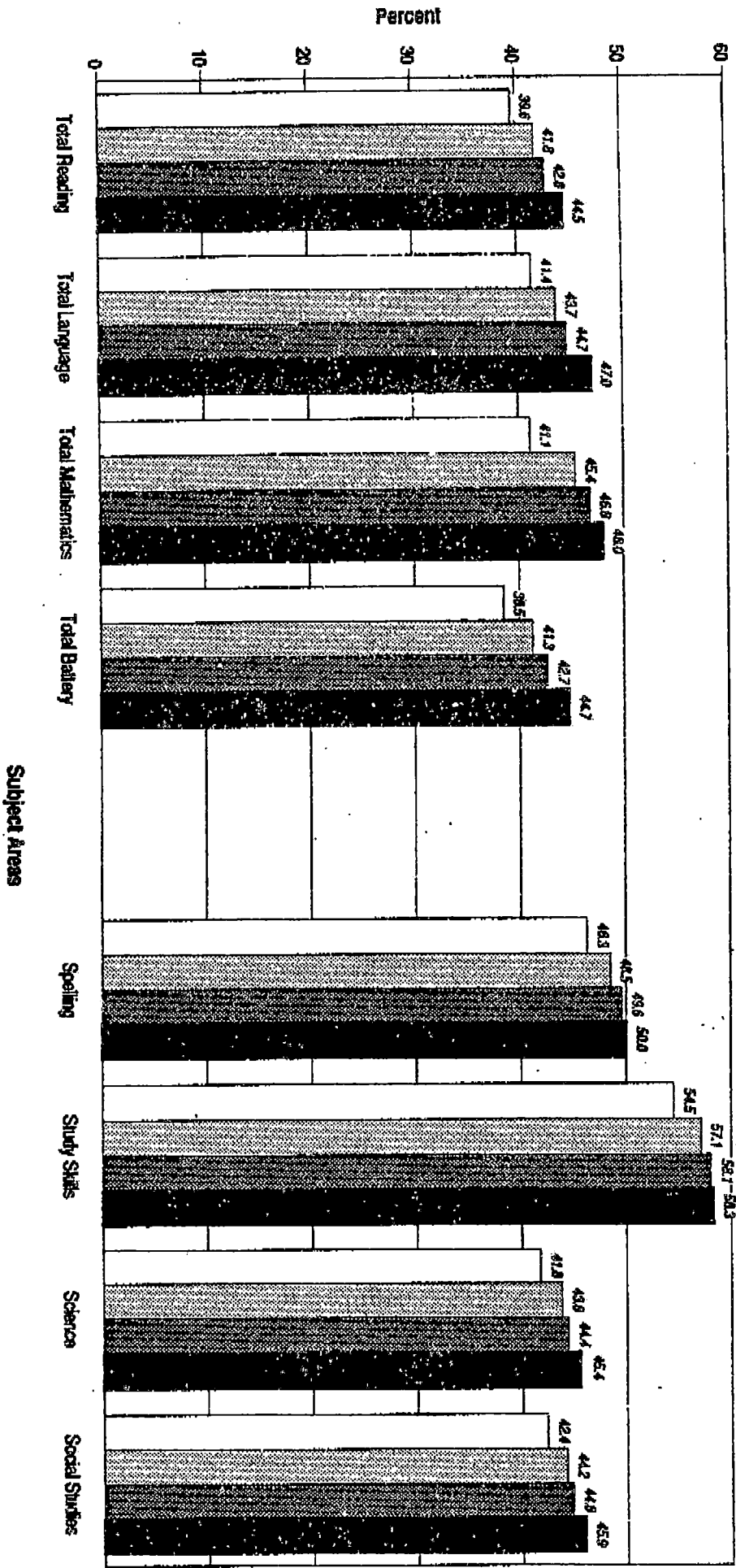


Figure 6
Percent of Regular Education Students
Scoring Above the 50th National Percentile

Grade 9
Complete Battery





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FOR IMMEDIATE RELEASE

EDUCATION SUPT. DR. WILMER CODY RELEASES STATEWIDE LEAP RESULTS

JUNE 11, 1991

CONTACT: DONNA MOSS, 504/342-3617

State Education Superintendent Dr. Wilmer Cody said today that the latest statewide Louisiana Educational Assessment Program (LEAP) results from students tested last April show steady improvement from previous years.

"The latest LEAP test results prove our students are making progress. The gains are dramatic in 7th graders' written composition scores. Overall, in 8 out of 12 areas tested, the scores improved. We believe that's a good sign," Dr. Cody said.

Dr. Cody said this year 80 percent or more of the students passed each section of the LEAP test.

Since the 1988-89 school year, the state has required all 3rd, 5th, 7th, 10th and 11th graders to be tested in several subject areas. Students at the high school level must pass the Graduation Exit Examination (GEE) -- part of LEAP -- to graduate.

Students in grades 3, 5 and 7 are tested in language arts and mathematics, while 5th and 7th graders are additionally tested in written composition. At the GEE level, students are tested in English language arts, written composition, mathematics, science and social studies.

Following are the percentages of students passing each part of the state criterion-referenced test in comparison to previous years:

<u>Language Arts</u>		<u>1989</u>	<u>1990</u>	<u>1991</u>
Grade:	3	82%	88%	89%
	5	84%	89%	87%
	7	80%	83%	85%
	GEE	84%	86%	85%

<u>Mathematics</u>				
Grade:	3	88%	90%	90%
	5	83%	87%	88%
	7	78%	81%	80%
	GEE	78%	82%	83%

(more)

ADD ONE
DR. WILMER CODY RELEASES STATEWIDE LEAP TEST RESULTS
JUNE 11, 1991

	<u>Written Composition</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Grade: 3		--	--	--
5		--	--	N/A
7		--	75%	86%
GEE		76%	91%	95%

	<u>Science</u>			
Grade: GEE		--	87%	89%

	<u>Social Studies</u>			
Grade: GEE		--	89%	88%

-30-

REPORTER'S NOTE: LEAP district data available upon request.



BUDDY ROEMER
GOVERNOR

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FOR IMMEDIATE RELEASE
NATIONAL SCIENCE FOUNDATION FUNDS \$10 MILLION FOR LOUISIANA SCIENCE AND MATH
MAY 14, 1991
CONTACT: RUSTY JABOUR OR PAYTON SMITH, 504-342-9037

The National Science Foundation will award \$10 million to Louisiana for a five-year program designed to upgrade math and science education for all elementary and secondary students, Governor Buddy Roemer announced today.

"This is an exciting award for Louisiana, and we'll match it with \$10 million in state money to make a \$20 million comprehensive improvement program. We are one of only 10 states to earn the funding. I believe it's a testament to our desire to reform and advance education in Louisiana," Gov. Roemer said.

"This is the first program of its kind in the United States to approach, in a systematic way, all the major areas affecting math and science teaching and learning. We will look at better curricula, classroom instruction, teacher preparation, textbooks and other aspects of helping our students learn math and science. This kind of comprehensive effort will better prepare our children for the high tech jobs of the 21st Century," Gov. Roemer said.

State Education Superintendent Wilmer Cody said the Louisiana reforms will be implemented in grades K-12 with concentrated efforts in grades 4-8.

Dr. Cody said the reforms will be made by 1) updating curricula and improving instructional materials for math and science teachers, 2) helping math and science teachers upgrade their skills, 3) considering special certification for those teachers, 4) using advanced teaching technologies like computers, and 5) making students more aware of the importance of math and science in their lives and careers.

(more)

ADD ONE
NATIONAL SCIENCE FOUNDATION FUNDS \$10 MILLION FOR LOUISIANA MATH AND SCIENCE
MAY 14, 1991

Gov. Roemer said the program also will involve colleges and universities as part of the comprehensive approach by revising the math and science curricula to reflect new national goals and standards.

Dr. Kerry Davidson of the state Board of Regents and project director of Louisiana's Systemic Initiative Program said, "These reforms are essential to Louisiana's economic health and future competitiveness."

Gov. Roemer said the program ties into President Bush's massive education reform program and helps advance the National Governors Association's education goals targeted to be met by the year 2000.

Under the NSF program, Louisiana will receive \$2 million each year for five years. The state will match those funds with \$2 million in state dollars with \$1 million from the Board of Elementary and Secondary Education and \$1 million from the Board of Regents.

"We were impressed with the breadth and scope of Louisiana's plan. It impacted every area of math and science education -- curriculum, in-service training for current teachers, improved training for incoming teachers, teacher certification and education technology," said Charles Eilber, NSF's director of the Statewide Systemic Initiative Program.

"We were also impressed with the strong cooperation between BESE and the Board of Regents as well as the state's firm commitment to continue its efforts after the awards program ends," Eilber said.

Nationally, the NSF awards totaled \$75 million. Forty-three states spent more than a year preparing proposals which were reviewed by national panels. The other nine states selected are: Florida, Montana, Nebraska, North Carolina, Ohio, Rhode Island, Delaware, South Dakota and Connecticut.



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DEPARTMENT OF EDUCATION

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FOR IMMEDIATE RELEASE

EDUCATION SUPT. DR. WILMER CODY ANNOUNCES EXIT EXAM RESULTS

MAY 10, 1991

CONTACT: DONNA MOSS, 504/342-3625

State Education Superintendent Dr. Wilmer Cody said today that almost all of Louisiana's high school seniors, scheduled to graduate in May, have passed the state-mandated Graduation Exit Examination (GEE).

"This is the first year seniors must pass the GEE as part of their graduation requirements. We believe the program is working. It is helping us to identify students and those areas where they are having problems. Through remediation and hard work on the part of the students, we have seen a tremendous number improve and meet the state proficiency standards," said Dr. Cody.

Dr. Cody said only about 900 seniors of the original 42,000-member class have not achieved the required state standard on one or more parts of the exam.

The GEE consists of tests in written composition, English language arts, mathematics, science and social studies. Students are tested on three components -- written composition, English language arts and mathematics -- in their sophomore year and on the other two components in their junior year. If students do not pass a portion or portions of the test, they are remediated and have several opportunities to retake the exam through their senior year.

Dr. Cody said of approximately 2,600 seniors who had not passed one or more parts of the GEE and were retested in April, about 1,700 passed.

Following are the results of April's "Seniors-Only" GEE:

- ** Of 373 seniors retested in written composition, 287 passed.
- ** Of 460 seniors retested in English language arts, 290 passed.
- ** Of 746 seniors retested in mathematics, 440 passed.
- ** Of 1,202 seniors retested in science, 865 passed.
- ** Of 905 seniors retested in social studies, 567 passed.

Dr. Cody said the 900 students who have not yet passed all five parts of the GEE can retake the test in August and as many times as needed thereafter.



DEPARTMENT OF EDUCATION

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PLEASE FORWARD TO:

Jennifer Grossman
White House Press

FROM:

Donna Moss
Gov. Buddy Roemer's Office / LDE

DATE:

9-20-91

NUMBER OF PAGES TO FOLLOW:

13

COMMENTS:

Jennifer: Following are the Gov's speech
announcing LA 2000 and some LA 2000
information. Call me if you have any
questions at (504) 342-3627 or 3625.

ANNOUNCEMENT BY GOVERNOR BUDDY ROEMER
OF LOUISIANA 2000
TO THE COALITION FOR AN EDUCATIONAL RENAISSANCE
SEPTEMBER 9, 1991

THIS IS AN IMPORTANT NIGHT FOR LOUISIANA. I AM HERE TO UNVEIL A BOLD INITIATIVE FOR EDUCATIONAL EXCELLENCE -- ONE THAT WILL BUILD ON AND CONTINUE THE EDUCATION REFORMS WE STARTED.

IT'S AN INITIATIVE THAT, WITH YOUR HELP AND WITH THE INVOLVEMENT OF THOUSANDS OF OTHER LOUISIANA CITIZENS, WILL CONTINUE THE PROGRESS WE'VE MADE TO MOVE LOUISIANA FORWARD.

IT WILL CONTINUE TO MOVE LOUISIANA FROM THE BACK OF THE CLASS TO THE FRONT OF THE CLASS IN EDUCATIONAL ACHIEVEMENT.

WE CALL OUR INITIATIVE LOUISIANA 2000.

THROUGH LOUISIANA 2000 WE WILL CONTINUE TO ADD PLAYERS TO OUR CHAMPIONSHIP TEAM OF LOUISIANA PEOPLE WHO WANT TO MOVE EDUCATION FORWARD. THOSE WITH CREATIVE INPUT, DYNAMIC THOUGHT AND NEW IDEAS WILL BE ON OUR TEAM. NO ONE WILL SIT THE BENCH. EVERYONE WILL PLAY, AND EVERYONE WILL HAVE A CHANCE TO CONTRIBUTE TO THE EFFORT OF EDUCATIONAL EXCELLENCE IN LOUISIANA.

LOUISIANA 2000 PREPARES US TO ENTER THE 21ST CENTURY WITH A COMPETITIVE AND COMPETENT EDUCATION SYSTEM WHICH GRADUATES STUDENTS READY TO COMPETE IN MARKETPLACES THROUGHOUT THE WORLD.

AND WHILE THE PROGRAM TARGETS THE YEAR 2000, THE EDUCATIONAL SKILLS TO BE DEVELOPED TRANSCEND TIME. WE'RE TALKING ABOUT STIMULATING ALL STUDENTS TO BE THE VERY BEST THEY CAN BE THROUGH READING, WRITING, SCIENCE, MATH, COMPUTERS, JOB TRAINING AND RETRAINING.

THIS MOVE TOWARDS EXCELLENCE CALLS US TO A HIGHER LEVEL OF COOPERATION, BECKONS US TO TACKLE WHAT LIES AHEAD, AND INSPIRES US TO BE THE VERY BEST.

NOW, BEFORE I DESCRIBE HOW LOUISIANA 2000 WILL WORK AND HOW YOU CAN HELP, LET ME TELL YOU ABOUT TWO EVENTS THAT LED US TO THIS INITIATIVE.

THE FIRST EVENT TOOK PLACE IN SEPTEMBER, 1989, WHEN I JOINED PRESIDENT BUSH AND THE 49 OTHER GOVERNORS IN CHARLOTTESVILLE, VIRGINIA. THERE, IN AN UNPRECEDENTED MEETING, WE DEVELOPED AND ADOPTED WHAT HAVE BECOME KNOWN AS THE NATION'S SIX EDUCATION GOALS -- SIX GOALS THAT EACH OF US PLEDGED TO WORK TOWARD AND HOLD OURSELVES ACCOUNTABLE FOR ACHIEVING BY THE YEAR 2000. THE SIX GOALS ARE:

- 1) ALL CHILDREN IN AMERICA WILL START SCHOOL READY TO LEARN.
- 2) THE HIGH SCHOOL GRADUATION RATE WILL INCREASE TO AT LEAST 90 PERCENT.
- 3) AMERICAN STUDENTS WILL LEAVE GRADES FOUR, EIGHT AND TWELVE HAVING DEMONSTRATED COMPETENCY IN CHALLENGING SUBJECT MATTER INCLUDING ENGLISH, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY; AND EVERY SCHOOL IN AMERICA WILL ENSURE THAT ALL STUDENTS LEARN TO USE THEIR MINDS WELL, SO THEY MAY BE PREPARED FOR RESPONSIBLE CITIZENSHIP, FURTHER LEARNING, AND PRODUCTIVE EMPLOYMENT IN OUR MODERN ECONOMY.
- 4) U.S. STUDENTS WILL BE FIRST IN THE WORLD IN SCIENCE AND MATHEMATICS ACHIEVEMENT.
- 5) EVERY ADULT AMERICAN WILL BE LITERATE AND WILL POSSESS THE KNOWLEDGE AND SKILLS NECESSARY TO COMPETE IN A GLOBAL ECONOMY AND EXERCISE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP.
- 6) EVERY SCHOOL IN AMERICA WILL BE FREE OF DRUGS AND VIOLENCE AND WILL OFFER A DISCIPLINED ENVIRONMENT CONDUCTIVE TO LEARNING.

THAT MEETING IN VIRGINIA AND THESE AMBITIOUS GOALS SET THE STAGE FOR THE SECOND EVENT, WHICH OCCURRED ON APRIL 18 OF THIS YEAR.

I WAS FORTUNATE ENOUGH TO BE ONE OF SEVERAL GOVERNORS INVITED TO THE WHITE HOUSE WHEN PRESIDENT BUSH ANNOUNCED HIS AMERICA 2000 EDUCATION STRATEGY. IT'S A LONG-RANGE, FAR-REACHING PLAN DESIGNED TO CHANGE THE WAY WE THINK ABOUT EDUCATION AND HOW WE GO ABOUT EDUCATING OUR CHILDREN. IT'S A DESIGN FOR THE 21ST CENTURY.

PRESIDENT BUSH ASKED EVERY AMERICAN COMMUNITY TO ADOPT THE SIX NATIONAL EDUCATION GOALS AND TO WORK COOPERATIVELY TO ACHIEVE THOSE GOALS. THE PRESIDENT CALLED ON EDUCATORS, BUSINESS WOMEN AND MEN, AND CITIZENS EVERYWHERE TO UNITE AND DESIGN PLANS FOR THE NEW AMERICAN EDUCATIONAL SYSTEM.

MR. PRESIDENT, TONIGHT WITH LOUISIANA 2000, WE ACCEPT THE CHALLENGE. WE PLEDGE OUR COOPERATION, COURAGE, AND COMMUNITY INVOLVEMENT. WE'RE PROUD TO BE AMONG THE FIRST STATES -- COLORADO, WYOMING, MAINE, MARYLAND, NEBRASKA AND OREGON ARE THE OTHERS -- TO TAKE THE LEAD AND TO START OUR OWN STATE PROGRAM.

Jennifer,
This count
was as 9/9/91
More states not
have started
2000 initiatives

BUT LET ME POINT OUT THAT THE GROUNDWORK FOR LOUISIANA 2000 ACTUALLY BEGAN IN 1987 WHEN WE, AS A STATE, DECIDED EDUCATION MUST BE FIRST -- NOT LAST -- ON OUR PRIORITY LIST.

WITH THE SUPPORT AND COOPERATION OF THE LEGISLATURE AND THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION, WE PASSED AND PUT LANDMARK EDUCATION REFORMS INTO OUR CLASSROOMS. THE PINNACLE OF THESE REFORMS IS THE CHILDREN FIRST ACT.

AS A RESULT, WE'VE RAISED STATE TEACHER PAY AS MUCH AS 30 PERCENT, REDUCED CLASSROOM SIZES TO AN AVERAGE OF 20 STUDENTS IN GRADES K-3, AND IMPLEMENTED A SYSTEM TO EVALUATE OUR TEACHERS TO ANSWER THE QUESTION, "CAN THE TEACHER TEACH?"

NOW, IN LOUISIANA, CHILDREN AREN'T THE ONLY ONES GETTING REPORT CARDS. SCHOOLS ARE GETTING REPORT CARDS, TOO. AND PARENTS -- FOR THE FIRST TIME IN OUR STATE'S HISTORY -- ARE ABLE TO MEASURE A SCHOOL'S PERFORMANCE. IN A FEW WEEKS, WE'LL REWARD THE STATE'S TOP 50 SCHOOLS FOR JOBS WELL DONE.

SO, NO DOUBT, WE HAVE MADE MUCH PROGRESS IN EDUCATION OVER THE LAST FOUR YEARS. AND WE HAVE HAD VISION. IN FACT, BACK IN 1989, BESE FORMULATED AND ADOPTED A MASTER PLAN FOR EDUCATION IN LOUISIANA -- A PLAN WHICH ENCOMPASSES MANY ASPECTS OF THE SIX NATIONAL GOALS, AND IN SOME CASES, TAKES THOSE GOALS A STEP FURTHER. AS A RESULT, WE ARE NOW SEEING MANY NEW STATE PROGRAMS BEING CARRIED OUT IN OUR CLASSROOMS TODAY THAT WILL SUPPORT LOUISIANA 2000.

ANOTHER DYNAMIC STATE INITIATIVE THAT WILL ENHANCE LOUISIANA 2000 IS LASIP -- THE LOUISIANA SYSTEMIC INITIATIVES PROGRAM. THIS FIVE-YEAR, \$20 MILLION PROGRAM -- HALF OF WHICH IS FUNDED BY THE NATIONAL SCIENCE FOUNDATION AND THE OTHER HALF FUNDED JOINTLY BY BESE AND THE BOARD OF REGENTS -- WILL UPGRADE THE QUALITY OF MATH AND SCIENCE INSTRUCTION FOR STUDENTS FROM KINDERGARTEN TO THE COLLEGE LEVEL.

ALL THIS PROGRESS LEADS US TO TODAY'S ANNOUNCEMENT.

WHAT IS LOUISIANA 2000? IT'S A GRASSROOTS INITIATIVE OF LOUISIANIANS -- WOMEN AND MEN, BLACK AND WHITE, YOUNG AND OLD -- UNITED TOGETHER TO IMPROVE EDUCATION FOR PEOPLE OF ALL AGES.

I'VE ASKED STAFF MEMBERS FROM MY OFFICE AND THE DEPARTMENT OF EDUCATION TO ORGANIZE LOUISIANA 2000. A STATE ADVISORY PANEL, REPRESENTATIVE OF VARIOUS SECTORS OF THE COMMUNITY, WILL BE NAMED AND WILL REGULARLY MEET TO ADVISE US.

WE'LL HOST A STATEWIDE TOWN MEETING AND TELECONFERENCE. AT THAT TIME, TOWN MEETINGS WILL BE HELD SIMULTANEOUSLY IN EVERY PARISH ACROSS THE STATE.

CITIZENS WILL GATHER AT LOCAL SCHOOLS TO LEARN ABOUT THE NATION'S EDUCATION GOALS AND HOW THEY CAN UTILIZE THE ASSETS OF THEIR COMMUNITIES TO BEST MEET THESE GOALS.

LOUISIANA 2000 ASKS EACH COMMUNITY TO DO FOUR THINGS: 1) ENDORSE AND ADOPT THE SIX NATIONAL EDUCATION GOALS; 2) ESTABLISH A COMMUNITY-WIDE STRATEGY FOR ACHIEVING THE GOALS; 3) DEVELOP A SYSTEM FOR MEASURING THE PROGRESS OF ACHIEVING THE GOALS; AND 4) DETERMINE WHAT STATE AND LOCAL RESOURCES ARE AVAILABLE AND NEEDED TO HELP GET THE JOB DONE.

TOMORROW MORNING, I WILL MEET WITH SUPERINTENDENTS FROM EVERY SCHOOL DISTRICT TO ASK THEM TO TAKE THE LEAD IN THEIR COMMUNITIES IN ORGANIZING LOUISIANA 2000. EACH SUPERINTENDENT WILL BE ASKED TO APPOINT A LOUISIANA 2000 ADVISORY TEAM. ALL 66 ADVISORY TEAMS WILL GATHER IN ALEXANDRIA IN OCTOBER TO LEARN HOW TO FACILITATE THEIR TOWN MEETING.

NOW, WE ARE NOT STARTING FROM SCRATCH. AS I MENTIONED EARLIER, WE HAVE MADE MEASURABLE PROGRESS. LOUISIANA 2000 WILL CONTINUE TO BUILD UPON THAT FIRM FOUNDATION OF PROGRESS, WHICH HAS BEEN LAID AT BOTH THE STATE AND LOCAL LEVELS.

LOCAL INITIATIVES AND COMMITMENT WILL BE THE KEY TO THE SUCCESS OF LOUISIANA 2000. MANY OF YOU HERE TONIGHT ARE FROM COMMUNITIES WHICH HAVE ALREADY TAKEN BOLD STEPS TO ACHIEVE THE NATIONAL GOALS -- STEPS WHICH ONLY COMPLIMENT THE LOUISIANA 2000 CONCEPT.

FOR EXAMPLE, THE PARISHES OF ST. JAMES, ST. JOHN AND ST. CHARLES FORMED A UNIQUE PARTNERSHIP LAST NOVEMBER, KNOWN AS THE RIVER PARISHES EDUCATION INITIATIVES. THE PARTNERSHIP OF CITIZENS, EDUCATORS, BUSINESS, INDUSTRY AND SOCIAL AGENCIES IS NOW WORKING TO IMPROVE EDUCATION IN THE RIVER PARISHES.

ANOTHER EXAMPLE WHICH FITS IN WELL WITH THE LOUISIANA 2000 CONCEPT IS AN ELEMENTARY SCHOOL RIGHT HERE IN BATON ROUGE.

UNIVERSITY TERRACE IS ONE OF ONLY EIGHT ELEMENTARY SCHOOLS IN THE NATION TO BE DESIGNATED AS AN RJR/NABISCO NEXT CENTURY SCHOOL -- SO HONORED BECAUSE OF ITS INNOVATIVE APPROACH TO TEACHING HIGH-RISK CHILDREN. PRESIDENT BUSH, IN FACT, CITED THESE NEXT CENTURY SCHOOLS AS MODELS OF EDUCATIONAL EXCELLENCE.

AT THIS TIME, I WOULD LIKE TO INTRODUCE TO YOU THE PRINCIPAL OF UNIVERSITY TERRACE, STEVE KETCHUM. PLEASE JOIN ME IN A ROUND OF APPLAUSE TO THANK MR. KETCHUM FOR HIS DEDICATION AND VISION WHICH LED TO THIS DISTINCT HONOR.

OVERALL STATEWIDE, LOCAL SCHOOL DISTRICTS IN MORE THAN HALF OF OUR PARISHES ALREADY HAVE SHOWN US THE LEADERSHIP, POWER AND INITIATIVE THEY HAVE TO MOVE INTO THE 21ST CENTURY.

IN THOSE PARISHES -- AND IN WELL OVER 100 OF THEIR SCHOOLS -- THEY'RE USING COMPUTERS TO TEACH YOUNG CHILDREN HOW TO READ. THESE ARE INNOVATIVE WAYS TO REACH AND TEACH OUR CHILDREN.

IN ADDITION TO THE COMPUTER READING PROGRAMS, BESE HAS PROVIDED THE MONEY NEEDED TO PUT SATELLITE SYSTEMS IN ALL 64 PARISHES TO EXPAND THEIR TEACHING ABILITIES. FOR THE FIRST TIME, EQUIPMENT EXISTS IN EVERY PARISH FOR SATELLITE SIGNALS TO BE RECEIVED BY THE SCHOOL SYSTEMS. THOSE SATELLITE DISHES LINK THE LOCAL SYSTEMS WITH THE STATE AND THE LOUISIANA PUBLIC BROADCASTING SYSTEM WHICH HAS BEEN A LEADER IN EDUCATIONAL EXCELLENCE AND PROMOTION.

THESE LOCAL PARTNERSHIPS, COMPUTERS AND SATELLITE TECHNOLOGIES ARE JUST SOME OF THE TOOLS WE CAN USE TO UNITE FOR A SUCCESSFUL LOUISIANA 2000 PROGRAM.

THE GOAL OF LOUISIANA 2000 IS TO UNITE THE STATE -- COMMUNITY BY COMMUNITY -- TO ACHIEVE THE NATION'S EDUCATION GOALS. LOUISIANA 2000 IS NOT ABOUT ME, IT'S ABOUT US. IT'S ABOUT TEAMWORK AND ROLLING UP OUR SLEEVES TO GET THE JOB DONE TOGETHER. IT'S ABOUT LIFELONG LEARNING AND MAKING SURE ALL LOUISIANIANS HAVE THE NECESSARY SKILLS TO COMPETE.

IS LOUISIANA 2000 GOING TO COST MORE MONEY? RIGHT NOW, NO. OUR FIRST STEP IS TO FIND OUT IF WE ARE MAKING THE BEST USE OF THE RESOURCES WE HAVE NOW. LATER ON WE CAN ASSESS WHAT NEEDS TO BE DONE AND IF ADDITIONAL RESOURCES ARE NEEDED TO ACCOMPLISH OUR GOALS.

I URGE EACH OF YOU TO GET INVOLVED IN LOUISIANA 2000 IN YOUR COMMUNITY. PRESIDENT BUSH HAS NOTED THAT OUR GREATEST NATIONAL RESOURCE LIES WITHIN US THROUGH OUR INTELLIGENCE AND INGENUITY.

LOUISIANA'S FUTURE DEPENDS IN LARGE PART ON WHAT WE DO FOR THE BENEFIT OF OUR CHILDREN. LOUISIANA 2000 WILL HELP US TO KEEP LOUISIANA MOVING FORWARD AND PREPARE US ALL FOR THE CHALLENGES OF THE NEXT CENTURY.

THANK YOU.



AMERICA'S EDUCATION GOALS

By the year 2000:

1

All children will start school ready to learn.

2

The high school graduation rate will increase to at least 90 percent for all groups.

3

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

4

U.S. Students will be first in the world in science and mathematics achievement.

5

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6

Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

LOUISIANA 2000

WHAT WE NEED TO DO

President Bush and the nation's governors have called on every community in America to achieve the national education goals by the year 2000. In response to that call, we are asking every community in our state to become a LOUISIANA 2000 community by doing 4 things:

1. Adopt the 6 national goals. Involve parents, educators, labor unions, and everyday citizens.
2. Establish strategies for achieving them. Determine what specifically your community must do to reach each of these goals.
3. Measure progress. Know what your schools and other organizations are doing to meet the goals.
4. Determine what resources are needed to achieve the goals. Find out what private and public resources are available, how they are being used, and whether more are needed.

HOW WE CAN DO IT

If we are to achieve these goals, we must do it community by community. A LOUISIANA 2000 steering committee, made up of business leaders, educators, legislators, labor and civic leaders will work with the community goal teams to offer assistance and advice on reaching the six goals.

A statewide report, developed by the local and state teams, will be compiled and be ready to present to the citizens of the state and to the legislature by March, 1992.

HOW YOU CAN HELP

Join your local LOUISIANA 2000 team. Become part of a community goal team. Help your community achieve one or more of the national education goals.

JUST WHAT IS LOUISIANA 2000?

It is a community-by-community effort to help LOUISIANA achieve the six education goals, which were adopted by the President and the nation's governors.

WHY IS THERE A NEED TO IMPROVE EDUCATION?

This is the only way in which we can provide opportunities for ourselves and our children. Education is the key to individual opportunity. We want everyone to fulfill his or her potential, to actively participate in a democratic society, and to regard education as a lifelong adventure. Achieving the national goals can make that happen.

WE ARE ALREADY WORKING ON STATE GOALS. BESE HAS A MASTER PLAN WHICH WAS ADOPTED IN 1989. DO WE JUST SET THEM ASIDE IN FAVOR OF THE NATIONAL GOALS?

Absolutely not. The state and national goals complement each other. The impressive work being done on state and local goals through accountability, PTA's / PTO's, business partners, education foundations, school committees and other resources gives LOUISIANA an edge. All of this should be a part of LOUISIANA 2000.

HAVE SOME LOUISIANA SCHOOL SYSTEMS SURPASSED THE NATIONAL GOALS?

While some communities are further along on some of the goals than others, it would be a serious mistake to think that education improvement is not everyone's problem. What has served us well in the past will not necessarily serve us well in the future. Each community owes it to itself to ensure that all citizens—from the youngest to the oldest—have the opportunity to improve their knowledge and skills.

ARE THE SCHOOLS THE ONLY PROBLEM WITH EDUCATION?

The best schools are no substitute for families or community; nor are they substitutes for adequate health and social services or early childhood care. Education is the responsibility of all the community.

Schools cannot be primarily responsible for goals to ensure that youngsters enter school ready to learn, or to improve adult literacy and job skills, or to keep schools drug-free.

But schools, like all institutions, must change. They must be responsive to changes in society, changes in the populations they serve, and changes in skills needed in the workplace. Schools can reinforce the values that bring us together as a community. They can help students learn to read, write, and compute, and to develop higher order thinking skills.

WILL ACCOMPLISHING THE GOALS REQUIRE MORE TAX DOLLARS?

First we must know whether we are making the best use of the resources we now have. We need to know what is needed that is not being done and what resources are needed to do them. Even so, we may need to invest more to reach our goals. The long-term cost, however, will be much less than that of doing nothing. No program for educational achievement will compare with the costs of prisons or support of those without the skills to work.

HOW WILL WE KNOW WHETHER ADDITIONAL MONEY IS NEEDED AND, IF IT IS, HOW MUCH?

Teams in every community are asked to determine how to achieve the national goals and what resources it will take to do it. These teams will make their first report by March, 1992.

LOUISIANA 2000 PARISH ADVISORY TEAM QUESTIONS AND ANSWERS

What is a Parish Advisory Team?

A team of local individuals formed to ensure that each community throughout Louisiana will achieve the goals of Louisiana 2000.

What is the purpose of a Parish Advisory Team?

To ensure that each community develops a plan which encompasses a four-fold program asking each community to adopt the national education goals; to design a strategy for achieving those goals; to assess progress toward achievement of the goals; and to determine how to allocate the resources necessary at both the local and state level to get the job done.

Who should serve on the Parish Advisory Team?

Since Louisiana 2000 is a community-based effort to make education a lifelong pursuit -- from the preschool years, through the school years and then continuing through the remainder of an individual's life, all Louisianians must become involved in the process. We must bring government, civic, business, labor, and education leaders together with parents, children, and interested individuals to develop a customized and unique plan for each of Louisiana's 66 school systems and their communities.

What is the first step toward organizing the Parish Advisory Team?

Each school superintendent has been asked to appoint a six-member team to attend a day-long seminar in early October to learn how to prepare each community for the implementation of Louisiana 2000. Each individual team member will be responsible for organizing a community goal team for each of the six national education goals and to develop a plan on how to achieve each of the goals.

Who should serve as a community goal team leader?

Each community goal team leader should have an extensive background in the subject matter of the stated goal as well as working knowledge of all the areas covered by the intent of the goal. When choosing the community goal team leaders, we recommend involving individuals which represent a broad spectrum of the following areas:

- School Superintendents
- School Board Members
- Principals
- Classroom Teachers
- Adult Educators
- Parent-Teacher Organizations
- Business and Industry
- Labor
- Civic Leaders
- Interested Citizens
- Community-based Organizations
- Literacy Providers
- Higher Education
- Vo-Tech Schools
- City/Parish Government Leaders

How soon do we need to start?

Immediately! We are asking that each superintendent provide us with the six community goal team leaders by **September 24, 1991**. (Please see attached form) The community goal team leaders will be asked to attend a day-long seminar on October 14, 1991, to learn how to prepare their communities for the implementation of Louisiana 2000. The meeting will take place at the Holiday Inn Convention Center in Alexandria, Louisiana.



(c) 1990 The Washington Times, June 15, 1990

Mrs. Marshall "whispered in my ear. . . . 'Truly, you are a Republican,' " he said, but he added more seriously: "I feel much more comfortable today with the Republican Party. It's the party of law enforcement."

Charles Sherren, a GOP candidate for county executive, said Mr. Marshall has always represented the typical county Republican: conservative on national issues but "rather" liberal on most local issues.

"Some people change their principles for their party. Some people change their party for their principles," he said. "Bud is a man of principles. We're very happy to have him on board."

Mrs. Terhes attributed the Democratic exodus to a feeling of alienation toward the party that has held a 3-1 margin in the county for many years.

"They believe the Democratic Party went away and left them, that they did not leave the party," she said. "People are starting to understand that our party is the party of the future."

Mr. Marshall first announced his candidacy for his old job in April, and many county politicians expected that his own future would have to be with the Republicans.

The Associated Press, April 20, 1990

Quoting the late British Prime Minister Winston Churchill, Bush said, "Some men change their principles for their party. " Bush added, "These men and women changed their party for their principles."

Bush also renewed his plea for passage of a capital ...



LEVEL 1 - 5 OF 15 STORIES

Copyright (c) 1989 States News Service

June 27, 1989, Tuesday

LENGTH: 471 words

BYLINE: By Mylene Moreno, States News Service

DATELINE: WASHINGTON

KEYWORD: switch

BODY:

... Garden reception Monday afternoon.

Thirty-nine Mississippians were honored by the president.

"It was once said that some men change their principles for their party, while others change their party for their principles," Bush told a crowd of well-wishers and reporters.

LEVEL 1 - 9 OF 15 STORIES

Copyright (c) 1986 The Washington Post

October 31, 1986, Friday, Final Edition

SECTION: FIRST SECTION; PAGE A6

LENGTH: 796 words

HEADLINE: Reagan Bets on a Long Shot in Nevada;
Party-Switching Santini Is Running Behind in Senate Race

BYLINE: Lou Cannon, Washington Post Staff Writer

DATELINE: RENO, Nev., Oct. 30, 1986

BODY:

... how tough it can be to break with tradition, but remember what Winston Churchill said when he changed parties: Some men change principle for party. Others change party for principle."

White House political strategists who are downcast about Nevada are optimistic about ...



LEVEL 1 - 10 OF 15 STORIES

Proprietary to the United Press International 1986

October 29, 1986, Wednesday, PM cycle

SECTION: General News

LENGTH: 803 words

BYLINE: By IRA R. ALLEN

DATELINE: EVANSVILLE, Ind.

KEYWORD:
Reagan

BODY:

... file, Reagan appealed for disaffected Democrats to switch party.

Quoting Winston Churchill, Reagan said, "Some men change principle for party. Others change party for principle."

The Associated Press, June 11, 1985

BODY:

... called himself a "fellow convert," quoted the late British Prime Minister Winston Churchill as saying, "Some men change principle for party, and some change party for principle."

"He was one of the latter, as you are," Reagan said, "and you have our thanks." Reagan said the switch was "an act of ...



The Associated Press, June 10, 1985

BODY:

... Reagan, himself a former Democrat, quoted the late British Prime Minister Winston Churchill as saying, "Some men change principle for party, and some change party for principle."

"He was one of the latter, as you are," Reagan said, "and you have our thanks."

The guests, who included a number of ...

LEVEL 1 - 14 OF 15 STORIES

Copyright (c) 1979 The Washington Post

January 29, 1979, Monday, Final Edition

SECTION: First Section; A4

LENGTH: 500 words

HEADLINE: AEC Ignored Warnings Of Safety Study's Flaws

BYLINE: By Warren Brown, Washington Post Staff Writer

BODY:

... reminded of the words of Winston Churchill," Connally said in a solemn voice. "Winston Churchill said: 'Some men change their principles for their party. Others change their party for their principles.'"

"I feel I am in the latter category," he said.

Connally, who ...



LEVEL 1 - 15 OF 15 STORIES

Copyright (c) 1978 The Washington Post

October 19, 1978, Thursday, Final Edition

SECTION: First Section; A3

LENGTH: 1190 words

HEADLINE: Connally: The Not-Yet Candidate on the Trail

BYLINE: By Bill Curry, Washington Post Staff Writer

DATELINE: BOISE, Idaho

BODY:

... Reagan's a party-switcher, too. It's just a question of who did it first. Churchill said, 'Some men change their principles for their party, others change their party for the principles.'

On wheeling and dealing: "I'm not sure I know how to handle the ...

Statement by Press Secretary Fitzwater on the Education Summit
in Charlottesville, Virginia
September 27, 1989

The President said today's sessions with the Governors were very constructive. He said he felt a consensus could be reached on a number of issues. The key to success will be followup that occurs in the weeks ahead. The Governors indicated the most prominent issue before them is a question of flexibility in their spending of Federal funds. They asked the President to work with them in getting Congress to provide more flexibility in spending programs.

The Governors also indicated that early

child programs, including Head Start, are the most valuable in terms of ultimate educational success. The Governors also spoke at length of the need to increase accessibility to the teaching profession by people now in other careers. This issue, teacher certification, is important to bringing new ideas into the teaching area.

The President found the give-and-take with the Governors quite useful and looks forward to tomorrow's meeting.

Remarks at the University of Virginia Convocation in Charlottesville
September 28, 1989

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

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

Within the last decade, immense Federal budget deficits have accumulated with resulting declines in domestic spending, including education. We need not assign blame, but we ought to acknowledge that the Federal budget situation has left the States increasingly on their own to address

not only education but also health care, transportation, law enforcement, and other pressing concerns. Indeed, the Federal budget deficits have been the backdrop to the education summit stage. The Federal deficits confine our flexibility, limit our options, and explain our shared reluctance to discuss financial resources. To be sure, in recent years the States have stepped into the breach. Imaginative and innovative programs have been created and funded by Governors and State legislators determined not to let the red ink in Washington inhibit the potential of our people in their enterprise.

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

Up to this point, Mr. Jefferson's prefer-

ence for locally administered education has prevailed. We will not depart from that model entirely. States and localities will continue to provide more than 90 percent of the funding and the preponderance of the direction and supervision.

And yet, there is a Federal role to be more clearly defined, supported, and sustained. In response to international economic competition, a consensus has emerged for an American national resolve. The Jeffersonian belief that education is the first, best hope for our republic's enduring success has not diminished. We have simply discovered that, as the times change, so must our ideas. That may be the finest result of this education summit: that we have begun, State and Federal governments together, to think anew our respective roles and to address education for the first time as a nation undivided.

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

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

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

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

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

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

On behalf of the Nation's Governors, we thank you, Mr. President, for convening this historic summit, for the process that you have started and for our opportunity to help achieve significant goals that will get results for future generations of Americans.

And now I have the privilege of introducing the Secretary of Education for the United States. Lauro Cavazos was appointed by President Reagan in 1988 as U.S. Secretary of Education. He was confirmed unanimously by the United States Senate, and before that, he had a distinguished career as

president of Texas. I'm pleased to say he is from Iowa State. Lauro Cavazos, Secretary of Education.

Secretary Cavazos. Thank you. Thank you, Mr. President. It's my distinction today as we continue this summit. The decision to bring the lives of millions of Americans in the United States, and the future of the world here. President Bush's support for education assures the future of our education system. It is an honor now for me to be here in the presence of the President of the United States.

The President. Thank you, Secretary Cavazos. Thank you, Governors. Thank you, Terry Branstad. First, let me thank you, Governors here, and the music of that Air Force One. Thank you for your support. Thank you, Governor Branstad and so many others for your special role. I want to thank O'Neil and Mrs. O'Neil. I discovered that I discovered them from the press. And not only that they left me with a sense of which I'm sure so. You talk about Virginia. And I also want to thank the students and the distinguished faculty of the University of Virginia.

And for Barbara Bush, be back in Charlottesville. We have a President of the United States. Governors all visit. A big man on the scene. *[Laughter]* But, familiar—our son-in-law Margaret, visiting me to be in the White House. You see, the wave for Ralph S.

Now, it's easy and be humble and in education. We have been deeply impacted by the creativity, and fellow chief executive.

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Administration of George Bush, 1989 / Sept. 28

we can't do it alone. t of the United States h Governor and their the kind of changes e to have the involve- no are directly affect- in assure that we get ildren. These are the local school adminis- d members, students, rs in their communi- deeply about Ameri- with the commitment and with their coop- we be successful in at we hope to agree

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ion's Governors, we t, for convening this e process that you our opportunity to t goals that will get ations of Americans. privilege of introduc- Education for the vazos was appointed 1988 as U.S. Secre- as confirmed unani- States Senate, and tinguished career as

president of Texas Tech University. And I'm pleased to say he also has a Ph.D. from Iowa State. Lauro Cavazos, Secretary of Education.

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

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

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

Now, it's easy to keep your perspective and be humble at a school so rich in history and in educational endeavor. And I've also been deeply impressed by the commitment, the creativity, and the knowledge that my fellow chief executives bring here to this

education reform agenda. In our meetings yesterday, I learned exactly how much you care about the children of your States and the future. And in short, I came to Charlottesville with high expectations, and I've got to say you have exceeded them. So, the spirit of our summit is not, "Who will get the credit?"—the spirit of this summit is, "How can we get results?" We are here to put progress before partisanship, the future before the moment, and our children before ourselves.

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

But our children are growing up in an age where wonder is commonplace, peace and prosperity often taken for granted. And our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So, in many ways we're close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs here at Mr. Jefferson's school.

And every step we take at this university is truly a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, a horizon limited only by the blue mountains beyond. But Jefferson surveyed a horizon that no one else could see. He saw the graceful dome of the Rotunda, the elegance of the Lawn and its pavilions. He saw meeting rooms and libraries and lecture halls teeming with professors, students yet unborn. Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his university, and his dream, that inspires us today to follow in his footsteps. As President O'Neil

A child born today

said, Thomas Jefferson, our first education president, was a relentless advocate for universal public education. "He had a fundamental conviction that on the good sense of an educated citizenry, we could build and defend a country of liberty and justice."

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

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

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

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

Six years ago, the Committee on Excellence in Education issued its powerful report; and yet today, our nation is still at risk. The educational reform movement has done well in articulating its criticisms, and now it is time to define goals. This is the time for action. I sent my proposals for Fed-

eral action in education to Congress last spring, including an increase in funding for Head Start. The Educational Excellence Act of 1989 includes ways to reshape and expand Federal efforts, to recognize excellence, lift the needy, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these principles, and I value your advice and ideas as we continue to refine the Federal role.

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

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

And let me say to the Governors before this majestic audience: These sessions have been informative and thoughtful and very useful to me. And I appreciate the obvious extensive preparations that the Governors have undertaken in the days and weeks leading up to this summit. The Governors have emphasized to me the need for national performance goals and the importance of greater flexibility in the use of Federal funds, while accepting enhanced accountability for the results. And they've also stressed the high priority that helping prepare preschool children should have in Federal spending, even in time of fiscal constraint.

And finally, the Governors have articulated eloquently the need to restructure our education system. You already are consulting with State legislators to better our schools. Our teachers already are giving

their heart and soul to it, and have never before worked so hard, as principal, Governor, to achieve results in education.

A social compact between parents, teachers, principals, State legislators, and the State administration. Our common promises but on common goals. A radical departure from that you will join me in setting goals in education for this day forward, let us set tougher standards, of land of bigger dreams.

Our goals must be bold. That's why I welcome the National Governors' Association's Time for Results report. It's setting project recent leadership of Iowa's Tom Carver, Carolina's Carroll Campbell, and Booth Gardner, Bill Clinton. And my administration is committed to build on the National Governors' first State-by-State results. We will work with you on national goals, and then challenge superintendent to meet these higher goals. Your challenge and will loosen the grip of Federalism. Many great ideas, have noble experiments had the narrow spike of Unnecessary restriction. Bold. And bold action is of all.

I ask Congress to all more flexible by passing. And I ask you, in turn, to be more flexible on local bodies. Our efforts not by our results. So, to get results, goals and more flexible State government. To need a new spirit of students, between teachers and schools—a report card results, we will need and goals.

And yet, I do not call for a new era, some tame adhere

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their heart and soul to their jobs. But we've never before worked together—President and principal, Governor and teacher—to achieve results in education.

A social compact begins today in Charlottesville, Virginia—a compact between parents, teachers, principals, superintendents, State legislators, Governors, and the administration. Our compact is founded not on promises but on challenges—each one a radical departure from tradition. I hope that you will join me to define national goals in education for the first time. From this day forward, let us be an America of tougher standards, of higher goals, and a land of bigger dreams.

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

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

And yet, I do not counsel a naive nostalgia, some tame adherence to the past. Busi-

ness as usual is not getting us where we need to go. So, when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every PTA board member already knows: The American people are ready for radical reforms. We must not disappoint them.

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

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

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

every community. And those who do not advance the cause of education hinder it. Parents, students, and professional educators must be accountable to one another as a community.

But to be accountable, we need to know just how much progress we're making. So, fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are, and this means accepting the bad news along with the good. We've always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve, one that includes the other major industrial nations. And accountability also means we must act on what we discover. Weak performance in the classroom or the principal's office will no longer be tolerated. But neither will indifference towards good educators. Society has no greater benefactors than outstanding teachers and principals. And so, let them have their day in the sun, get what they deserve—generous praise and solid rewards.

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

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our

schools the freedom that they need. And such freedom will not lead to a quick and easy solution. It's the work of years. And we've taken such a long-term view in our meetings over the last couple of days.

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

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

In essence, that is why we've gathered here at Mr. Jefferson's school. He was just one man, but look at what one man can do. Imagine what we can do, if we—more than 50 strong—are united by this great cause. So let us dream, and let us talk. And if need be let us argue, but in the end let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson. Thank you for your hard work and dedication. God bless you. And God bless the United States of America.

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

Remarks at the E. University of Virg September 28, 1989

Secretary Cavazos. The past 2 days have been full of enthusiasm and energy. The discussions have been very helpful, and that the results will have an impact far beyond what we can imagine. We've made a great decision summit, and I know we will continue to make history every school across America.

It is an honor now to be here at the University of the United States.

The President. Thank you. The role is simply now, and I think we all agree we need a conference, to again thank the Virginia students, its teachers, to thank all of the single out those on the list: Governor Brantley, Governor Brantley; Governors' Association; Governor Booth; Washington; and of course, looks a little tired, but I know the responsibility for having brought you upon which to build the future.

And we've reached a point where we need for national perspective, need for more flexibility, the need for restructuring. We agree with Governor Brantley's major step forward in letting parents, communities—to encourage more and more Federal support in education programs with Head Start, but I think that might fit that.

But I want to thank the Governors and the staff. It has been historic, a determination to find a way. We just cannot end here, and I pray that my Cabinet will

Remarks at the Education Summit Farewell Ceremony at the University of Virginia in Charlottesville September 28, 1989

Secretary Cavazos. Thank you very much. The past 2 days have been busy for all of us, but the enthusiasm has come to this meeting, discussions have borne our knowledge that we are doing vital and important work and that the results of our decisions will have an impact far beyond what we can imagine. We've made history at this education summit, and I know that we will continue to make history in every State and every school across America.

It is an honor now to introduce the President of the United States, George Bush.

The President. Thank you very much. My role is simply now, at the end of what I think we all agree was a very successful conference, to again thank the University of Virginia students, its faculty, its president; to thank all of the Governors. I want to single out those on the platform with me now: Governor Branstad, who is head of the Governors' Association; Governor Carruthers; Governor Booth Gardner of the State of Washington; and of course Bill Clinton, who looks a little tired, but took on an extra responsibility for hammering out a statement upon which there is strong agreement.

And we've reached agreement on the need for national performance goals, on the need for more flexibility and accountability, the need for restructuring and choice, and I agree with Governor Clinton that this is a major step forward in education; the need for letting parents, teachers, students, and communities—to encourage them to work together more and more; and the need for more Federal support for the prekindergarten education process normally identified with Head Start, but certainly other programs might fit that description.

But I want to thank each and every one of the Governors and their families. This has been historic, and I pledge to you my determination to follow up in every way possible. We just cannot let it sit here and end here, and I promise you that I won't, that my Cabinet won't, and that our entire

administration will not. So, with no further ado, to all the Governors here, my heartfelt thanks.

Governor Branstad. Mr. President, on behalf of the National Governors' Association, we thank you for calling us together in this very historic summit on education. I want to thank all of the Governors that participated. We had better attendance than we even do at the National Governors' annual meetings. There were open and frank discussions. A very significant agreement has been reached. This year, the National Governors' Association has an agenda that calls for building a consensus for change to address some of the critical issues facing the United States of America—the issues of education and the environment.

And in the last 2 days here, we have made significant progress towards building that national consensus with the leadership of the President and the Governors. In the area of setting national education goals, we unanimously agree that there is a need for the first time in this nation's history to have specific results-oriented goals. And we're talking about roles in the area of readiness of children to start school; in the area of performance of students in international achievement tests in the areas of math and science; in the reduction of the dropout rate and the improvement of academic performance, especially for at-risk children; in the functional literacy of adult Americans; in the level of training necessary to guarantee a competitive work force; in the supply of qualified teachers with up-to-date technology; and the establishment of safe, disciplined, and drug-free schools.

We recognize the need for both flexibility to State governments and to local school districts—but coupled with that, accountability for outcome-related results. I think significant progress has been made. We have committed to work together—the National Governors' Association Task Force on Education and the people designated by the President—to make specific goals and

to reach those goals hopefully by the February meeting of the National Governors' Association in the Nation's Capital.

It's a beautiful day in Charlottesville, Virginia. I'm proud that the President has invited us to be here. We appreciate the great hospitality of this great State and this great university, and I'm pleased to introduce my Vice Chairman for the National Governors' Association, the Governor of the State of Washington, Governor Booth Gardner, to talk about some of the other goals that have been spelled out in this joint statement. Governor Gardner.

Governor Gardner. The report goes further, and I think one of the reasons that we're all so excited about the results of the last 2 days are that the report addresses the financial role of the Federal Government in education, albeit in a limited role—but an extremely important role. And the understanding is that the money that becomes available will be applied to the issue of early childhood education and Head Start and preparing young people for the day that they enter school—that they will be on a parred and equity basis with other children and they're ready and able to perform.

And we also discussed and agreed that we have to continue to look at mandates from the Federal Government to make sure that those mandates do not impinge on the State's ability to provide its discretionary funds for education. Then we have a very exciting statement on the commitment to restructuring. The President and the Nation's governments [Governors] have agreed that significant steps must be made in restructuring education in all States: a system of accountability that focuses on results rather than input; a decentralized authority and decision-making responsibility to the school site; empowerment to the principals and the teachers to carry out their mandates and citing challenges to face us in this country; and an educational system that develops first-rate teachers and supports those teachers with the technology, staff, and services that are necessary to allow them to be productive.

And lastly, we want to compliment the Secretary of Education and the President on agreeing that we will have a report card

and that we will measure the schools, the State, and the Federal Government year by year to make sure that we remain committed to the agreements that we have reached in the past 2 days and the goals that will come out of the process for the next few months that we hope to agree on in February or March.

In the past few days, the President, his Cabinet, Secretary of Education, the Governors, and their staff have humbly walked the footsteps of Thomas Jefferson. We started down a promising path, and we have composed a Jeffersonian compact, the beneficiaries of which will be the children of this country. The children of this country today represent 25 percent of our population. Tomorrow, they are 100 percent of that population. With that, I'd like to introduce the Governor of New Mexico and the chairman of the Educational Commission of the States, Garrey Carruthers.

Governor Carruthers. Thank you very much, Booth. We came to talk about sharing the responsibility for success, and we've done that. And to have success we need to have a vision, much higher expectations, and the President of the United States gave one of the finest speeches I've ever heard on education today at the convocation at the University of Virginia.

And it is from that speech and the work that we have to do afterwards that will develop the vision of education in this country. But I think also we came to talk about empowering people, and we talked a lot about empowering. We're going to empower parents by encouraging choice; we're going to empower teachers by letting them take over the classrooms again; we're going to empower those educational entrepreneurs that exist in all our communities by deregulating the educational system.

We need to empower the kids by making sure that before they're 5 years old they've been properly taken care of in every way, particularly with health. And we need to empower the private sector by inviting them into the school systems and getting their assistance and mentoring programs and the financial assistance they've always been willing to give us. And then we need to empower all Americans very simply by

having them join us national goals. It has ference, and now I'd to Governor Bill Clinton prime forces in developing the summit, with United States.

Governor Clinton. Governor Carruthers and gentlemen. This moment for me. For much sleep last night on this statement.

I want to thank Governor Carruthers is not here, and Governor Clinton and all the others who ment from the National Governors' Association—John Sununu [Governor of New Jersey], Roger Porter [Assistant Secretary of Domestic and Economic Policy from the White House], and Mr. President, for giving us the challenge after 7 years of hard reform, to have a real in education.

The press will ask to people will when we go happened here that we would say there are three. This is the first time

Joint Statement of Governors in Charlottesville September 28, 1989

The President and the agree that a better education is key to the continued growth of the United States. Educationally been, and should responsibility and a local works best when there is a national involvement in the system. Nation we must have a force, second to none, in an increasingly competitive my.

Education has always been never this important but

having them join us in developing a set of national goals. It has been a wonderful conference, and now I'd like to introduce you to Governor Bill Clinton, who's one of the prime forces in developing this conference, the summit, with the President of the United States.

Governor Clinton. Thank you very much, Governor Carruthers, Mr. President, ladies and gentlemen. This is a rather emotional moment for me. For one thing, I didn't get much sleep last night—we were up working on this statement.

I want to thank Governor Campbell, who is not here, and Governor Branstad, who is, and all the others who worked on this statement from the National Governors' Association—John Sununu [Chief of Staff] and Roger Porter [Assistant to the President for Domestic and Economic Affairs] and others from the White House staff. And most important, Mr. President, I want to thank you for giving us the chance, the Governors, after 7 years of hard work on educational reform, to have a real national partnership in education.

The press will ask today, and maybe the people will when we get home, what really happened here that makes a difference. I would say there are three things.

This is the first time in the history of this

country that we have ever thought enough of education and ever understood its significance to our economic future enough to commit ourselves to national performance goals. It has never happened in over 200 years. This is the first time, ever, any group of public officials have ever committed themselves to a national effort to restructure the schools of the United States—something every educator who studied it says is the single most significant thing we could do.

And this is the first time a President and Governors have ever stood before the American people and said: Not only are we going to set national performance goals, which are ambitious, not only are we going to develop strategies to achieve them, but we stand here before you and tell you we expect to be held personally accountable for the progress we make in moving this country to a brighter future. If that doesn't make this a happy day, I don't know what does. Thank you very much.

The President. Thank you all. Well done, Bill. You did a wonderful job. Booth, thanks for everything.

Note: The President spoke at 3:07 p.m. on the steps of the Rotunda. Following his remarks, he returned to Washington, DC.

Joint Statement on the Education Summit With the Nation's Governors in Charlottesville, Virginia

September 28, 1989

The President and the nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as [a] Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

Education has always been important, but never this important because the stakes

have changed: Our competitors for opportunity are also working to educate their people. As they continue to improve, they make the future a moving target. We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive.

The President and the nation's Governors have agreed at this summit to:

- establish a process for setting national educational goals;
- to seek greater flexibility and enhanced

National Education Goals Panel

1850 M Street, N.W.
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Summarizing the Theme and Message for the National Education
Goals Panel Report Release

Americans believe strongly in the power of education. Almost 90%, according to a recent Gallup Poll, rate a world-class education system as critical to the nation's future. We have made some progress. And yet the evidence in the Goals Report is clear: our educational achievements are not yet world class.

If the nation is to measure up to the technical and economic demands of the next century, we must all get involved -- public officials, educators, parents, adults, and students alike. The release of this report is an opportunity to get Americans committed and involved in improving education in this country.

The point of these reports is not to create an artificial competition that ranks and compares states with one another. Such an approach will not get us where we need to go. Rather the annual reports will measure progress against past performance and against world class standards for the year 2000.

One part of the job is to close gaps in our knowledge. Accurate information is not available for many of the goals. We lack data on important topics such as young children's readiness for school, adults' work force skills, and what college graduates know and can do. Future reports must fill these voids with new information that can tell us whether we are doing what we must do to reach our goals.

With these reports, we hope to generate a sense of common purpose, resolve, and urgency for action. To prosper as individuals and as a nation, our aim must be world-class standards. This release promotes collaboration between state and federal government and the citizens of America. It is an occasion to commit ourselves to making the goals a reality.

**National Education Goals Panel
Background Fact Sheet:
Important Dates and Events**

**September, 1989
Education Summit**

The President and 50 state Governors convene an Education Summit at Charlottesville, Virginia, and agree to set education goals for the nation.

**January/February, 1990
Goals Set**

Six National Education Goals are announced by the President and the Governors. They are:

The National Education Goals.....By the year 2000

Goal 1) All children will start school ready to learn;

Goal 2) The high school graduation rate will increase to at least 90 percent;

Goal 3) Students will demonstrate competency in challenging subject matter including English, mathematics, science, history, and geography; and every school will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment;

Goal 4) U.S. students will be first in the world in mathematics and science achievement;

Goal 5) Every adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

Goal 6) Every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.

July, 1990

The National Governors' Association adopts a policy agreeing to issue Governors' reports of state progress toward achieving the national education goals.

July, 1990
Panel Formed

The President and Governors form the National Education Goals Panel, first chaired by Colorado Governor Roy Romer, to issue annual reports on the progress of the nation and states toward the six national goals.

Panel Members

Six Governors, three Democrats and three Republicans

Four members of the President's Administration

Four Congressional Leaders, ex officio

February, 1991

The Panel hires Pascal D. Forgione, Jr., as Executive Director.

March, 1991
Expert Advice

Six Resource Groups of national experts in the areas of the goals submit initial recommendations to the panel for the selection of short-term and long-term indicators of progress toward the goals.

April/May 1991
Public Outreach

Governors host eight regional forums across the country, gathering comment from education associations and the public on the selection of indicators.

April, 1991

President Bush announces America 2000, his four-pronged initiative to help the nation reach the national education goals.

June, 1991

The U.S. Congress creates National Council on Education Standards and Testing, replacing the Interim Council of the Goals Panel. Council to report to the nation by December 31 on desirability and feasibility of setting voluntary national education standards and national examinations linked to them. Governors Carroll Campbell and Roy Romer cochair 32-member Council. Francie Alexander is Executive Director.

June 6, 1991

The National Assessment of Educational Progress

(NAEP), begun in 1969, releases the first ever state-by-state data on student achievement based on representative sample testing. Report is on 8th grade mathematics only. State NAEP is scheduled to expand in 1992 to 4th and 8th grade math and 4th grade reading.

June/July, 1991

The Goals Panel selects initial national and state indicators for the first annual progress report, to be released September 30.

August 20, 1991

South Carolina Governor Carroll Campbell becomes second chairman of the National Education Goals Panel.

September 4, 1991

The Panel receives far-reaching recommendations for future indicators and data systems.

**September 30, 1991
The First Report**

**The National Education Goals Panel releases its first annual national progress report.
State Governors release their own state reports of progress toward the national education goals.**

September 30, 1991

The National Assessment Governing Board (NAGB) releases the first national and state NAEP results, initially for mathematics only, in terms of new, NAGB-established basic, proficient, and advanced achievement levels. Data are also reported in the National Educational Goals Panel report.

October 27-28, 1991
Iowa Conference

The National Education Goals Panel cosponsors a National Education Conference of Governors and state delegations of education leaders in Des Moines, Iowa, to share information on activities regarding the six national education goals and to consider state initiatives to help achieve them.

September, 1992-2000
Future Reports

Release of future National Education Goals Panel reports of national and state progress toward the national education goals.

*Dept of
Ed specific*



*It's a new kind of leadership for Louisiana.
And it's working.*

Buddy Roemer. Elected in tough times by the people of Louisiana to do a tough job.

And in less than four years he's starting to clean up the mess, fighting the forces of yesterday and putting the people first.

Buddy Roemer. No deals. No scandals. Just hard work. Moving our state forward - for the good of all the people.

It's a new kind of leadership for Louisiana. And it's working.

**Buddy Roemer
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Baton Rouge, LA 70804
(504) 928-1991**

Paid for by the Buddy Roemer Re-election Committee Frank W. McGee, Treasurer

RE-ELECT Buddy Roemer GOVERNOR



Less than four years ago Louisiana was on the brink of disaster.

We slumped into closed buildings, and weather beaten "for sale" signs dominated our neighborhoods. Thousands of jobs had been

lost. Bankruptcies were at an

all-time high and hope fell to an all-time low.

The previous administration had left a \$1.2 billion deficit, and a bankrupt system of education that brought shame on Louisiana all over the world.

So in 1987 the stage was set. Louisianians had had enough and elected Buddy Roemer governor.

And then, a new kind of leadership emerged in Louisiana.

A new emphasis was put on service to the people and not the politicians.

Buddy Roemer brought integrity to state government as waste and corruption were attacked. Unnecessary jobs were eliminated along with 66 boards and commissions.

Buddy Roemer has balanced the budget each year since his election, has brought new jobs to Louisiana and has started the long and difficult process of rebuilding the state's economy.

Buddy Roemer fought to start political change and stood fast while facing a multitude of challenges.

His record of accomplishments has stopped the laughter. Louisiana can once again be proud.

JOB TRAINING

- Initiated the first annual Governor's Employment and Training Conference
- Helped place more than 250,000 Louisianians in jobs through Job Service offices
- Restructured the State Job Training Coordinating Council and established it as a major policy and decision making board
- Targeted \$16 million for education and job training for welfare recipients to reduce dependence on welfare

PROTECTING THE ENVIRONMENT

- Established a special wetlands conservation and restoration fund to protect fragile coastal ecosystems
- Stopped shell dredging in Lake Pontchartrain
- Created an oil-spill task force to develop plans to prevent and prepare for possible oil spills along the Louisiana coast
- Developed a well-head program to protect sources of drinking water
- Signed a wetlands mitigation bill requiring polluters to pay for damaging the environment
- Initiated a joint government/industry/community effort to combat air quality problems in the Mississippi River Industrial Corridor
- For the first time, provided the Department of Environmental Quality with adequate state funding to protect the environment
- Tightened Louisiana's toxic air emissions laws
- Established a statewide recycling program
- Increased hazardous waste taxes to discourage imported industrial waste



INFRASTRUCTURE IMPROVEMENTS AND PLANNING FOR THE FUTURE

- Established a constitutionally protected transportation trust fund dedicated solely to highways, parish roads, flood control, ports and airports
- Presided over the opening of 50 mile section of I-49, completing 95% of its rural portion
- Funded over \$210 million for 1500 miles of road improvements
- Established a \$1.4 billion infrastructure improvement program that provides for a new intrastate network of 4 lane highways and bridges
- Obligated all federal highway funds for fiscal year '89-'90 and received an additional \$38 million in federal funds
- Funded over \$47 million for airport improvements

FIGHTING CRIME AND DRUG ABUSE

- Opened the 706 bed Avoyelles Corrections Facility, the 610 bed Winn Correctional Center and the 610 bed Allen Correctional Center to incarcerate hardened criminals
- Signed some of the toughest anti-drug laws in America, including laws to establish drug free school zones
- Extended the definition of first degree murder to include all drug-related offenses
- Doubled the sentence for selling drugs to minors
- Added 142 new state troopers to the state police force
- Established a drug policy board to review, coordinate and more efficiently engage in narcotics interdiction efforts
- Privatized prisons in Allen and Winn Parishes to save state tax dollars

A new kind of leadership

PROVIDING HUMAN SERVICES AND HEALTH CARE

- Created The Louisiana Health Care Authority and passed legislation to revamp and oversee the operations of our Charity Hospitals
- Targeted \$16 million for education and job training for welfare recipients to reduce dependence on welfare
- Expanded the state's ability to detect and enforce welfare fraud
- Strengthened programs for high-risk pregnant women
- Developed and adopted a statewide plan for prevention of child neglect and abuse
- Reduced cost of medicaid claims processing by 15%
- Used federal assistance to add 6 emergency shelters for the homeless



SERVING AND PROTECTING THE ELDERLY

- Funded the Council on Aging in each of Louisiana's 64 parishes
- Assisted over 28,000 elderly households through the Home Energy and Weatherization Assistance Programs
- Fought for reform to provide legal assistance and protective services to the elderly
- Funded a dislocated older worker program under the Job Training Partnership Act - the only one of its kind in America



IMPROVED MANAGEMENT OF STATE GOVERNMENT

- Balanced the state budget every year since being elected
- Improved Louisiana's bond rating, (for the first time in twenty one years) saving taxpayers dollars
- Created the office of inspector general to root out corruption and mismanagement of state funds
- Eliminated 66 state boards and commissions
- Moved Louisiana from 49th place to 24th place in national ranking of how well state governments are managed (according to *Financial World* magazine)
- Established a statewide computerized space and facility management program to keep an accurate inventory of state property
- Saved State Employee Retirement Fund from threatened bankruptcy
- Established 9 more motor vehicle service centers and cut waiting time for Louisiana residents from an average of 1.5 hrs. to 30 minutes

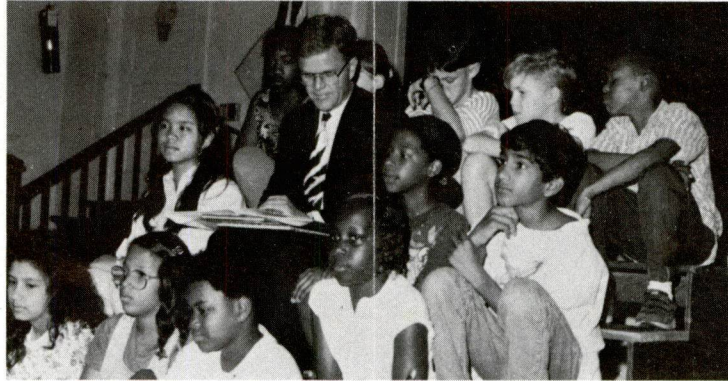
Governor Buddy Roemer...

Buddy's Years

STATE GOVERNMENT DOING WHAT IT'S SUPPOSED TO DO.

ECONOMIC DEVELOPMENT AND CREATING JOBS

- Over 106,000 more Louisianians hold jobs today than in 1987
- Brought out of state investment into Louisiana resulting in 22 new plant locations - 2,115 permanent jobs and 1,381 construction jobs; an investment of over \$177 million
- Increased Louisiana's exports by 17.5%
- Signed into law a program easing the state inventory tax, encouraging out of state investment



- Created the Office of Rural Development to coordinate economic development efforts in rural Louisiana.
- Established the Louisiana Economic Development Corporation to encourage and assist start-up and small businesses.
- The Department of Employment and Training helped place over 250,000 Louisianians in jobs through Job Service offices.
- Assisted 68 Louisiana companies to successfully enter foreign trade markets.

IMPROVING EDUCATION

- Proposed and won passage of the Children First Act, a comprehensive education reform package
- Reduced classroom sizes for more personalized instruction
- Saved the teacher evaluation program from being eliminated by the legislature and special interest groups
- Improved national teacher pay ranking from 48th place to 41st place
- Began the "Taylor Plan" of scholarships for financially disadvantaged college bound students
- For the first time in state history, signed into law a \$3 million middle income tuition assistance program

- Provided funding for LSU Pennington Biomedical Research Center and LSU's Supermicrochip Research Center
- Authorized an alternative curriculum for students not wishing to pursue college degrees
- Added \$121 million—the most ever in a single year—for college faculty payraises, equipment, libraries, and other education needs
- Established an office of literacy for the first time in state history

