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patronised by Public authority. We are teaching the world the great truth that Governments do better without Kings & Nobles than with them. The merit will be doubled by the other lesson that Religion flourishes in greater purity, without than with the aid of Government.

My pen I perceive has rambled into reflections for which it was not taken up. I recall it to the proper object of thanking you for your very interesting pamphlet, and of tendering you my respects and good wishes. . . .

31. Public Education and the Classes: Virginia to Kentucky

The American public school and state university are the ambiguous monuments to an old republican faith in education. In Virginia, Jefferson had been since revolutionary times the moving spirit and eloquent advocate of educational reform. Madison, as usual, stood faithfully at his friend's right hand, giving political aid and prudent counsel. In 1822, answering the inquiries of the Kentucky Lieutenant Governor, William T. Barry, Madison added little to either the principles or the design of a republican educational system that Jefferson had first outlined more than forty years before in his "Bill for the General Diffusion of Knowledge," and had defended memorably in his *Notes on the State of Virginia* (1782–1785). (He had used Jefferson more critically when advising Kentuckians on constitutional matters in the 1780s. See Document 7.)

Sadly, Madison recognized that Virginia could not offer much in the way of practical achievement in public education

To William T. Barry, August 4, 1822, in *Writings*, IX, pp. 103–109.

to guide the Kentuckians. New England, the native ground of Federalism, provided a far better example. Few Virginians would have disputed Madison's statement of a common truth of republican politics: "A popular government, without popular information or the means of acquiring it, is but a prologue to a farce or a tragedy or, perhaps, both." Yet the representatives of the people, counting the costs, had provided only the barest beginnings of elementary education for the poor and, finally, in 1818, had reluctantly granted authorization and modest support for Jefferson's projected University of Virginia. (See Document 32.)

Writing from hard experience, Madison armed Barry, a professor as well as a politician, with arguments that might overcome popular prejudice against publicly supported higher education. Republicans of his generation never imagined, or wished, that significant numbers of "the labouring classes" would advance beyond elementary schooling. It was nevertheless essential for ordinary citizens to recognize their great stake in institutions that would interest the wealthy in public education, open present opportunities for gifted boys of modest means and future opportunities for the successful sons of the poor. For the rich, the poor, and the middling alike, "learned institutions" would broaden the sources of educated leadership for society, foster science and the useful arts to the greater glory of the American Republic, and would—above all—"throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty."

Although Barry's comprehensive report on education was not adopted by the Kentucky legislature, that commonwealth—unlike Virginia—did create a respectable public-school system by 1860. Discounting his Virginia pride, Madison might have seen this as another case of "salutary emulation" among the states of a federal system: a friendly competition in experimental reform.

August 4, 1822.

DEAR SIR,—I received some days ago your letter of June 30, and the printed Circular to which it refers.

The liberal appropriations made by the Legislature of Kentucky for a general system of Education cannot be too much applauded. A popular Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.

I have always felt a more than ordinary interest in the destinies of Kentucky. Among her earliest settlers were some of my particular friends and Neighbors. And I was myself among the foremost advocates for submitting to the Will of the "District" the question and the time of its becoming a separate member of the American family. Its rapid growth & signal prosperity in this character have afforded me much pleasure; which is not a little enhanced by the enlightened patriotism which is now providing for the State a Plan of Education embracing every class of Citizens, and every grade & department of Knowledge. No error is more certain than the one proceeding from a hasty & superficial view of the subject: that the people at large have no interest in the establishment of Academies, Colleges, and Universities, where a few only, and those not of the poorer classes can obtain for their sons the advantages of superior education. It is thought to be unjust that all should be taxed for the benefit of a part, and that too the part least needing it.

If provision were not made at the same time for every part, the objection would be a natural one. But, besides the consideration when the higher Seminaries belong to a plan of general education, that it is better for the poorer classes to have the aid of the richer by a general tax on property, than that every parent should provide at his own expence for the education of

his children, it is certain that every Class is interested in establishments which give to the human mind its highest improvements, and to every Country its truest and most durable celebrity.

Learned Institutions ought to be favorite objects with every free people. They throw that light over the public mind which is the best security against crafty & dangerous encroachments on the public liberty. They are the nurseries of skilful Teachers for the schools distributed throughout the Community. They are themselves schools for the particular talents required for some of the Public Trusts, on the able execution of which the welfare of the people depends. They multiply the educated individuals from among whom the people may elect a due portion of their public Agents of every description; more especially of those who are to frame the laws; by the perspicuity, the consistency, and the stability, as well as by the just & equal spirit of which the great social purposes are to be answered.

Without such Institutions, the more costly of which can scarcely be provided by individual means, none but the few whose wealth enables them to support their sons abroad can give them the fullest education; and in proportion as this is done, the influence is monopolized which superior information every where possesses. At cheaper & nearer seats of Learning parents with slender incomes may place their sons in a course of education putting them on a level with the sons of the Richest. Whilst those who are without property, or with but little, must be peculiarly interested in a System which unites with the more Learned Institutions, a provision for diffusing through the entire Society the education needed for the common purposes of life. A system comprizing the Learned Institutions may be still further recommended to the more indigent class of Citizens by such an arrangement as was reported to the General Assembly of Virginia, in the year 1779, by a Committee appointed to revise laws in order to adapt them to the genius of Republican Government. It made part of a "Bill for the more

general diffusion of knowledge" that wherever a youth was ascertained to possess talents meriting an education which his parents could not afford, he should be carried forward at the public expence, from seminary to seminary, to the completion of his studies at the highest.

But why should it be necessary in this case, to distinguish the Society into classes according to their property? When it is considered that the establishment and endowment of Academies, Colleges, and Universities are a provision, not merely for the existing generation, but for succeeding ones also; that in Governments like ours a constant rotation of property results from the free scope to industry, and from the laws of inheritance, and when it is considered moreover, how much of the exertions and privations of all are meant not for themselves, but for their posterity, there can be little ground for objections from any class, to plans of which every class must have its turn of benefits. The rich man, when contributing to a permanent plan for the education of the poor, ought to reflect that he is providing for that of his own descendants; and the poor man who concurs in a provision for those who are not poor that at no distant day it may be enjoyed by descendants from himself. It does not require a long life to witness these vicissitudes of fortune.

It is among the happy peculiarities of our Union, that the States composing it derive from their relation to each other and to the whole, a salutary emulation, without the enmity involved in competitions among States alien to each other. This emulation, we may perceive, is not without its influence in several important respects; and in none ought it to be more felt than in the merit of diffusing the light and the advantages of Public Instruction. In the example therefore which Kentucky is presenting, she not only consults her own welfare, but is giving an impulse to any of her sisters who may be behind her in the noble career.

Throughout the Civilized World, nations are courting the

praise of fostering Science and the useful Arts, and are opening their eyes to the principles and the blessings of Representative Government. The American people owe it to themselves, and to the cause of free Government, to prove by their establishments for the advancement and diffusion of Knowledge, that their political Institutions, which are attracting observation from every quarter, and are respected as Models, by the newborn States in our own Hemisphere, are as favorable to the intellectual and moral improvement of Man as they are conformable to his individual & social Rights. What spectacle can be more edifying or more seasonable, than that of Liberty & Learning, each leaning on the other for their mutual & surest support?

The Committee, of which your name is the first, have taken a very judicious course in endeavouring to avail Kentucky of the experience of elder States, in modifying her Schools. I enclose extracts from the laws of Virginia on that subject; though I presume they will give little aid; the less as they have as yet been imperfectly carried into execution. The States where such systems have been long in operation will furnish much better answers to many of the enquiries stated in your Circular. But after all, such is the diversity of local circumstances, more particularly as the population varies in density & sparseness, that the details suited to some may be little so to others. As the population however, is becoming less & less sparse, and it will be well in laying the foundation of a Good System, to have a view to this progressive change, much attention seems due to examples in the Eastern States, where the people are most compact, & where there has been the longest experience in plans of popular education.

I know not that I can offer on the occasion any suggestions not likely to occur to the Committee. Were I to hazard one, it would be in favour of adding to Reading, Writing, & Arithmetic, to which the instruction of the poor, is commonly limited, some knowledge of Geography; such as can easily be conveyed

by a Globe & Maps, and a concise Geographical Grammar. And how easily & quickly might a general idea even, be conveyed of the Solar System, by the aid of a Planatarium of the Cheapest construction. No information seems better calculated to expand the mind and gratify curiosity than what would thus be imparted. This is especially the case, with what relates to the Globe we inhabit, the Nations among which it is divided, and the characters and customs which distinguish them. An acquaintance with foreign Countries in this mode, has a kindred effect with that of seeing them as travellers, which never fails, in uncorrupted minds, to weaken local prejudices, and enlarge the sphere of benevolent feelings. A knowledge of the Globe & its various inhabitants, however slight, might moreover, create a taste for Books of Travels and Voyages; out of which might grow a general taste for History, an inexhaustible fund of entertainment & instruction. Any reading not of a vicious species must be a good substitute for the amusements too apt to fill up the leisure of the labouring classes.

I feel myself much obliged Sir by your expressions of personal kindness, and pray you to accept a return of my good wishes, with assurances of my great esteem & respect.

THE MIND OF THE FOUNDER:

Sources of the Political Thought of JAMES MADISON

Edited with Introduction and Commentary by

MARVIN MEYERS

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Chapter XXII

IDEAS AND PROJECTS

EDUCATION FOR A LAWYER [1]

*c.*1767

Before you enter on the study of the law a sufficient groundwork must be laid. For this purpose an acquaintance with the Latin and French languages is absolutely necessary. The former you have; the latter must now be acquired. Mathematics and Natural Philosophy are so useful in the most familiar occurrences of life, and are so peculiarly engaging and delightful as would induce everyone to wish an acquaintance with them. Besides this, the faculties of the mind, like the members of the body, are strengthened and improved by exercise. Mathematical reasonings and deductions are therefore a fine preparation for investigating the abstruse speculations of the law. In these and the analogous branches of science the following books are recommended:

Mathematics.—Beyzout, Cours de Mathématiques—the best for a student ever published; Montucla or Bossut, Histoire des Mathématiques.

Astronomy.—Ferguson, and le Monnier or de Lalande.

Geography.—Pinkerton.

Natural Philosophy.—Joyce's Scientific Dialogues; Martin's Philosophia Britannica, Muschenbroek's Cours de Physique.

This foundation being laid, you may enter regularly on the study of the law, taking with it such of its kindred sciences as will contribute to eminence in its attainment. The principal of these are Physics, Ethics, Religion, Natural Law, Belles Lettres, Criticism, Rhetoric, and Oratory. The carrying

[1] This was written at the time when Jefferson began to practice law. Half a century later, 1814, he sent a revised copy to a friend, with the comment: "I have at length found the paper of which you requested a copy. It was written near fifty years ago, for the use of a young friend whose course of reading was confided to me; and it formed a basis for the studies of others subsequently placed under my direction." He apologized that the paper "betrays sufficiently its juvenile date."

on several studies at a time is attended with advantage. Variety relieves the mind as well as the eye, palled with too long attention to a single object, but, with both, transitions from one object to another may be so frequent and transitory as to leave no impression. The mean is therefore to be steered, and a competent space of time allotted to each branch of study. Again, a great inequality is observable in the vigor of the mind at different periods of the day. Its powers at these periods should therefore be attended to, in marshalling the business of the day. For these reasons I should recommend the following distribution of your time:

Till Eight o'clock in the morning, employ yourself in Physical Studies

Ethics, Religion, natural and sectarian, and Natural Law, reading the following books:

Agriculture.—Dickson's Husbandry of the Ancients; Tull's Horse-hoeing Husbandry; Lord Kames' Gentleman Farmer; Young's Rural Economy; Hale's Body of Husbandry; De Serres's Théâtre d'Agriculture.

Chemistry.—Lavoisier, Conversations in Chemistry.

Anatomy.—John and James Bell's Anatomy.

Zoology.—Abrégé du Système de la nature de Linné par Gilibert; Manuel d'Histoire Naturelle by Blumenbach, Buffon, including Montbeiliard and La Cepède; Wilson's American Ornithology.

Botany.—Barton's Elements of Botany; Turton's Linneus; Persoon's Synopsis Plantarum.

Ethics and Natural Religion.—Locke's Essay; Locke's Conduct of the Mind in the Search after Truth; Stewart's Philosophy of the Human Mind; Enfield's History of Philosophy; Condorcet, Progrès de l'Esprit Humain; Cicero de Officiis, Tusculanae, de Senectute, Somnia Scipionis; Senecae Philosophica; Hutchinson's Introduction to Moral Philosophy; Lord Kames' Natural Religion; Traité Elémentaire de Morale et Bonheur; La Sagesse de Charron.

Religion, Sectarian.—Bible: New Testament, Commentaries on them by Middleton in his Works, and by Priestley in his Corruptions of Christianity and Early Opinions of Christ; The Sermons of Sterne, Massillon and Bourdaloue.

Natural Law.—Vattel, Droit des Gens; Rayneval, Institutions du Droit de la Nature et des Gens.

From Eight to Twelve read Law

The general course of this reading may be formed on the following grounds. Lord Coke has given us the first views of the whole body of law

worthy now of being studied; for so much of the admirable work of Bracton is now obsolete that the students should turn to it occasionally only, when tracing the history of particular portions of the law. Coke's Institutes are a perfect digest of the law in his day. After this, new laws were added by the Legislature, and new developments of the old law by the judges, until they had become so voluminous as to require a new digest. This was ably executed by Matthew Bacon, although unfortunately under an alphabetical instead of analytical arrangement of matter. The same process of new laws and new decisions on the old laws going on, called at length for the same operation again, and produced the inimitable Commentaries of Blackstone. In the department of the Chancery, a similar progress has taken place. Lord Kames has given us the first digest of the principles of that branch of our jurisprudence, more valuable for the arrangement of matter than for its exact conformity with the English decisions. The reporters from the early times of that branch to that of the same Matthew Bacon are well digested, but alphabetically also in the abridgment of the cases in equity, the second volume of which is said to be done by him. This was followed by a number of able reporters, of which Fonblanque has given us a summary digest by commentaries on the text of the earlier work, ascribed to Ballow, entitled "A Treatise on Equity." The course of reading recommended then in these two branches of law is the following:

Common Law.—Coke's Institutes; Select Cases from the Subsequent Reporters to the time of Matthew Bacon; Bacon's Abridgment; Select Cases from the Subsequent Reporters to the Present Day; Select Tracts on Law, among which those of Baron Gilbert are all of the first merit; the Virginia Laws; Reports on them.

Chancery.—Lord Kames' Principles of Equity, 3d edition; Select Cases from the Chancery Reporters to the time of Matthew Bacon; the Abridgment of Cases in Equity; Select Cases from the Subsequent Reporters to the Present Day; Fonblanque's Treatise of Equity.

Blackstone's Commentaries (Tucker's edition) as the best perfect digest of both branches of law.

In reading the Reporters, enter in a common-place book every case of value, condensed into the narrowest compass possible, which will admit of presenting distinctly the principles of the case. This operation is doubly useful, insomuch as it obliges the student to seek out the pith of the case, and habituates him to a condensation of thought, and to an acquisition of the most valuable of all talents, that of never using two words where one will do. It fixes the case, too, more indelibly in the mind.

From Twelve to One read Politics

Politics, General.—Locke on Government, Sidney on Government, Priestley's First Principles of Government, Review of Montesquieu's Spirit of Laws. De Lolme sur la constitution d'Angleterre; De Burgh's Political Disquisitions; Hatsell's Precedents of the House of Commons; Select Parliamentary Debates of England and Ireland; Chipman's Sketches of the Principles of Government; The Federalist.[2]

Political Economy.—Say's Economie Politique; Malthus on the Principles of Population; de Tracy's work on Political Economy, now about to be printed, 1814.

In the Afternoon read History

History, Ancient.—The Greek and Latin originals; select histories from the Universal History; Gibbon's Decline of the Roman Empire; Histoire ancienne de Millot.

Modern.—Histoire moderne de Millot; Russel's History of Modern Europe; Robertson's Charles V.

English.—The original historians, *to wit:* The History of Edward 2nd, by E. F.; Habington's Edward 4th; More's Richard 3rd; Lord Bacon's Henry 7th; Lord Herbert's Henry 8th; Goodwin's Henry 8th, Edward 7th, Mary; Camden's Elizabeth, James, Ludlow; Macaulay [Catharine]; Fox; Belsham; Baxter's History of England; Hume republicanized and abridged; Robertson's History of Scotland.

American.—Robertson's History of America; Gordon's History of the Independence of the U.S.; Ramsay's History of the American Revolution; Burk's History of Virginia; Continuation of d°., by Jones and Girardin, nearly ready for the press.

From Dark to Bedtime

Belles Lettres; Criticism; Rhetoric; Oratory, *to wit:*

Belles Lettres.—Read the best of the poets, epic, didactic, dramatic, pastoral, lyric, etc.; but among these, Shakespeare must be singled out by one who wishes to learn the full powers of the English language. Of him we must declare as Horace did of the Grecian models, *"Vos exemplaria Graeca nocturna versate manu, versate diurna."*

Criticism.—Lord Kames' Elements of Criticism; Tooke's Diversions of Purley. Of Bibliographical criticism, the Edinburgh Review furnishes the finest models extant.

[2] This, together with a number of other works (for example, Robertson's *History of America,* which was not published until 1777), was inserted in 1814, when Jefferson made the copy for Bernard Moore.

Rhetoric.—Blair's Rhetoric; Sheridan on Elocution; Mason on Poetic and Prosaic Numbers.

Oratory.—This portion of time (borrowing some of the afternoon when the days are long and the nights short) is to be applied also to acquiring the art of writing and speaking correctly by the following exercises: Criticize the style of any book whatsoever, committing the criticism to writing. Translate into the different styles, *to wit,* the elevated, the middling, and the familiar. Orators and poets will furnish subjects of the first, historians of the second, and epistolary and comic writers of the third. Undertake, at first, short compositions as themes, letters, etc., paying great attention to the elegance and correctness of your language. Read the orations of Demosthenes and Cicero; analyze these orations, and examine the correctness of the disposition, language, figures, state of the cases, arguments, etc.; read good samples also of English eloquence. Some of these may be found in Small's American Speaker, and some in Carey's Criminal Recorder; in which last the defence of Eugene Aram is distinguished as a model of logic, condensation of matter and classical purity of style. Exercise yourself afterwards in preparing orations on feigned cases. In this, observe rigorously the disposition of Blair into introduction, narration, etc. Adapt your language to the several parts of the oration, and suit your arguments to the audience before which it is supposed to be delivered. This is your last and most important exercise. No trouble should therefore be spared. If you have any person in your neighborhood engaged in the same study, take each of you different sides of the same cause, and prepare pleadings according to the custom of the bar, where the plaintiff opens, the defendant answers, and the plaintiff replies. It will further be of great service to pronounce your oration (having before you only short notes to assist the memory) in the presence of some person who may be considered as your judge.

NOTE.—Under each of the preceding heads, the books are to be read in the order in which they are named. These by no means constitute the whole of what might be usefully read in each of these branches of science. The mass of excellent works going more into detail is great indeed. But those here noted will enable the student to select for himself such others of detail as may suit his particular views and dispositions. They will give him a respectable, an useful and satisfactory degree of knowledge in these branches, and will themselves form a valuable and sufficient library for a lawyer who is at the same time a lover of science.

A BILL FOR THE MORE GENERAL DIFFUSION OF KNOWLEDGE[1]

1779

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

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

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

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

SECTION IV. The said Aldermen on the first Monday in October, if it be fair, and if not, then on the next fair day, excluding Sunday, shall meet at the court-house of their county, and proceed to divide their said county into hundreds, bounding the same by water courses, mountains, or limits, to be run and marked, if they think necessary, by the county surveyor, and at the county expence, regulating the size of the said hundreds, according to the best of their discretion, so as that they may contain a convenient number of children to make up a school, and be of such convenient size that all the children within each hundred may daily attend the school to be established therein, and distinguishing each hundred by a particular name; which division, with the names of the several hundreds, shall be returned to the court of the county and be entered of record, and shall remain unaltered until the increase or decrease of inhabitants shall render an alteration necessary, in the opinion of any succeeding Alderman, and also in the opinion of the court of the county.

SECTION V. The electors aforesaid residing within every hundred shall meet on the third Monday in October after the first election of Aldermen, at such place, within their hundred, as the said Aldermen shall direct, notice thereof being previously given to them by such person residing within the hundred as the said Aldermen shall require who is hereby enjoined to obey such requisition, on pain of being punished by amercement and imprisonment. The electors being so assembled shall choose the most convenient place within their hundred for building a school-house. If two or more places, having a greater number of votes than any others, shall yet be equal between themselves, the Aldermen, or such of them as are not of the same hundred, on information thereof, shall decide between them. The said Aldermen shall forthwith proceed to have a school-house built at the said place, and shall see that the same shall be kept in repair, and, when necessary, that it be rebuilt; but whenever they shall think necessary that it be rebuilt, they shall give notice as before directed, to the electors of the hundred to meet at the said school-house, on such a day as they shall appoint, to determine by vote, in the manner before directed, whether it shall be rebuilt at the same, or what other place in the hundred.

SECTION VI. At every of those schools shall be taught reading, writing, and common arithmetick, and the books which shall be used therein for instructing the children to read shall be such as will at the same time make them acquainted with Graecian, Roman, English, and American history. At these schools all the free children, male and female, resident within the respective hundred, shall be intitled to receive tuition gratis, for the term of three years, and as much longer, at their private expence, as their parents, guardians, or friends shall think proper.

SECTION VII. Over every ten of these schools (or such other number nearest

thereto, as the number of hundreds in the county will admit, without fractional divisions) an overseer shall be appointed annually by the Aldermen at their first meeting, eminent for his learning, integrity, and fidelity to the commonwealth, whose business and duty it shall be, from time to time, to appoint a teacher to each school, who shall give assurance of fidelity to the commonwealth, and to remove him as he shall see cause; to visit every school once in every half year at the least; to examine the scholars; see that any general plan of reading and instruction recommended by the visiters of William and Mary College shall be observed; and to superintend the conduct of the teacher in everything relative to his school.

SECTION VIII. Every teacher shall receive a salary of — by the year, which, with the expences of building and repairing the school-houses, shall be provided in such manner as other county expences are by law directed to be provided and shall also have his diet, lodging, and washing found him, to be levied in like manner, save only that such levy shall be on the inhabitants of each hundred for the board of their own teacher only.

SECTION IX. And in order that grammar schools may be rendered convenient to the youth in every part of the commonwealth, be it therefore enacted, that on the first Monday in November, after the first appointment of overseers for the hundred schools, if fair, and if not, then on the next fair day, excluding Sunday, after the hour of one in the afternoon, the said overseer appointed for the schools in the counties of Princess Ann, Norfolk, Nansemond and Isle-of-Wight, shall meet at Nansemond court-house; those for the counties of Southampton, Sussex, Surry and Prince George, shall meet at Sussex court-house; those for the counties of Brunswick, Mecklenburg and Lunenburg, shall meet at Lunenburg court-house; those for the counties of Dinwiddie, Amelia and Chesterfield, shall meet at Chesterfield court-house; those for the counties of Powhatan, Cumberland, Goochland, Henrico and Hanover, shall meet at Henrico court-house; those for the counties of Prince Edward, Charlotte and Halifax, shall meet at Charlotte court-house; those for the counties of Henry, Pittsylvania and Bedford, shall meet at Pittsylvania court-house; those for the counties of Buckingham, Amherst, Albemarle and Fluvanna, shall meet at Albemarle court-house; those for the counties of Botetourt, Rockbridge, Montgomery, Washington and Kentucky, shall meet at Botetourt court-house; those for the counties of Augusta, Rockingham and Greenbriar, shall meet at Augusta court-house; those for the counties of Accomack and Northampton, shall meet at Accomack court-house; those for the counties of Elizabeth City, Warwick, York, Gloucester, James City, Charles City and New-Kent, shall meet at James City court-house; those for the counties of Middlesex, Essex, King and Queen, King William and Caroline, shall meet at King and Queen court-house; those for the counties of Lancaster, Northumberland, Richmond and Westmoreland, shall meet at Richmond court-house; those for the counties of King George, Stafford, Spotsylvania, Prince William and Fairfax, shall meet at Spotsylvania court-house; those for the counties of Loudoun and Fauquier, shall meet at Loudoun court-house; those for the counties of Culpeper, Orange and Louisa, shall meet at Orange court-house; those for the county of Shenandoah and Frederick, shall meet at Frederick court-house; those for the counties of Hampshire and Berkeley, shall meet at Berkeley court-house; and those for the counties of Yohogania, Monongalia, and Ohio, shall meet at the Monongalia court-house; and shall fix on such place in some of the counties in their district as shall be most proper for situating a grammar school-house, endeavoring that the situation be as central as may be to the inhabitants of the said counties, that it be furnished with good water, convenient to plentiful supplies of provision and fuel, and more than all things that it be healthy. And if a majority of the overseers present should not concur in their choice of any one place proposed, the method of determining shall be as follows: If two places only were proposed, and the votes be divided, they shall decide between them by fair and equal lot; if more than two places were proposed, the question shall be put on those two which on the first division had the greater number of votes; or if no two places had a greater number of votes than the others, then it shall be decided by fair and equal lot (unless it can be agreed by a majority of votes) which of the places having equal numbers shall be thrown out of the competition, so that the question shall be put on the remaining two, and if on this ultimate question the votes shall be equally divided, it shall then be decided finally by lot.

SECTION X. The said overseers having determined the place at which the grammar school for their district shall be built, shall forthwith (unless they can otherwise agree with the proprietors of the circumjacent lands as to location and price) make application to the clerk of the county in which the said house is to be situated, who shall thereupon issue a writ, in the nature of a writ of ad quod damnum, directed to the sheriff of the said county commanding him to summon and impanel twelve fit persons to meet at the place, so destined for the grammer school-house, on a certain day, to be named in the said writ, not less than five, nor more than ten, days from the date thereof; and also to give notice of the same to the proprietors and tenants of the lands to be viewed if they be found within the county, and if not, then to their agents therein if any they have. Which freeholders shall be charged by the said sheriff impartially, and to the best of their skill and judgment to view the lands round about the said place, and to locate and circumscribe, by certain meets and bounds, one hundred acres thereof, having regard therein principally to the benefit and convenience of the said school, but respecting in some measure also the convenience of the said proprietors, and to value and appraise the same in so many several and distinct

parcels as shall be owned or held by several and distinct owners or tenants, and according to their respective interests and estates therein. And after such location and appraisement so made, the said sheriff shall forthwith return the same under the hands and seals of the said jurors, together with the writ, to the clerk's office of the said county and the right and property of the said proprietors and tenants in the said lands so circumscribed shall be immediately devested and be transferred to the commonwealth for the use of the said grammar school, in full and absolute dominion, any want of consent or disability to consent in the said owners or tenants notwithstanding. But it shall not be lawful for the said overseers so to situate the grammer school-house, nor to the said jurors so to locate the said lands, as to include the mansion-house of the proprietor of the lands, nor the offices, curtilage, or garden, thereunto immediately belonging.

SECTION XI. The said overseers shall forthwith proceed to have a house of brick or stone, for the said grammar school, with necessary offices, built on the said lands, which grammar school-house shall contain a room for the school, a hall to dine in, four rooms for a master and usher, and ten or twelve lodging rooms for the scholars.

SECTION XII. To each of the said grammar schools shall be allowed out of the public treasury, the sum of — pounds, out of which shall be paid by the Treasurer, on warrant from the Auditors, to the proprietors or tenants of the lands located, the value of their several interests as fixed by the jury, and the balance thereof shall be delivered to the said overseers to defray the expense of the said buildings.

SECTION XIII. In either of these grammar schools shall be taught the Latin and Greek languages, English Grammar, geography, and the higher part of numerical arithmetick, to wit, vulgar and decimal fractions, and the extrication of the square and cube roots.

SECTION XIV. A visiter from each county constituting the district shall be appointed, by the overseers, for the county, in the month of October annually, either from their own body or from their county at large, which visiters, or the greater part of them, meeting together at the said grammar school on the first Monday in November, if fair, and if not, then on the next fair day, excluding Sunday, shall have power to choose their own Rector, who shall call and preside at future meetings, to employ from time to time a master, and if necessary, an usher, for the said school, to remove them at their will, and to settle the price of tuition to be paid by the scholars. They shall also visit the school twice in every year at the least, either together or separately at their discretion, examine the scholars, and see that any general plan of instruction recommended by the visiters, of William and Mary College shall be observed. The said masters and ushers, before they enter on the

execution of their office, shall give assurance of fidelity to the commonwealth.

SECTION XV. A steward shall be employed, and removed at will by the master, on such wages as the visiters shall direct; which steward shall see to the procuring provisions, fuels, servants for cooking, waiting, house cleaning, washing, mending, and gardening on the most reasonable terms; the expence of which, together with the steward's wages, shall be divided equally among all the scholars boarding either on the public or private expence. And the part of those who are on private expence, and also the price of their tuitions due to the master or usher, shall be paid quarterly by the respective scholars, their parents, or guardians, and shall be recoverable, if withheld, together with costs, on motion in any Court of Record, ten days' notice thereof being previously given to the party, and a jury impanelled to try the issue joined, or enquire of the damages. The said steward shall also, under the direction of the visiters, see that the houses be kept in repair, and necessary enclosures be made and repaired, the accounts for which, shall, from time to time, be submitted to the Auditors, and on their warrant paid by the Treasurer.

SECTION XVI. Every overseer of the hundred schools shall, in the month of September annually, after the most diligent and impartial examination and inquiry, appoint from among the boys who shall have been two years at the least at some one of the schools under his superintendence, and whose parents are too poor to give them farther education, someone of the best and most promising genius and disposition, to proceed to the grammer school of his district; which appointment shall be made in the court-house of the county, and on the court day for that month if fair, and if not, then on the next fair day, excluding Sunday, in the presence of the Aldermen, or two of them at the least, assembled on the bench for that purpose, the said overseer being previously sworn by them to make such appointment, without favor or affection, according to the best of his skill and judgment, and being interrogated by the Aldermen, either on their own motion, or on suggestions from the parents, guardians, friends, or teachers of the children, competitors for such appointment; which teachers the parents shall attend for the information of the Aldermen. On which interrogatories the said Aldermen, if they be not satisfied with the appointment proposed, shall have right to negative it; whereupon the said visiter may proceed to make a new appointment, and the said Aldermen again to interrogate and negative, and so toties quoties until an appointment be approved.

SECTION XVII. Every boy so appointed shall be authorized to proceed to the grammer school of his district, there to be educated and boarded during such time as is hereafter limited; and his quota of the expences of the house together with a compensation to the master or usher for his tuition, at the

rate of twenty dollars by the year, shall be paid by the Treasurer quarterly on warrant from the Auditors.

SECTION XVIII. A visitation shall be held, for the purpose of probation, annually at the said grammer school on the last Monday in September, if fair, and if not, then on the next fair day, excluding Sunday, at which one third of the boys sent thither by appointment of the said overseers, and who shall have been there one year only, shall be discontinued as public foundationers, being those who, on the most diligent examination and enquiry, shall be thought to be the least promising genius and disposition; and of those who shall have been there two years, all shall be discontinued save one only the best in genius and disposition, who shall be at liberty to continue there four years longer on the public foundation, and shall thence forward be deemed a senior.

SECTION XIX. The visiters for the districts which, or any part of which, be southward and westward of James river, as known by that name, or by the names of Fluvanna and Jackson's river, in every other year, to wit, at the probation meetings held in the years, distinguished in the Christian computation by odd numbers, and the visiters for all the other districts at their said meetings to be held in those years, distinguished by even numbers, after diligent examination and enquiry as before directed, shall chuse one among the said seniors, of the best learning and most hopeful genius and disposition, who shall be authorized by them to proceed to William and Mary College; there to be educated, boarded, and clothed, three years; the expence of which annually shall be paid by the Treasurer on warrant from the Auditors.

A BILL FOR ESTABLISHING A PUBLIC LIBRARY[1]

1779

SECTION I. Be it enacted by the General Assembly, that on the first day of January, in every year, there shall be paid out of the treasury the sum of two thousand pounds, to be laid out in such books and maps as may be proper to be preserved in a public library, and in defraying the expences necessary for the care and preservation thereof; which library shall be established at the town of Richmond.[2]

SECTION II. The two houses of Assembly shall appoint three persons of learning and attention to literary matters, to be visiters of the said library, and shall remove them, and fill any vacancies from time to time, as they shall think fit; which visiters shall have power to receive the annual sums before mentioned, and therewith to procure such books and maps as aforesaid, and shall superintend the preservation thereof. Whensoever a keeper shall be found necessary they shall appoint such keeper, from time to time, at their will, on such annual salary (not exceeding one hundred pounds) as they shall think reasonable.

SECTION III. If during the time of war the importation of books and maps shall be hazardous, or if the rate of exchange between this commonwealth and any state from which such articles are wanted, shall from any cause be such that they cannot be imported to such advantage as may be hoped at a future day, the visiters shall place the annual sums, as they become due, in the public loan office, if any there be, for the benefit of interest, or otherwise shall suffer them to remain in the treasury until fit occasions shall occur of employing them.

SECTION IV. It shall not be lawful for the said keeper, or the visiters themselves, or any other person to remove any book or map out of the said library, unless it be for the necessary repair thereof; but the same be made useful by indulging the researches of the learned and curious, within the said library, without fee or reward, and under such rules for preserving them safe and in good order and condition as the visiters shall constitute.

SECTION V. The visiters shall annually settle their accounts with the Auditors and leave with them the vouchers for the expenditure of the monies put into their hands.

[1] This is Chapter LXXXXI of the *Report of the Revisors.*

[2] Richmond became the capital of Virginia in 1779.

OBJECTIONS TO SENDING AMERICAN STUDENTS TO EUROPE[1]

October 15, 1785

But why send an American youth to Europe for education? What are the objects of an useful American education? Classical knowledge, modern languages, chiefly French, Spanish, and Italian; Mathematics, Natural philosophy, Natural history, Civil history, and Ethics. In Natural philosophy, I mean to include Chemistry and Agriculture, and in Natural history, to include Botany, as well as the other branches of those departments. It is true that the habit of speaking the modern languages cannot be so well acquired in America; but every other article can be as well acquired at William and Mary College, as at any place in Europe. When college education is done with, and a young man is to prepare himself for public life, he must cast his eyes (for America) either on Law or Physics. For the former, where can he apply so advantageously as to Mr. Wythe? For the latter, he must come to Europe: the medical class of students, therefore, is the only one which need come to Europe. To enumerate them all, would require a volume. I will

[1] Letter, from Paris, to J. Bannister.

select à few. If he goes to England, he learns drinking, horse racing, and boxing. These are the peculiarities of English education. The following circumstances are common to education in that and the other countries of Europe. He acquires a fondness for European luxury and dissipation, and a contempt for the simplicity of his own country; he is fascinated with the privileges of the European aristocrats, and sees, with abhorrence, the lovely equality which the poor enjoy with the rich, in his own country; he contracts a partiality for aristocracy or monarchy; he forms foreign friendships which will never be useful to him, and loses the seasons of life for forming, in his own country, those friendships which, of all others, are the most faithful and permanent; he is led, by the strongest of all the human passions, into a spirit for female intrigue, destructive of his own and others' happiness, or a passion for whores, destructive of his health, and, in both cases, learns to consider fidelity to the marriage bed as an ungentlemanly practice, and inconsistent with happiness; he recollects the voluptuary dress and arts of the European women, and pities and despises the chaste affections and simplicity of those of his own country; he retains, through life, a fond recollection, and a hankering after those places, which were the scenes of his first pleasures and of his first connections; he returns to his own country, a foreigner, unacquainted with the practices of domestic economy, necessary to preserve him from ruin, speaking and writing his native tongue as a foreigner, and therefore unqualified to obtain those distinctions, which eloquence of the pen and tongue ensures in a free country; for I would observe to you, that what is called style in writing or speaking is formed very early in life, while the imagination is warm, and impressions are permanent. I am of opinion, that there never was an instance of a man's writing or speaking his native tongue with elegance, who passed from fifteen to twenty years of age out of the country where it was spoken. Thus, no instance exists of a person's writing two languages perfectly. That will always appear to be his native language, which was most familiar to him in his youth. It appears to me, then, that an American, coming to Europe for education, loses in his knowledge, in his morals, in his health, in his habits, and in his happiness. I had entertained only doubts on this head before I came to Europe: what I see and hear, since I came here, proves more than I had even suspected. Cast your eye over America: who are the men of most learning, of most eloquence, most beloved by their countrymen and most trusted and promoted by them? They are those who have been educated among them, and whose manners, morals, and habits are perfectly homogeneous with those of the country.

Did you expect by so short a question, to draw such a sermon on yourself? I dare say you did not. But the consequences of foreign education are

alarming to me, as an American. I sin, therefore, through zeal, whenever I enter on the subject.

EDUCATION OF A YOUNG MAN[1]

August 10, 1787

DEAR PETER: I have received your two letters of December the 30th and April the 18th, and am very happy to find by them, as well as by letters from Mr. Wythe, that you have been so fortunate as to attract his notice and good will; I am sure you will find this to have been one of the most fortunate events of your life, as I have ever been sensible it was of mine. I enclose you a sketch of the sciences to which I would wish you to apply, in such order as Mr. Wythe shall advise; I mention, also, the books in them worth your reading, which submit to his correction. Many of these are among your father's books, which you should have brought to you. As I do not recollect those of them not in his library, you must write to me for them, making out a catalogue of such as you think you shall have occasion for, in eighteen months from the date of your letter, and consulting Mr. Wythe on the subject. To this sketch, I will add a few particular observations:

1. Italian. I fear the learning this language will confound your French and Spanish. Being all of them degenerated dialects of the Latin, they are apt to mix in conversation. I have never seen a person speaking the three languages, who did not mix them. It is a delightful language, but late events having rendered the Spanish more useful, lay it aside to prosecute that.

2. Spanish. Bestow great attention on this, and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America, will render that language a valuable acquisition. The ancient history of that part of America, too, is written in that language. I send you a dictionary.

3. Moral Philosophy. I think it lost time to attend lectures on this branch. He who made us would have been a pitiful bungler, if he had made the rules of our moral conduct a matter of science. For one man of science, there are thousands who are not. What would have become of them? Man was destined for society. His morality, therefore, was to be formed to this object. He was endowed with a sense of right and wrong, merely relative to this. This sense is as much a part of his nature, as the sense of hearing, seeing, feeling; it is the true foundation of morality, and not the το καλον, truth, &c., as fanciful writers have imagined. The moral sense, or conscience, is as much a part of man as his leg or arm. It is given to all human beings in a stronger or weaker degree, as force of members is given them in a greater

[1] Letter to Peter Carr, Jefferson's nephew.

or less degree. It may be strengthened by exercise, as may any particular limb of the body. This sense is submitted, indeed, in some degree, to the guidance of reason; but it is a small stock which is required for this: even a less one than what we call common sense. State a moral case to a ploughman and a professor. The former will decide it as well, and often better than the latter, because he has not been led astray by artificial rules. In this branch, therefore, read good books, because they will encourage, as well as direct your feelings. The writings of Sterne, particularly, form the best course of morality that ever was written. Besides these, read the books mentioned in the enclosed paper; and, above all things, lose no occasion of exercising your dispositions to be grateful, to be generous, to be charitable, to be humane, to be true, just, firm, orderly, courageous, &c. Consider every act of this kind, as an exercise which will strengthen your moral faculties and increase your worth.

4. Religion. Your reason is now mature enough to examine this object. In the first place, divest yourself of all bias in favor of novelty and singularity of opinion. Indulge them in any other subject rather than that of religion. It is too important, and the consequences of error may be too serious. On the other hand, shake off all the fears and servile prejudices, under which weak minds are servilely crouched. Fix reason firmly in her seat, and call to her tribunal every fact, every opinion. Question with boldness even the existence of a God; because, if there be one, he must more approve of the homage of reason, than that of blindfolded fear. You will naturally examine first, the religion of your own country. Read the Bible, then, as you would read Livy or Tacitus. The facts which are within the ordinary course of nature, you will believe on the authority of the writer, as you do those of the same kind in Livy and Tacitus. The testimony of the writer weighs in their favor, in one scale, and their not being against the laws of nature, does not weigh against them. But those facts in the Bible which contradict the laws of nature, must be examined with more care, and under a variety of faces. Here you must recur to the pretensions of the writer to inspiration from God. Examine upon what evidence his pretensions are founded, and whether that evidence is so strong, as that its falsehood would be more improbable than a change in the laws of nature, in the case he relates. For example, in the book of Joshua, we are told, the sun stood still several hours. Were we to read that fact in Livy or Tacitus, we should class it with their showers of blood, speaking of statues, beasts, &c. But it is said, that the writer of that book was inspired. Examine, therefore, candidly, what evidence there is of his having been inspired. The pretension is entitled to your inquiry, because millions believe it. On the other hand, you are astronomer enough to know how contrary it is to the law of nature that a body revolving on its axis, as the earth does, should have stopped, should not, by that sudden stoppage,

have prostrated animals, trees, buildings, and should after a certain time have resumed its revolution, and that without a second general prostration. Is this arrest of the earth's motion, or the evidence which affirms it, most within the law of probabilities? You will next read the New Testament. It is the history of a personage called Jesus. Keep in your eye the opposite pretensions: 1, of those who say he was begotten by God, born of a virgin, suspended and reversed the laws of nature at will, and ascended bodily into heaven; and 2, of those who say he was a man of illegitimate birth, of a benevolent heart, enthusiastic mind, who set out without pretensions to divinity, ended in believing them, and was punished capitally for sedition, by being gibbeted, according to the Roman law, which punished the first commission of that offence by whipping, and the second by exile, or death *in furea*. See this law in the Digest, Lib. 48. tit. 19. § 28. 3. and Lipsius Lib. 2. de cruce. cap. 2. These questions are examined in the books I have mentioned, under the head of Religion, and several others. They will assist you in your inquiries; but keep your reason firmly on the watch in reading them all. Do not be frightened from this inquiry by any fear of its consequences. If it ends in a belief that there is no God, you will find incitements to virtue in the comfort and pleasantness you feel in its exercise, and the love of others which it will procure you. If you find reason to believe there is a God, a consciousness that you are acting under his eye, and that he approves you, will be a vast additional incitement; if that there be a future state, the hope of a happy existence in that increases the appetite to deserve it; if that Jesus was also a God, you will be comforted by a belief of his aid and love. In fine, I repeat, you must lay aside all prejudice on both sides, and neither believe nor reject anything, because any other persons, or description of persons, have rejected or believed it. Your own reason is the only oracle given you by heaven, and you are answerable, not for the rightness, but uprightness of the decision. I forgot to observe, when speaking of the New Testament, that you should read all the histories of Christ, as well of those whom a council of ecclesiastics have decided for us to be Pseudo-evangelists, as those they named Evangelists. Because these Pseudo-evangelists pretended to inspiration, as much as the others, and you are to judge their pretensions by your own reason, and not by the reason of those ecclesiastics. Most of these are lost. There are some, however, still extant, collected by Fabricius, which I will endeavor to get and send you.

5. Travelling. This makes most people happy. When men of other age travel, they gather knowledge, which they may apply usefully for their country; but they are subject also to many inconveniences; for [illegible] and they learn new habits which cannot be gratified when they return

home. Young men, who travel, are exposed to all these inconveniences in a higher degree, to others still more serious, and do not acquire that wisdom for which a previous foundation is requisite, by repeated and just observations at home. The glare of pomp and pleasure is analogous to the motion of the blood; it absorbs all their affection and attention, they are torn from it as from the only good in this world, and return to their home as to a place of exile and condemnation. Their eyes are forever turned back to the object they have lost, and its recollection poisons the residue of their lives. Their first and most delicate passions are hackneyed on unworthy objects here, and they carry home the dregs, insufficient to make themselves or anybody else happy. Add to this, that a habit of idleness, an inability to apply themselves to business is acquired, and renders them useless to themselves and their country. These observations are founded in experience. There is no place where your pursuit of knowledge will be so little obstructed by foreign objects, as in your own country, nor any, wherein the virtues of the heart will be less exposed to be weakened. Be good, be learned, and be industrious, and you will not want the aid of travelling, to render you precious to your country, dear to your friends, happy within yourself. I repeat my advice, to take a great deal of exercise, and on foot. Health is the first requisite after morality. Write to me often, and be assured of the interest I take in your success, as well as the warmth of those sentiments of attachment with which I am, dear Peter, your affectionate friend.

ON THE SCIENCE OF MEDICINE[1]

June 21, 1807

I have a grandson, the son of Mr. Randolph, now about fifteen years of age, in whose education I take a lively interest. . . .

I am not a friend to placing young men in populous cities, because they acquire there habits and partialities which do not contribute to the happiness of their after life. But there are particular branches of science, which are not so advantageously taught anywhere else in the United States as in Philadelphia. The garden at the Woodlands for Botany, Mr. Peale's Museum for Natural History, your Medical school for Anatomy, and the able professors in all of them, give advantages not to be found elsewhere. We propose, therefore, to send him to Philadelphia to attend the schools of Botany, Natural History, Anatomy, and perhaps Surgery; but not of Medicine. And why not of Medicine, you will ask? Being led to the subject, I will avail myself of the occasion to express my opinions on that science, and the extent

[1] Letter to Dr. Caspar Wistar, Professor of Anatomy, University of Pennsylvania.

of my medical creed. But, to finish first with respect to my grandson, I will state the favor I ask of you, and which is the object of this letter.

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This subject dismissed, I may now take up that which it led to, and further tax your patience with unlearned views of medicine; which, as in most cases, are, perhaps, the more confident in proportion as they are less enlightened.

We know, from what we see and feel, that the animal body is in its organs and functions subject to derangement, inducing pain, and tending to its destruction. In this disordered state, we observe nature providing for the re-establishment of order, by exciting some salutary evacuation of the morbific matter, or by some other operation which escapes our imperfect senses and researches. She brings on a crisis, by stools, vomiting, sweat, urine, expectoration, bleeding, &c., which, for the most part, ends in the restoration of healthy action. Experience has taught us, also, that there are certain substances, by which, applied to the living body, internally or externally, we can at will produce these same evacuations, and thus do, in a short time, what nature would do but slowly, and do effectually, what perhaps she would not have strength to accomplish. Where, then, we have seen a disease, characterized by specific signs or phenomena, and relieved by a certain natural evacuation or process, whenever that disease recurs under the same appearances, we may reasonably count on producing a solution of it, by the use of such substances as we have found produce the same evacuation or movement. Thus, fulness of the stomach we can relieve by emetics; diseases of the bowels, by purgatives; inflammatory cases, by bleeding; intermittents, by the Peruvian bark; syphilis, by mercury; watchfulness, by opium; &c. So far, I bow to the utility of medicine. It goes to the well-defined forms of disease, and happily, to those the most frequent. But the disorders of the animal body, and the symptoms indicating them, are as various as the elements of which the body is composed. The combinations, too, of these symptoms are so infinitely diversified, that many associations of them appear too rarely to establish a definite disease; and to an unknown disease, there cannot be a known remedy. Here then, the judicious, the moral, the humane physician should stop. Having been so often a witness to the salutary efforts which nature makes to re-establish the disordered functions, he should rather trust to their action, then hazard the interruption of that, and a greater derangement of the system, by conjectural experiments on a machine so complicated and so unknown as the human body, and a subject so sacred as human life. Or, if the appearance of doing something be necessary to keep alive the hope and spirits of the patient, it should be of the most innocent character. One of the most successful physicians

I have ever known, has assured me, that he used more bread pills, drops of colored water, and powders of hickory ashes, than of all other medicines put together. It was certainly a pious fraud. But the adventurous physician goes on, and substitutes presumption for knowledge. From the scanty field of what is known, he launches into the boundless region of what is unknown. He establishes for his guide some fanciful theory of corpuscular attraction, of chemical agency, of mechanical powers, of stimuli, of irritability accumulated or exhausted, of depletion by the lancet and repletion by mercury, or some other ingenious dream, which lets him into all nature's secrets at short hand. On the principle which he thus assumes, he forms his table of nosology, arrays his diseases into families, and extends his curative treatment, by analogy, to all the cases he has thus arbitrarily marshalled together. I have lived myself to see the disciples of Hoffman, Boerhaave, Stahl, Cullen, Brown, succeed one another like the shifting figures of a magic lantern, and their fancies, like the dresses of the annual doll-babies from Paris, becoming, from their novelty, the vogue of the day, and yielding to the next novelty their ephemeral favor. The patient, treated on the fashionable theory, sometimes gets well in spite of the medicine. The medicine therefore restored him, and the young doctor receives new courage to proceed in his bold experiments on the lives of his fellow creatures. I believe we may safely affirm, that the inexperienced and presumptuous band of medical tyros let loose upon the world, destroys more of human life in one year, than all the Robin hoods, Cartouches, and Macheaths do in a century. It is in this part of medicine that I wish to see a reform, an abandonment of hypothesis for sober facts, the first degree of value set on clinical observation, and the lowest on visionary theories. I would wish the young practitioner, especially, to have deeply impressed on his mind, the real limits of his art, and that when the state of his patient gets beyond these, his office is to be a watchful, but quiet spectator of the operations of nature, giving them fair play by a well-regulated regimen, and by all the aid they can derive from the excitement of good spirits and hope in the patient. I have no doubt, that some diseases not yet understood may in time be transferred to the table of those known. But, were I a physician, I would rather leave the transfer to the slow hand of accident, than hasten it by guilty experiments on those who put their lives into my hands. The only sure foundations of medicine are, an intimate knowledge of the human body, and observation on the effects of medicinal substances on that. The anatomical and clinical schools, therefore, are those in which the young physician should be formed. If he enters with innocence that of the theory of medicine, it is scarcely possible he should come out untainted with error. His mind must be strong indeed, if, rising above juvenile credulity, it can maintain a wise infidelity against the authority of his instructors, and the bewitching delu-

sions of their theories. You see that I estimate justly that portion of instruction which our medical students derive from your labors; and, associating with it one of the chairs which my old and able friend, Doctor Rush, so honorably fills, I consider them as the two fundamental pillars of the edifice. Indeed, I have such an opinion of the talents of the professors in the other branches which constitute the school of medicine with you, as to hope and believe, that it is from this side of the Atlantic, that Europe, which has taught us so many other things, will at length be led into sound principles in this branch of science, the most important of all others, being that to which we commit the care of health and life.

I dare say, that by this time, you are sufficiently sensible that old heads as well as young, may sometimes be charged with ignorance and presumption. The natural course of the human mind is certainly from credulity to scepticism; and this is perhaps the most favorable apology I can make for venturing so far out of my depth, and to one too, to whom the strong as well as the weak points of this science are so familiar. But having stumbled on the subject in my way, I wished to give a confession of my faith to a friend; and the rather, as I had perhaps, at times, to him as well as others, expressed my scepticism in medicine, without defining its extent or foundation. At any rate, it has permitted me, for a moment, to abstract myself from the dry and dreary waste of politics, into which I have been impressed by the times on which I happened, and to indulge in the rich fields of nature, where alone I should have served as a volunteer, if left to my natural inclinations and partialities.

I salute you at all times with affection and respect.

AN ACADEMICAL VILLAGE[1]

May 6, 1810

I consider the common plan followed in this country, but not in others, of making one large and expensive building, as unfortunately erroneous. It is infinitely better to erect a small and separate lodge for each separate professorship, with only a hall below for his class, and two chambers above for himself; joining these lodges by barracks for a certain portion of the students, opening into a covered way to give a dry communication between all the schools. The whole of these arranged around an open square of grass and trees, would make it, what it should be in fact, an academical village, instead of a large and common den of noise, of filth and of fetid air. It would afford that quiet retirement so friendly to study, and lessen the dangers of fire, infection and tumult. Every professor would be the police of-

[1] Letter to the Trustees for the Lottery of East Tennessee College.

ficer of the students adjacent to his own lodge, which should include those of his own class of preference, and might be at the head of their table, if, as I suppose, it can be reconciled with the necessary economy to dine them in smaller and separate parties, rather than in a large and common mess. Those separate buildings, too, might be erected successively and occasionally, as the number of professorships and students should be increased, or the funds become competent.

I pray you to pardon me if I have stepped aside into the province of counsel; but much observation and reflection on these institutions have long convinced me that the large and crowded buildings in which youths are pent up, are equally unfriendly to health, to study, to manners, morals and order.

PLAN FOR AN EDUCATIONAL SYSTEM[1]

September 7, 1814

DEAR SIR: On the subject of the academy or college proposed to be established in our neighborhood, I promised the trustees that I would prepare for them a plan, adapted, in the first instance, to our slender funds, but susceptible of being enlarged, either by their own growth or by accession from other quarters.

I have long entertained the hope that this, our native State, would take up the subject of education, and make an establishment, either with or without incorporation, into that of William and Mary, where every branch of science, deemed useful at this day, should be taught in its highest degree. With this view, I have lost no occasion of making myself acquainted with the organization of the best seminaries in other countries, and with the opinions of the most enlightened individuals, on the subject of the sciences worthy of a place in such an institution. In order to prepare what I have promised our trustees, I have lately revised these several plans with attention; and I am struck with the diversity of arrangement observable in them —no two alike. Yet, I have no doubt that these several arrangements have been the subject of mature reflection, by wise and learned men, who, contemplating local circumstances, have adapted them to the conditions of the section of society for which they have been framed. I am strengthened in this conclusion by an examination of each separately, and a conviction that no one of them, if adopted without change, would be suited to the circumstances and pursuit of our country. The example they set, then, is authority for us to select from their different institutions the materials which are good for us, and, with them, to erect a structure, whose arrangement

[1] Letter to Peter Carr.

shall correspond with our own social condition, and shall admit of enlargement in proportion to the encouragement it may merit and receive. As I may not be able to attend the meetings of the trustees, I will make you the depository of my ideas on the subject, which may be corrected, as you proceed, by the better view of others, and adapted, from time to time, to the prospects which open upon us, and which cannot be specifically seen and provided for.

In the first place, we must ascertain with precision the object of our institution, by taking a survey of the general field of science, and marking out the portion we mean to occupy at first, and the ultimate extension of our views beyond that, should we be enabled to render it, in the end, as comprehensive as we would wish.

1. ELEMENTARY SCHOOLS

It is highly interesting to our country, and it is the duty of its functionaries, to provide that every citizen in it should receive an education proportioned to the condition and pursuits of his life. The mass of our citizens may be divided into two classes—the laboring and the learned. The laboring will need the first grade of education to qualify them for their pursuits and duties; the learned will need it as a foundation for further acquirements. A plan was formerly proposed to the legislature of this State for laying off every county into hundreds or wards of five or six miles square, within each of which should be a school for the education of the children of the ward, wherein they should receive three years' instruction gratis, in reading, writing, arithmetic as far as fractions, the roots and ratios, and geography. The Legislature at one time tried an ineffectual expedient for introducing this plan, which having failed, it is hoped they will some day resume it in a more promising form.

2. GENERAL SCHOOLS

At the discharging of the pupils from the elementary schools, the two classes separate—those destined for labor will engage in the business of agriculture, or enter into apprenticeships to such handicraft art as may be their choice; their companions, destined to the pursuits of science, will proceed to the college, which will consist, 1st of general schools; and, 2d, of professional schools. The general schools will constitute the second grade of education.

The learned class may still be subdivided into two sections: 1, Those who are destined for learned professions, as means of livelihood; and, 2, The wealthy, who, possessing independent fortunes, may aspire to share in conducting the affairs of the nation, or to live with usefulness and respect in the private ranks of life. Both of these sections will require instruction in

all the higher branches of science; the wealthy to qualify them for either public or private life; the professional section will need those branches, especially, which are the basis of their future profession, and a general knowledge of the others, as auxiliary to that, and necessary to their standing and association with the scientific class. All the branches, then, of useful science, ought to be taught in the general schools, to a competent degree, in the first instance. These sciences may be arranged into three departments, not rigorously scientific, indeed, but sufficiently so for our purposes. These are, I. Language; II. Mathematics; III. Philosophy.

I. Language. In the first department, I would arrange a distinct science. 1, Languages and History, ancient and modern; 2, Grammar; 3, Belles Lettres; 4, Rhetoric and Oratory; 5, A school for the deaf, dumb and blind. History is here associated with languages, not as a kindred subject, but on the principle of economy, because both may be attained by the same course of reading, if books are selected with that view.

II. Mathematics. In the department of Mathematics, I should give place distinctly: 1, Mathematics pure; 2, Physico-Mathematics; 3, Physics; 4, Chemistry; 5, Natural History, *to wit:* Mineralogy; 6, Botany; and 7, Zoology; 8, Anatomy; 9, the Theory of Medicine.

III. Philosophy. In the Philosophical department, I should distinguish: 1, Ideology; 2, Ethics; 3, the Law of Nature and Nations; 4, Government; 5, Political Economy.

But, some of these terms being used by different writers, in different degrees of extension, I shall define exactly what I mean to comprehend in each of them.

I. 3. Within the term of Belles Lettres I include poetry and composition generally, and criticism.

II. 1. I consider pure mathematics as the science of, 1, Numbers, and 2, Measure in the abstract; that of numbers comprehending Arithmetic, Algebra and Fluxions; that of Measure (under the general appellation of Geometry), comprehending Trigonometry, plane and spherical, conic sections, and transcendental curves.

II. 2. Physico-Mathematics treat of physical subjects by the aid of mathematical calculation. These are Mechanics, Statics, Hydrostatics, Hydrodynamics, Navigation, Astronomy, Geography, Optics, Pneumatics, Acoustics.

II. 3. Physics, or Natural Philosophy (not entering the limits of Chemistry), treat of natural substances, their properties, mutual relations and action. They particularly examine the subjects of motion, action, magnetism, electricity, galvanism, light, meteorology, with an etc. not easily enumerated. These definitions and specifications render immaterial the question whether I use the generic terms in the exact degree of comprehension in which others use them; to be understood is all that is necessary to the present object.

At the close of this course the students separate; the wealthy retiring, with a sufficient stock of knowledge, to improve themselves to any degree to which their views may lead them, and the professional section to the professional schools, constituting the third grade of education, and teaching the particular sciences which the individuals of this section mean to pursue, with more minuteness and detail than was within the scope of the general schools for the second grade of instruction. In these professional schools each science is to be taught in the highest degree it has yet attained. They are to be the

1st *Department,* the fine arts, to wit: Civil Architecture, Gardening, Painting, Sculpture, and the Theory of Music; the

2d *Department,* Architecture, Military and Naval; Projectiles, Rural Economy (comprehending Agriculture, Horticulture and Veterinary), Technical Philosophy, the Practice of Medicine, Materia Medica, Pharmacy and Surgery. In the

3d *Department,* Theology and Ecclesiastical History; Law, Municipal and Foreign.

To these professional schools will come those who separated at the close of their first elementary course, to wit:

The lawyer to the school of law.

The ecclesiastic to that of theology and ecclesiastical history.

The physician to those of medicine, materia medica, pharmacy and surgery.

The military man to that of military and naval architecture and projectiles.

The agricultor to that of rural economy.

The gentleman, the architect, the pleasure gardener, painter and musician to the school of fine arts.

And to that of technical philosophy will come the mariner, carpenter, shipwright, pumpmaker, clockmaker, machinist, optician, metallurgist, founder, cutler, druggist, brewer, vintner, distiller, dyer, painter, bleacher, soapmaker, tanner, powdermaker, saltmaker, glassmaker, to learn as much as shall be necessary to pursue their art understandingly, of the sciences of geometry, mechanics, statics, hydrostatics, hydraulics, hydrodynamics, navigation, astronomy, geography, optics, pneumatics, physics, chemistry, natural history, botany, mineralogy and pharmacy.

The school of technical philosophy will differ essentially in its functions from the other professional schools. The others are instituted to ramify and dilate the particular sciences taught in the schools of the second grade on a general scale only. The technical school is to abridge those which were

taught there too much *in extenso* for the limited wants of the artificer or practical man. These artificers must be grouped together, according to the particular branch of science in which they need elementary and practical instruction; and a special lecture or lectures should be prepared for each group. And these lectures should be given in the evening, so as not to interrupt the labors of the day. The school, particularly, should be maintained wholly at the public expense, on the same principles with that of the ward schools. Through the whole of the collegiate course, at the hours of recreation on certain days, all the students should be taught the manual exercise; military evolutions and manœuvers should be under a standing organization as a military corps, and with proper officers to train and command them.

A tabular statement of this distribution of the sciences will place the system of instruction more particularly in view:

1st or Elementary Grade in the Ward Schools.

Reading, Writing, Arithmetic, Geography.

2d, or General Grade.

1. Language and History, ancient and modern.

2. Mathematics, *viz.:* Mathematics pure, Physico-Mathematics, Physics, Chemistry, Anatomy, Theory of Medicine, Zoology, Botany and Mineralogy.

3. Philosophy, *viz.:* Ideology, and Ethics, Law of Nature and Nations, Government, Political Economy.

3d, or Professional Grades.

Theology and Ecclesiastical History; Law, Municipal and Foreign; Practice of Medicine; Materia Medica and Pharmacy; Surgery; Architecture, Military and Naval, and Projectiles; Technical Philosophy; Rural Economy; Fine Arts.

On this survey of the field of science, I recur to the question, what portion of it we mark out for the occupation of our institution? With the first grade of education we shall have nothing to do. The sciences of the second grade are our first object; and, to adapt them to our slender beginnings, we must separate them into groups, comprehending many sciences each, and greatly more, in the first instance, than ought to be imposed on, or can be competently conducted by a single professor permanently. They must be subdivided from time to time, as our means increase, until each professor shall have no more under his care than he can attend to with advantage to his pupils and ease to himself. For the present, we may group the sciences into professorships, as follows, subject, however, to be changed, according to the qualifications of the persons we may be able to engage.

I. *Professorship.*

Language and History, ancient and modern.
Belles Lettres, Rhetoric and Oratory.

II. *Professorship.*

Mathematics pure, Physico-Mathematics.
Physics, Anatomy, Medicine, Theory.

III. *Professorship.*

Chemistry, Zoology, Botany, Mineralogy.

IV. *Professorship.*

Philosophy.

The organization of the branch of the institution which respects its government, police and economy, depending on principles which have no affinity with those of its institution, may be the subject of separate and subsequent consideration.

OBSERVATIONS ON THE TRANSPORTATION OF THE MONTICELLO LIBRARY[1]

February 27, 1815

The books stand at present in pine cases with backs and shelves without fronts. The cases are generally of three tier, one upon another, about 9 feet high in the whole. The lowest case is generally 13 inches deep, the second 6¾ inches and the uppermost 5¾, averaging 8½ inches, to that add ¾ inch for the front of boards to be nailed on, and it makes 9¼ inches depth. I have measured the surface of wall which these cases cover and find it to be 855.39 feet, which divided into the depth of 9½ inches equals 676 cubic feet; of this 232 cubic feet would be the wood of the cases and 444 cubic feet the books. I find a cubical foot of books to weigh 40 pounds, and as this is the weight of dry pine also, we need not distinguish between the weight of the wood and the books, but say the whole 676 cubic feet at 40 pounds makes 27,046 pounds, or eleven waggon loads of 2,458 each.

It is said that waggon hire at Washington is eight dollars a day, finding themselves here it is exactly half that price, or a half dozen waggons can be

[1] This accompanied a letter to Samuel Harrison Smith, Jefferson's agent. Congress had authorized the purchase of Jefferson's library, consisting of nearly 6,500 volumes, on January 30, 1815. Altogether it took 10 wagons to transport the books, the last wagon leaving Monticello on May 8. The trip from Monticello to Washington took six days. Of his library, Jefferson wrote to Smith, May 8, 1815: "It is the choicest collection of books in the United States, and I hope it will not be without some general effect on the literature of our country." The library became the foundation of the great Library of Congress. Jefferson received $23,950 for his superb collection.

got here at four dollars, who will undertake to carry 2,500 pounds. I think it would be better, therefore, to employ the waggons of this neighborhood, and let them make two trips, but as the interstices between the books and shelves (which, however, are very small), will require a certain quantity of book binder's paper-parings; a great many elegant bindings will require to be wrapped in waste paper, and all should have slips of paper between them, which cannot be had here. Would it not be necessary to send on a waggon load from Washington to be deposited here before the books are packed? It might take a return load of the books. And the books should go in their cases, every one its station, so that the cases on their arrival need only be set up on end, and they will be arranged exactly as they stand in the catalogue. I will have the fronts closed with boards for the journey, which, being taken off on their arrival at Washington, sash doors may be made there at little expense. But the books will require careful and skilful packing, to prevent their being rubbed in so long and rough a journey, by the jolting of the waggons.[2]

The best road, by far, for waggons at this season, is from Monticello by Orange Court House, Culpeper Court House, Fauquier Court House, Emil's mill, Sorgater Lanes, and George T. ferry, because it is along cross roads nearly the whole way, which are very little travelled by waggons. The road by Fredericksburg is considerably further, and deeply cut through the whole. That by Stephensburg is the shortest and levellest of all, but being generally a deep living clay is absolutely unpassable from November to May. The worst circumstance of the road by the Court Houses is that two branches of the Rappahannock and three of the Occoquam are to be forded, and they are liable to sudden swells. I presume a waggon will go loaded in seven days, and return empty in six, and allowing one for loading and accidents, the trip will be of a fortnight and come to $56.[3] I will have the waggons engaged if it is desired, to attend on any day which may be named.

LIBRARY CLASSIFICATION[4]

May 7, 1815

I have duly received your favor of April 26th,[5] in which you are pleased to ask my opinion on the subject of the arrangement of libraries. I shall

[2] Jefferson packed the books so well that not one was damaged during the transportation.

[3] Joseph Dougherty, the master wagoner, wrote to Samuel Harrison Smith, on March 20: "I will now state what my travelling expenses will amount to per day—so that you may see what my compensation would amount to per day. Horse-hire, $1.25 per day; breakfast, $0.50; dinner, $0.75; supper and lodging, $0.75, for gallons oats and hay, $0.87. Expence per day, $4.12." Dougherty asked $6.00 per day, but was finally paid $5.00.

[4] Letter to George Watterston, Librarian of Congress.

[5] On that date Librarian Watterston wrote to Jefferson: "I am solicitous to obtain your opinion as a gentleman of literary taste on the subject of arrangement. Your long acquaintance with books and your literary habits have, doubtless, led you to the adoption of some plan of arrangement with respect to libraries, which I should be happy if you would communicate." Jefferson sent him a scientifically classified catalogue. "I am happy to inform you," Watterston wrote to Jefferson, October 13, 1815, "that the catalogue is now in press . . . I have preserved your arrangement." The Librarian made but a few minor changes.

communicate with pleasure what occurs to me on it. Two methods offer themselves, the one alphabetical, the other according to the subject of the book. The former is very unsatisfactory, because of the medley it presents to the mind, the difficulty sometimes of recalling an author's name, and the greater difficulty, where the name is not given, of selecting the word in the title, which shall determine its alphabetical place. The arrangement according to subject is far preferable, although sometimes presenting difficulty also, for it is often doubtful to what particular subject a book should be ascribed. This is remarkably the case with books of travels, which often blend together the geography, natural history, civil history, agriculture, manufactures, commerce, arts, occupations, manners, &c., of a country, so as to render it difficult to say to which they chiefly relate. Others again, are polygraphical in their nature, as Encyclopedias, magazines, etc. Yet on the whole I have preferred arrangement according to subject, because of the peculiar satisfaction, when we wish to consider a particular one, of seeing at a glance the books which have been written on it, and selecting those from which we effect most readily the information we seek. On this principle the arrangement of my library was formed, and I took the basis of its distribution from Lord Bacon's table of science, modifying it to the changes in scientific pursuits which have taken place since his time, and to the greater or less extent of reading in the science which I proposed to myself. Thus the law having been my profession, and politics the occupation to which the circumstances of the times in which I have lived called my particular attention, my provision of books in these lines, and in those most nearly connected with them was more copious, and required in particular instances subdivisions into sections and paragraphs, while other subjects of which general views only were contemplated are thrown into masses. A physician or theologist would have modified differently, the chapters, sections, and paragraphs of a library adapted to their particular pursuits.

You will receive my library arranged very perfectly in the order observed in the catalogue, which I have sent with it. In placing the books on their shelves, I have generally, but not always, collocated distinctly the folios, quarto, octavo, and duodecimo, placing with the last all smaller sizes. On every book is a label, indicating the chapter of the catalogue to which it belongs, and the other it holds among those of the same format. So that, although the numbers seem confused on the catalogue, they are consecutive on the volumes as they stand on their shelves, and indicate at once the place

they occupy there. Mr. Milligan in packing them has preserved their arrangement so exactly, in their respective presses, that on setting the presses up on end, he will be able readily to replace them in the order corresponding with the catalogue, and thus save you the immense labor which their rearrangement would otherwise require.

To give to my catalogue the convenience of the alphabetical arrangement I have made at the end an alphabet of authors' names and have noted the chapter or chapters, in which the name will be found; where it occurs several times in the same chapter, it is indicated, by one or more perpendicular scores, thus ||||, according to the number of times it will be found in the chapter. Where a book bears no author's name, I have selected in its title some leading word for denoting it alphabetically. This member of the catalogue would be more perfect if, instead of the score, the number on the book were particularly noted. This could not be done when I made the catalogue, because no label of numbers had then been put on the books. That alteration can now be readily made, and would add greatly to the convenient use of the catalogue.

AN ACT FOR ESTABLISHING ELEMENTARY SCHOOLS [1]

September 9, 1817

1. Be it enacted by the General Assembly of Virginia, that at the first session of the Superior Court in every county within this commonwealth, next ensuing the passage of this act, the judge thereof shall appoint three discreet and well-informed persons, residents of the county, and not being ministers of the gospel [2] of any denomination, to serve as visitors of the Elementary Schools in the said county; of which appointment the sheriff shall, within fifteen days thereafter, deliver a certificate, under the hand of the clerk of the said court, to each of the persons so appointed.

2. The said visitors shall meet at the court-house of their county on the first county court day after they shall have received notice of their appointment, and afterwards at such times and places as they, or any two of them,

[1] In sending this Act to Joseph C. Cabell, Jefferson wrote: "I should apologize, perhaps, for the style of this bill. I dislike the verbose and intricate style of the English statutes. . . . You, however, can easily correct this bill to the taste of my brother lawyers, by making every other word a 'said' or 'aforesaid,' and saying everything over two or three times, so that nobody but we of the craft can untwist the diction, and find out what it means; and that, too, not so plainly but that we may conscientiously divide one half on each side."

The text of this Bill is taken from H. A. Washington's edition of Jefferson's *Writings*. The version in N. F. Cabell's *Early History of the University of Virginia* (1856), p. 413-17, contains some variations and omissions.

[2] Ministers of the Gospel are excluded to avoid jealousy from the other sects, were the public education committed to the ministers of a particular one; and with more reason than in the case of their exclusion from the legislative and executive functions.—T. J.

with reasonable notice to the third, shall have agreed; and shall proceed to divide their county into wards,[3] by metes and bounds so designated as to comprehend each, about the number of militia sufficient for a company, and so also as not to divide, and throw into different wards [4] the lands of any one person held in one body; which division into wards shall, within six months from the date of their appointment, be completely designated, published, and reported, by their metes and bounds, to the office of the clerk of the Superior Court, there to be recorded, subject, however, to such alterations, from time to time afterwards, as changes of circumstances shall, in the opinion of the said visitors or their successors, with the approbation of the said court, render expedient.

3. The original division into wards being made, the visitors shall appoint days for the first meeting of every ward, at such place as they shall name within the same, of which appointment notice shall be given at least two weeks before the day of meeting, by advertisement at some public place within the ward, requiring every free, white male citizen, of full age, resident within the ward, to meet at the place, and by the hour of twelve of the day so appointed, at which meeting some one of the visitors shall also attend, and a majority of the said warders being in attendance, the visitor present shall propose to them to decide by a majority of their votes,—1. The location of a school-house for the ward, and a dwelling-house for the teacher (the owner of the ground consenting thereto). 2. The size and structure of the said houses; and 3. Whether the same shall be built by the joint labor of the warders, or by their pecuniary contributions; and also 4. To elect by a plurality of their votes a warden, resident, who shall direct and superintend the said buildings, and be charged with their future care.

4. And if they decide that the said buildings [5] shall be erected by the joint labor of the warders, then all persons within the said ward liable to work

[3] § 2. This designation of the size of a ward is founded on these considerations: 1st. That the population which furnishes a company of militia will generally about furnish children enough for a school. 2d. That in most instances, at present, the militia captaincies being laid off compactly by known and convenient metes and bounds, many will be adopted without change, and others will furnish a canvas to work on and to reform. 3d. That these wards once established, will be found convenient and salutary aids in the administration of government, of which they will constitute the organic elements, and the first integral members in the composition of the military.—T. J.

[4] § 3. The prohibition to place among different wards the lands of a single individual, held in a body is, 1st. To save the proprietor from the perplexity of multiplied responsibilities; and 2. To prevent arbitrary and inconsistent apportionments, by different wardens, of the comparative values of the different portions of his lands in their respective wards.—T. J.

[5] § 4. It is presumed that the wards will generally build such log-houses for the school and teacher as they now do, and will join force and build them themselves, experience proving them to be as comfortable as they are cheap. Nor would it be advisable to build expensive houses in the country wards, which, from changes in their population, will be liable to changes of their boundaries and consequent displacements of their centre, drawing with it a removal of their school-house. In towns, better houses may be more safely built, or rented for both purposes.—T. J.

in the highways, shall attend at the order of the warden, and, under his direction, shall labor thereon until completed, under the same penalties as provided by law to enforce labor on the highways. And if they decide on erection by pecuniary contributions, the residents and owners of property within the ward shall contribute toward the cost, each in proportion to the taxes they last paid to the State for their persons and for the same property: of which the sheriff or commissioners shall furnish a statement to the warden, who, according to the ratio of that statement, shall apportion and assess the quota of contribution for each, and be authorized to demand, receive, and apply the same to the purposes of the contribution, and to render account thereof, as in all other his pecuniary transactions for the school, to the visitors; and on failure of payment by any contributor, the sheriff, on the order of the warden, shall collect and render the same under like powers and regulations as provided for the collection of the public taxes. And in every case it shall be the duty of the warden to have the buildings completed within six months from the date of his election.

5. It shall be the duty of the said visitors to seek and to employ for every ward,[6] whenever the number and ages of its children require it, a person

[6] § 5. Estimating eight hundred militia to a county, there will be twelve captaincies or wards in a county on an average. Suppose each of these, three years in every six, to have children enough for a school, who have not yet had three years' schooling; such a county will employ six teachers, each serving two wards by alternate terms. These teachers will be taken from the laboring classes, as they are now, to wit: from that which furnishes mechanics, overseers and tillers of the earth; and they will chiefly be the cripples, the weakly and the old, of that class, who will have been qualified for these functions by the ward schools themselves. If put on a footing then, for wages and subsistence, with the young and the able of their class, they will be liberally compensated: say with one hundred and fifty dollars wages and the usual allowance of meat and bread. The subsistence will probaby be contributed in kind by the warders, out of their family stock. The wages alone will be a pecuniary tax of about nine hundred dollars. To a county, this addition would be of about one-fifth of the taxes we now pay to the State, or about one-fifth of one per cent on every man's taxable property; if tax can be called that which we give to our children in the most valuable of all forms, that of instruction. Were those schools to be established on the public funds, and to be managed by the Governor and council, or the commissioners of the Literary fund, brick houses to be built for the schools and teachers, high wages and subsistence given them, they would be badly managed, depraved by abuses, and would exhaust the whole Literary fund. While under the eye and animadversion of the wards, and the control of the wardens and visitors, economy, diligence, and correctness of conduct, will be enforced, the whole Literary fund will be spared to complete the general system of education, by colleges in every district for instruction in the languages, and an university for the whole of the higher sciences; and this, by an addition to our contributions almost insensible, and which, in fact, will not be felt as a burthen, because applied immediately and visibly to the good of our children.

A question of some doubt might be raised on the latter part of this section, as to the rights and duties of society towards its members, infant and adult. Is it a right or a duty in society to take care of their infant members in opposition to the will of the parent? How far does this right and duty extend?—to guard the life of the infant, his property, his instruction, his morals? The Roman father was supreme in all these: we draw a line, but where?—public sentiment does not seem to have traced it precisely. Nor is it necessary in the present case. It is better to tolerate the rare instance of a parent refusing to let his child be educated, than to shock the common feelings and ideas by the forcible asportation and education of the infant against the will of the father. What is proposed here is to remove the objection of expense, by offering education gratis, and to strengthen parental excitement by the disfranchisement of his child while uneducated. Society has certainly a right to disavow him whom they offer,

of good moral character, qualified to teach reading, writing, numeral arithmetic and geography, whose subsistence shall be furnished by the residents and proprietors of the ward, either in money or in kind, at the choice of each contributor, and in the ratio of their public taxes, to be apportioned and levied as on the failures before provided for. The teacher shall also have the use of the house and accommodations provided for him, and shall moreover receive annually such standing wages as the visitors shall have determined to be proportioned on the residents and proprietors of the ward, and to be paid, levied and applied as before provided in other cases of pecuniary contribution.

6. At this school shall be received and instructed gratis, every infant of competent age who has not already had three years' schooling. And it is declared and enacted, that no person unborn or under the age of twelve years at the passing of this act, and who is *compos mentis,* shall, after the age of fifteen years, be a citizen of this commonwealth until he or she can read readily in some tongue, native or acquired.

7. To keep up a constant succession of visitors, the judge of the Superior Court of every county shall at his first session in every bissextile year, appoint visitors as before characterized, either the same or others, at his discretion. And in case of the death or resignation of any visitor during the term of his appointment, or of his removal by the said judge for good cause, moral or physical, he shall appoint another to serve until the next bissextile appointment. Which visitors shall have their first meeting at their court house on the county court day next ensuing their appointment, and afterwards at such times and places as themselves or any two of them with reasonable notice to the third shall agree. But the election of wardens shall be annually, at the first meeting of the ward after the month of March, until which election the warden last elected shall continue in office.

8. All ward meetings shall be at their school house, and on a failure of the meeting of a majority of the wardens on the call of a visitor, or of their warden, such visitor or warden may call another meeting.

9. At all times when repairs or alterations of the buildings before provided for shall be wanting, it shall be the duty of the warden or of a visitor, to call a ward meeting and to take the same measures towards such repairs or alterations as are herein before authorized for the original buildings.

10. When, on the application of any warden, authorized thereto by the vote of his ward, the judge of the Superior Court shall be of opinion that the contributors of any particular ward are disproportionably and oppressively overburthened with an unusual number of children of non-contributors of their ward, he may direct an order to the county court to assess in

and are not permitted to qualify for the duties of a citizen. If we do not force instruction, let us at least strengthen the motives to receive it when offered.—T. J.

their next county levy the whole or such part of the extra burthen as he shall think excessive and unreasonable, to be paid to the warden for its proper use, to which order the said county court is required to conform.

11. The said teachers shall, in all things relating to the education and government of their pupils, be under the direction and control of the visitors; but no religious reading, instruction or exercise, shall be prescribed or practiced inconsistent with the tenets of any religious sect or denomination.

12. Some one of the visitors, once in every year at least, shall visit the several schools: shall inquire into the proceedings and practices thereat: shall examine the progress of the pupils, and give to those who excel in reading, in writing, in arithmetic, or in geography, such honorary marks and testimonies of approbation, as may encourage and excite to industry and emulation.

13. All decisions and proceedings of the visitors relative to the original designation of wards at any time before the buildings are begun, or changes of wards at any time after, to the quantum of subsistence, or wages allowed to the teacher, and to the rules prescribed to him for the education and government of his pupils, shall be subject to be controlled and corrected by the judge of the Superior Court of the county, on the complaint of any individual aggrieved or interested.

A BILL FOR THE ESTABLISHMENT OF DISTRICT COLLEGES AND UNIVERSITY[1]

October 24, 1817

And for the establishment of colleges whereat the youth of the Commonwealth may, within convenient distances from their homes, receive a higher grade of education,

14.[2] *Be it further enacted as follows:* The several counties of this Commonwealth shall be distributed into nine collegiate districts, whereof one shall be composed of the counties of Accomac, Northampton, Northumberland, Lancaster, Richmond, Westmoreland, Middlesex, Essex, Matthews, Gloucester, King & Queen, King William, Elizabeth City, Warwick, York, James City, New Kent, and Charles City; one other of the counties of Princess Anne, Norfolk, Norfolk borough, Nansemond, Isle of Wight, Southampton, Surry, Prince George, Sussex, and Greensville; one other of the counties of Fairfax, Loudoun, King George, Stafford, Prince William,

[1] This is, in effect, a continuation of the preceding Bill which Jefferson prepared soon after he sent the former to J. C. Cabell. Combining the two into a "A Bill for Establishing a System of Public Education," Jefferson submitted the new draft to Cabell on October 24.
The text above is from N. F. Cabell's *Early History of the University of Virginia*, pp. 417-27.

[2] This number follows number 13 in the preceding Bill.

Fauquier, Culpeper, Madison, Caroline, and Spotsylvania; one other of the counties of Hanover, City of Richmond, Goochland, Louisa, Fluvanna, Powhatan, Cumberland, Buckingham, Orange, Albemarle, Nelson, Amherst, Augusta, and Rockbridge; one other of the counties of Chesterfield, town of Petersburg, Dinwiddie, Brunswick, Amelia, Nottoway, Lunenburg, Mecklenburg, Prince Edward, Charlotte, and Halifax; one other of the counties of Campbell, Pittsylvania, Bedford, Franklin, Henry, Patrick, Botetourt, and Montgomery; one other of the counties of Frederick, Jefferson, Berkeley, Hampshire, Shenandoah, Hardy, Rockingham, and Pendleton; one other of the counties of Monongalia, Brooke, Ohio, Randolph, Harrison, Wood, and Mason; and one other of the counties of Bath, Greenbrier, Kanawha, Cabell, Giles, Monroe, Tazewell, Wythe, Grayson, Washington, Russell, and Lee.

15. Within three months after the passing of this act, the President and Directors of the Literary Fund, who shall henceforward be called the Board of Public Instruction, shall appoint one fit person in every county, in each of the districts, who, with those appointed in the other counties of the same district, shall compose the Board of Visitors for the College of that district; and shall, within four months after passing this act, cause notice to be given to each individual so appointed, prescribing to them a day, within one month thereafter, and a place within their district, for their first meeting, with supplementary instructions for procuring a meeting subsequently, in the event of failure at the time first appointed.

16. The said Visitors, or so many of them as, being a majority, shall attend, shall appoint a rector, of their own body, who shall preside at their meetings, and a secretary to record and preserve their proceedings; and shall proceed to consider of the site for a college most convenient for their district, having regard to the extent, population and other circumstances, and within the term of six months from the passing of this act shall report the same to the Board of Public Instruction, with the reasons on which each site is preferred; and if any minority of two or more members prefer any other place, the same shall be reported, with the reasons for and against the same.

17. Within seven months after the passing of this act the said Board of Public Instruction shall determine on such of the sites reported as they shall think most eligible for the college of each district, shall notify the same to the said Visitors, and shall charge them with the office of obtaining from the proprietor, with his consent, the proper grounds for the building, and its appurtenances, either by donation or purchase; or if his consent, on reasonable terms, cannot be obtained, the clerk of the county, wherein the site is, shall, on their request, issue and direct to the sheriff of the same county a writ of *ad quod damnum*, to ascertain by a jury the value of the grounds selected, and to fix their extent by metes and bounds, so, however, as not

to include the dwelling-house, or buildings appurtenant, the curtilage, gardens or orchards of the owner; which writ shall be executed according to the ordinary forms prescribed by the laws in such cases; and shall be returned to the same clerk to be recorded: *Provided,* that in no case, either of purchase or valuation by a jury, shall more grounds be located than of the value of $500; which grounds, if by donation or purchase, shall, by the deed of the owner, or if by valuation of a jury, shall, by their inquest, become vested in the said Board of Public Instruction, as trustees for the Commonwealth, and for the uses and purposes of a college of instruction.

18. On each of the sites so located shall be erected one or more substantial buildings—the walls of which shall be of brick or stone, with two school rooms, and four rooms for the accommodation of the professors, and with sixteen dormitories in or adjacent to the same, each sufficient for two pupils, and in which no more than two shall be permitted to lodge, with a fireplace in each, and the whole in a comfortable and decent style, suitable to their purpose.

19. The plan of the said buildings, and their appurtenances, shall be furnished or approved by the said Board of Public Instruction, and that of the dormitories shall be such as may conveniently receive additions from time to time. The Visitors shall have all the powers which are necessary and proper for carrying them into execution, and shall proceed in their execution accordingly. Provided, that in no case shall the whole cost of the said buildings and appurtenances of any one college exceed the sum of $7,500.

20. The college of the district first in this act described, to wit: of Accomac, &c. shall be called the Wythe College, or the College of the District of Wythe; that of the second description, to wit: Princess Anne, &c. shall be called the ——; that of the third description, to wit: Fairfax, &c. shall be called the ——; that of the fourth description, to wit: Hanover, &c. shall be called the ——; that of the fifth description, to wit: Chesterfield, &c. shall be called the ——; that of the sixth description, to wit: Campbell, &c. shall be called the ——; that of the seventh description, to wit: Frederick, &c. shall be called the ——; that of the eighth description, to wit: Monongalia, &c. shall be called the ——; and that of the ninth description, to wit: Bath, &c. shall be called the ——.

21. In the said colleges shall be taught the Greek, Latin, French, Spanish, Italian and German languages, English grammar, geography, ancient and modern, the higher branches of numerical arithmetic, the mensuration of land, the use of the globes, and the ordinary elements of navigation.

22. To each of the said colleges shall be appointed two professors, the one for teaching Greek, Latin, and such other branches of learning before described, as he may be qualified to teach, and the other for the remaining branches thereof, who shall each be allowed the use of the apartments pro-

vided for him, and a standing salary of $500 yearly, to be drawn from the literary fund, with such tuition fee from each pupil as the Visitors shall establish.

23. The said Visitors shall be charged with the preservation and repair of the buildings, the care of the ground and appurtenances for which, and other necessary purposes, they may employ a steward and competent laborers; they shall have power to appoint and remove the professors, to prescribe their duties, and the course of education to be pursued; they shall establish rules for the government and discipline of the pupils, for their subsistence and board, if boarded in the college, and for their accommodation, and the charges to which they shall be subject for the same, as well as the rent for the dormitories they occupy. They may draw from the literary fund such moneys as are hereby charged on it for their institution. And, in general, they shall direct and do all matters and things which, not being inconsistent with the laws of the land, to them shall seem most expedient for promoting the purposes of the said institution; which several functions may be exercised by them in the form of by-laws, resolutions, orders, instructions, or otherwise, as they shall deem proper.

24. The rents of the dormitories, the profits of boarding the pupils, donations and other occasional resources shall constitute the fund, and shall be at their disposal for the necessary purposes of the said institution, and not otherwise provided for; and they shall have authority to draw on the said Board of Public Instruction for the purchase or valuation money of the site of their college, for the cost of the buildings and improvements authorized by law, and for the standing salaries of the professors herein allowed—for the administration of all which they may appoint a bursar.

25. They shall have two stated meetings in the year, at their colleges, on the first Mondays of April and October, and occasional meetings at the same place, and at such other times, as they shall appoint; giving due notice thereof to every individual of their board.

26. A majority of them shall constitute a quorum for business, and on the death or resignation of a member, or on his removal by the Board of Public Instruction, or out of the county from which he was appointed, the said Board shall appoint a successor, resident in the same county.

27. The Visitors of every collegiate district shall be a body politic and corporate, to be called the Visitors of the College, by name, for which they are appointed, with capacity to plead, or be impleaded, in all courts of justice, and in all cases interesting to their college, which may be the subject of legal cognizance and jurisdiction, which pleas shall not abate by the determination of the office of all or any of them, but shall stand revived in the name of their successors; and they shall be capable in law, and in trust for their college, of

receiving subscriptions and donations, real and personal, as well from bodies corporate, or persons associated, as from private individuals.

28. Some member, or members, of the Board of Visitors, to be nominated by the said Board, or such other persons as they shall nominate, shall, once in every year, at least, visit the college of their district, enquire into the proceedings and practices thereat, examine the progress of the pupils, and give to those who excel in any branch of learning prescribed for the said college, such honorary marks and testimonies of approbation as may encourage or excite to industry and emulation.

29. The decisions and proceedings of the said Visitors shall be subject to control and correction by the Board of Public Instruction, either on the complaint of any individual, aggrieved or interested, or on the proper motion of the said board.

30. On every 29th day of February, or, if that be Sunday, then on the next or earliest day thereafter, on which a meeting can be effected, the Board of Public Instruction shall be in session, and shall appoint, in every county of each district, a Visitor, resident therein, either the same before appointed, or another, at their discretion, to serve until the ensuing 29th day of February, duly and timely notifying to them their appointment, and prescribing a day for their first meeting at the college of their district, after which, their stated meetings shall be at their college, on the first Mondays of April and October, annually; and their occasional meetings at the same place, and at such times as themselves shall appoint, due notice thereof being given to every member of their board.

Utrum horum?

And for establishing in a central and healthy part of the State an University wherein all the branches of useful science may be taught, Be it enacted as follows:

31. Within the limits of the county of —— there shall be established an University, to be called the University of Virginia; and so soon as may be after the passage of this act the Board of Public Instruction shall appoint eight fit persons to constitute the Board of Visitors for the said University; and shall forthwith give notice to each individual so appointed, prescribing to them a day for their first meeting at the Courthouse of the said county, with supplementary instruction for procuring a meeting subsequently in the event of failure at the time first appointed.

And for establishing in a central and healthy part of the State and University wherein all the branches of useful science may be taught, Be it further enacted as follows:

31. Whensoever the Visitors of the Central College in Albemarle, authorized thereto by the consent in writing of the subscribers of the major part of the amount subscribed to that institution, shall convey or cause to be conveyed to the Board of Public Instruction, for the use of this Commonwealth, all the lands, buildings, property and rights of the said College, in possession, in interest or in action (save only so much as may discharge their engagements then existing), the same shall be thereupon vested in this Commonwealth, and shall be appropriated to the institution of an University to be called the University of Virginia, which shall be established on the said lands. The said Board of Public Instruction shall thereupon forthwith appoint eight fit persons who shall compose the Board of Visitors for the government of the said University, notifying thereof the persons so appointed, and prescribing to them a day for their first meeting at Charlottesville, with supplementary instructions for procuring a meeting subsequently, in the event of failure at the time first appointed.

32. The said Visitors, or so many of them as, being a majority, shall attend, shall appoint a Rector of their own body, who shall preside at their meetings, and a Secretary to record and preserve their proceedings, and shall proceed to enquire into and select the most eligible site for the University, and to obtain from the proprietor, with his consent, the proper grounds for the buildings and appurtenances, either by donation or purchase, or, if his consent on reasonable terms cannot be obtained, the clerk of the county shall, on their request, issue and direct to the sheriff of the county a writ of *ad quod damnum* to ascertain by a jury the value of the grounds selected, and to fix their extent by metes and bounds, so however as

32. The said Visitors, or so many of them as, being a majority, shall attend, shall appoint a Rector of their own body to preside at their meetings, and a Secretary to record and preserve their proceedings, and shall proceed to examine into the state of the property conveyed as aforesaid, shall make an inventory of the same, specifying the items whereof it consists, shall notice the buildings and other improvements already made, and those which are in progress, shall take measures for their completion, shall consider what others may be necessary in addition, and of the best plan for effecting the same, with estimates of the probable cost, and shall make report of the whole to the said Board of Public Instruction, which is authorized to

not to include the dwelling house or buildings appurtenant, the curtilage, gardens or orchards of the owner; which writ shall be executed according to the ordinary forms prescribed by the laws in such cases, and shall be returned to the same clerk to be recorded: *Provided,* That in no case, either of purchase or valuation by a jury, shall more grounds be located than of the value of $2,000; which grounds, if by donation or purchase, shall, by the deed of the owner, or if by valuation of a jury, shall, by their inquest, become vested in the Board of Public Instruction aforesaid, as trustees for the commonwealth, for the uses and purposes of an University.

33. A plan of the buildings and appurtenances necessary and proper for an University being furnished or approved by the Board of Public Instruction, in which that of the dormitories shall be such as may conveniently admit additions from time to time, the Visitors shall have all the powers which shall be necessary and proper for carrying them into execution, and shall proceed in their execution accordingly.

approve, negative or modify any of the measures so proposed by the said Visitors.

33. The said measures being approved or modified, the Visitors shall have all the powers relative thereto which shall be necessary or proper for carrying them into execution, and shall proceed in their execution accordingly.

34. In the said University shall be taught history and geography, ancient and modern; natural philosophy, agriculture, chemistry and the theories of medicine; anatomy, zoology, botany, mineralogy and geology; mathematics, pure and mixed; military and naval science; ideology, ethics, the law of nature and of nations; law, municipal and foreign; the science of civil government and political economy; languages, rhetoric, belles lettres, and the fine arts generally; which branches of science shall be so distributed and under so many professorships, not exceeding ten, as the Visitors shall think most proper.

35. Each professor shall be allowed the use of the apartments and accommodations provided for him, and such standing salary, not exceeding $1,000

yearly, as the Visitors shall think proper, to be drawn from the literary fund, with such tuition fees from the students as the Visitors shall establish.

36. The said Visitors shall be charged with the erection, preservation and repair of the buildings, the care of the grounds and appurtenances, and of the interests of the University generally; they shall have power to appoint a bursar, employ a steward and all other necessary agents; to appoint and remove professors; to prescribe their duties, and the course of education to be pursued; to establish rules for the government and discipline of the students, for their subsistence, board and accommodation, if boarded by the University, and the charges to which they shall be subject for the same, as well as for the dormitories they occupy; to provide and control the duties and proceedings of all officers, servants and others, with respect to the buildings, lands, appurtenances, and other property and interests of the University; to draw from the literary fund such moneys as are hereby charged on it for this institution; and in general to direct and do all matters and things which, not being inconsistent with the laws of the land, to them shall seem most expedient for promoting the purposes of the said institution; which several functions may be exercised by them in the form of by-laws, rules, resolutions, orders, instructions, or otherwise, as they shall deem proper.

37. They shall have two stated meetings in the year, to wit: on the first Mondays of April and October, and occasional meetings at such other times as they shall appoint, due notice thereof being given to every individual of their Board, which meetings shall be at the said University; a majority of them shall constitute a quorum for business; and on the death or resignation of a member, or on his removal by the Board of Public Instruction, or change of habitation to a greater than his former distance from the University, the said Board shall appoint a successor.

38. The Visitors of the said University shall be a body politic and corporate under the style and title of the Visitors of the University of Virginia, with capacity to plead or be impleaded in all courts of justice, and in all cases interesting to their College, which may be the subjects of legal cognizance and jurisdiction, which pleas shall not abate by the determination of their office, but shall stand revived in the name of their successors; and they shall be capable in law, and in trust for their College, of receiving subscriptions and donations, real and personal, as well from bodies corporate or persons associated, as from private individuals.

39. Some member or members of the Board of Visitors, to be nominated by the said Board, or such other person as they shall nominate, shall, once in every year at least, visit the said University, enquire into the proceeding and practices thereat, examine the progress of the students, and give to those who excel in any branch of science there taught such honorary marks and

testimonies of approbation as may encourage and excite to industry and emulation.

40. All decisions and proceedings of the Visitors shall be subject to control and direction by the Board of Public Instruction, either on the complaint of any individual aggrieved or interested, or on the proper motion of the said Board.

41. On every 29th day of February, or, if that be Sunday, then on the next or earliest day thereafter on which a meeting can be effected, the said Board of Public Instruction shall be in session, and shall appoint Visitors for the said University, either the same or others, at their discretion, to serve until the 29th day of February next ensuing, duly and timely notifying to them their appointment, and prescribing a day for their first meeting at the University, after which their stated meetings shall be on the first Mondays of April and October annually, and their occasional meetings at the same place, and at such times as themselves shall appoint, due notice thereof being given to every member of their Board.

[NOTE.—If the Central College be adopted for the University, the following section may be added: "Provided, that nothing in this act contained shall suspend the proceedings of the Visitors of the said Central College of Albemarle; but, for the purpose of expediting the objects of the said institution, they shall be authorized, under the control of the Board of Public Instruction, to continue the exercise of their functions until the first meeting of the Visitors of the University."]

And to avail the Commonwealth of those talents and virtues which nature has sown as liberally among the poor as rich, and which are lost to their country by the want of means for their cultivation, Be it further enacted as follows:

42. On every 29th day of February, or, if that be Sunday, then on the next day, the Visitors of the Ward-schools in every county shall meet at the Court-House of their county, and after the most diligent and impartial observation and enquiry of the boys who have been three years at the Ward-schools, and whose parents are too poor to give them a collegiate education, shall select from among them some one of the most promising and sound understanding, who shall be sent to the first meeting of the Visitors of their collegiate district, with such proofs as the case requires and admits, for the examination and information of that Board; who, from among the candidates so offered from the several counties of their district, shall select two of the most sound and promising understanding, who shall be admitted to their College, and there be maintained and educated five years at the public expense, under such rules and limitations as the Board of Public Instruction shall prescribe; and at the end of the said five years the said Collegiate Visitors shall select that one of the two who shall, on their most diligent

and impartial enquiry and best information, be adjudged by them to be of the most sound and promising understanding and character, and most improved by their course of education, who shall be sent on immediately thereafter to the University, there to be maintained and educated in such branches of the sciences taught there as are most proper to qualify him for the calling to which his parents or guardians may destine him; and to continue at the said University three years at the public expense, under such rules and limitations as the Board of Public Instruction shall prescribe. And the expenses of the persons so to be publicly maintained and educated at the Colleges and University shall be drawn by their respective Visitors from the literary fund.

FEMALE EDUCATION[1]

March 14, 1818

A plan of female education has never been a subject of systematic contemplation with me. It has occupied my attention so far only as the education of my own daughters occasionally required. Considering that they would be placed in a country situation where little aid could be obtained from abroad, I thought it essential to give them a solid education, which might enable them, when become mothers, to educate their own daughters, and even to direct the course for sons, should their fathers be lost, or incapable, or inattentive. My surviving daughter accordingly, the mother of many daughters as well as sons, has made their education the object of her life, and being a better judge of the practical part than myself, it is with her aid and that of one of her *élèves,* that I shall subjoin a catalogue of the books for such a course of reading as we have practised.[2]

A great obstacle to good education is the inordinate passion prevalent for novels, and the time lost in that reading which should be instructively employed. When this poison infects the mind, it destroys its tone and revolts it against wholesome reading. Reason and fact, plain and unadorned, are rejected. Nothing can engage attention unless dressed in all the figments of fancy, and nothing so bedecked comes amiss. The result is a bloated imagination, sickly judgment, and disgust towards all the real businesses of life. This mass of trash, however, is not without some distinction; some few modeling their narratives, although fictitious, on the incidents of real life, have been able to make them interesting and useful vehicles of a sound morality. Such, I think, are Marmontel's new moral tales, but not his old ones, which are really immoral. Such are the writings of Miss Edgeworth, and some of those of Madame Genlis. For a like reason, too, much poetry should not be indulged. Some is useful for forming style and taste. Pope,

[1] Letter to N. Burwell.

[2] The catalogue is not available.

Dryden, Thomson, Shakespeare, and of the French, Molière, Racine, the Corneilles, may be read with pleasure and improvement.

The French language, become that of the general intercourse of nations, and from their extraordinary advances, now the depository of all science, is an indispensable part of education for both sexes. In the subjoined catalogue, therefore, I have placed the books of both languages indifferently, according as the one or the other offers what is best.

The ornaments, too, and the amusements of life, are entitled to their portion of attention. These, for a female, are dancing, drawing, and music. The first is a healthy exercise, elegant, and very attractive for young people. Every affectionate parent would be pleased to see his daughter qualified to participate with her companions and without awkwardness at least, in the circles of festivity, of which she occasionally becomes a part. It is a necessary accomplishment, therefore, although of short use; for the French rule is wise, that no lady dances after marriage. This is founded in solid physical reasons, gestation and nursing leaving little time to a married lady when this exercise can be either safe or innocent. Drawing is thought less of in this country than in Europe. It is an innocent and engaging amusement, often useful, and a qualification not to be neglected in one who is to become a mother and an instructor. Music is invaluable where a person has an ear. Where they have not, it should not be attempted. It furnishes a delightful recreation for the hours of respite from the cares of the day, and lasts us through life. The taste of this country, too, calls for this accomplishment more strongly than for either of the others.

I need say nothing of household economy, in which the mothers of our country are generally skilled, and generally careful to instruct their daughters. We all know its value, and that diligence and dexterity in all its processes are inestimable treasures. The order and economy of a house are as honorable to the mistress as those of the farm to the master, and if either be neglected, ruin follows, and children destitute of the means of living.

This, sir, is offered as a summary sketch on a subject on which I have not thought much. It probably contains nothing but what has already occurred to yourself, and claims your acceptance on no other ground than as a testimony of my respect for your wishes, and of my great esteem and respect.

THE STUDY OF GREEK AND LATIN[1]

August 24, 1819

You ask my opinion on the extent to which classical learning should be carried in our country. A sickly condition permits me to think, and a

[1] Letter to John Brazier.

rheumatic hand to write too briefly on this litigated question. The utilities we derive from the remains of the Greek and Latin languages are, first, as models of pure taste in writing. To these we are certainly indebted for the national and chaste style of modern composition which so much distinguishes the nations to whom these languages are familiar. Without these models we should probably have continued the inflated style of our northern ancestors, or the hyperbolical and vague one of the east. Second. Among the values of classical learning, I estimate the luxury of reading the Greek and Roman authors in all the beauties of their originals. And why should not this innocent and elegant luxury take its preëminent stand ahead of all those addressed merely to the senses? I think myself more indebted to my father for this than for all the other luxuries his cares and affections have placed within my reach; and more now than when younger, and more susceptible of delights from other sources. When the decays of age have enfeebled the useful energies of the mind, the classic pages fill up the vacuum of *ennui,* and become sweet composers to that rest of the grave into which we are all sooner or later to descend. Third. A third value is in the stores of real science deposited and transmitted us in these languages, to-wit: in history, ethics, arithmetic, geometry, astronomy, natural history, &c.

But to whom are these things useful? Certainly not to all men. There are conditions of life to which they must be forever estranged, and there are epochs of life too, after which the endeavor to attain them would be a great misemployment of time. Their acquisition should be the occupation of our early years only, when the memory is susceptible of deep and lasting impressions, and reason and judgment not yet strong enough for abstract speculations. To the moralist they are valuable, because they furnish ethical writings highly and justly esteemed: although in my own opinion, the moderns are far advanced beyond them in this line of science, the divine finds in the Greek language a translation of his primary code, of more importance to him than the original because better understood; and, in the same language, the newer code, with the doctrines of the earliest fathers, who lived and wrote before the simple precepts of the founder of this most benign and pure of all systems of morality became frittered into subtleties and mysteries, and hidden under jargons incomprehensible to the human mind. To these original sources he must now, therefore, return, to recover the virgin purity of his religion. The lawyer finds in the Latin language the system of civil law most conformable with the principles of justice of any which has ever yet been established among men, and from which much has been incorporated into our own. The physician as good a code of his art as has been given us to this day. Theories and systems of medicine, indeed, have been in perpetual change from the days of the good Hippocrates to the days of the good Rush, but which of them is the true one? the pres-

ent, to be sure, as long as it is the present, but to yield its place in turn to the next novelty, which is then to become the true system, and is to mark the vast advance of medicine since the days of Hippocrates. Our situation is certainly benefited by the discovery of some new and very valuable medicines; and substituting those for some of his with the treasure of facts, and of sound observations recorded by him (mixed to be sure with anilities of his day) and we shall have nearly the present sum of the healing art. The statesman will find in these languages history, politics, mathematics, ethics, eloquence, love of country, to which he must add the sciences of his own day, for which of them should be unknown to him? And all the sciences must recur to the classical languages for the etymon, and sound understanding of their fundamental terms. For the merchant I should not say that the languages are a necessary. Ethics, mathematics, geography, political economy, history, seem to constitute the immediate foundations of his calling. The agriculturist needs ethics, mathematics, chemistry and natural philosophy. The mechanic the same. To them the languages are but ornament and comfort. I know it is often said there have been shining examples of men of great abilities in all the businesses of life, without any other science than what they had gathered from conversations and intercourse with the world. But who can say what these men would not have been had they started in the science on the shoulders of a Demosthenes or Cicero, of a Locke or Bacon, or a Newton? To sum the whole, therefore, it may truly be said that the classical languages are a solid basis for most, and an ornament to all the sciences.

A COURSE OF LAW READING[1]

February 26, 1821

While you were in this neighborhood, you mentioned to me your intention of studying the law, and asked my opinion as to the sufficient course of reading. I gave it to you, *ore tenus,* and with so little consideration that I do not remember what it was; but I have since recollected that I once wrote a letter to Dr. Cooper,[2] on good consideration of the subject. He was then law-lecturer, I believe, at Carlisle. My stiffening wrist makes writing now a slow and painful operation, but my granddaughter Ellen undertakes to copy the letter, which I shall enclose herein.

I notice in that letter four distinct epochs at which the English laws have been reviewed, and their whole body, as existing at each epoch, well digested into a code. These digests were by Bracton, Coke, Matthew Bacon and Blackstone. Bracton having written about the commencement of the

[1] Letter to Dabney Terrell.

[2] January 16, 1814.—T. J.

extant statutes, may be considered as having given a digest of the laws then in being, written and unwritten, and forming, therefore, the textual code of what is called the common law, just at the period too when it begins to be altered by statutes to which we can appeal. But so much of his matter is become obsolete by change of circumstances or altered by statute, that the student may omit him for the present, and

1st. Begin with[3] Coke's four Institutes. These give a complete body of the law as it stood in the reign of the first James, an epoch the more interesting to us, as we separated at that point from English legislation, and acknowledge no subsequent statutary alterations.

2. Then passing over (for occasional reading as hereafter proposed) all the reports and treatises to the time of Matthew Bacon, read his abridgment, compiled about one hundred years after Coke's, in which they are all embodied. This gives numerous applications of the old principles to new cases, and gives the general state of the English law at that period.

Here, too, the student should take up the chancery branch of the law, by reading the first and second abridgments of the cases in Equity. The second is by the same Matthew Bacon, the first having been published some time before. The alphabetical order adopted by Bacon, is certainly not as satisfactory as the systematic. But the arrangement is under very general and leading heads, and these, indeed, with very little difficulty, might be systematically instead of alphabetically arranged and read.

3. Passing now in like manner over all intervening reports and tracts, the student may take up Blackstone's Commentaries, published about twenty-five years later than Bacon's abridgment, and giving the substance of these new reports and tracts. This review is not so full as that of Bacon, by any means, but better digested. Here, too, Woodeson should be read as supplementary to Blackstone, under heads too shortly treated by him. Foublanque's edition of Francis' Maxims of Equity, and Bridgman's digested Index, into which the latter cases are incorporated, are also supplementary in the chancery branch, in which Blackstone is very short.

This course comprehends about twenty-six 8vo volumes, and reading four or five hours a day would employ about two years.

[3] Since the date of this letter, a most important and valuable edition has been published of Coke's First Institute. The editor, Thomas, has analyzed the whole work, and re-composed its matter in the order of Blackstone's Commentaries, not omitting a sentence of Lord Coke's text, nor inserting one not his. In notes, under the text, he has given the modern decisions relating to the same subjects, rendering it thus as methodical, lucid, easy and agreeable to the reader as Blackstone, and more precise and profound. It can now be no longer doubted that this is the very best elementary work for a beginner in the study of the law. It is not, I suppose, to be had in this State, and questionable if in the North, as yet, and it is dear, costing in England four guineas or nineteen dollars, to which add the duty here on imported books, which, on the three volumes 8vo, is something more than three dollars, or one dollar the 8vo volume. This is a tax on learned readers to support printers for the readers of "The Delicate Distress," and "The Wild Irish Boy."—T. J.

After these, the best of the reporters since Blackstone should be read for the new cases which have occurred since his time. Which they are I know not, as all of them are since my time.

By way of change and relief for another hour or two in the day, should be read the law-tracts of merit which are many, and among them all those of Baron Gilbert are of the first order. In these hours, too, may be read Bracton (now translated), and Justinian's Institute. The method of these two last works is very much the same, and their language often quite so. Justinian is very illustrative of the doctrines of equity, and is often appealed to, and Cooper's edition is the best on account of the analogies and contrasts he has given of the Roman and English law. After Bracton, Reeves' History of the English Law may be read to advantage. During this same hour or two of lighter law reading, select and leading cases of the reporters may be successively read, which the several digests will have pointed out and referred to.

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I have here sketched the reading in common law and chancery which I suppose necessary for a reputable practitioner in those courts. But there are other branches of law in which, although it is not expected he should be an adept, yet when it occurs to speak of them, it should be understandingly to a decent degree. There are the Admiralty law, Ecclesiastical law, and the Law of Nations. I would name as elementary books in these branches, Molloy de Jure Maritimo. Brown's Compend of the Civil and Admiralty Law, 2 vols. 8vo. The Jura Ecclesiastica, 2 vols. 8vo. And Les Institutions du droit de la Nature et des Gens de Reyneval, 1 vol. 8vo.

Besides these six hours of law reading, light and heavy, and those necessary for the repasts of the day, for exercise and sleep, which suppose to be ten or twelve, there will still be six or eight hours for reading history, politics, ethics, physics, oratory, poetry, criticism, &c., as necessary as law to form an accomplished lawyer.

The letter to Dr. Cooper, with this as a supplement, will give you those ideas on a sufficient course of law reading which I ought to have done with more consideration at the moment of your first request. Accept them now as a testimony of my esteem, and of sincere wishes for your success; and the family, *unâ voce,* desires me to convey theirs with my own affectionate salutations.

LIBRARY CLASSIFICATION[1]

Between 1820 and 1825

An Explanation of the Views on which this Catalogue has been Prepared

1. Great standard works of established reputation, too voluminous and too expensive for private libraries, should have a place in every public library, for the free resort of individuals.

2. Not merely the best books in their respective branches of science should be selected, but such also as were deemed good in their day, and which consequently furnish a history of the advance of the science.

3. The *opera omnia* of writers on various subjects are sometimes placed in that chapter of this Catalogue to which their principal work belongs, and sometimes referred to the Polygraphical chapter.

4. In some cases, besides the *opera omnia,* a detached tract has been also placed in its proper chapter, on account of editorial or other merit.

5. Books in very rare languages are considered here as specimens of language only, and are placed in the chapter of Philology, without regard to their subject.

6. Of the classical authors, several editions are often set down on account of some peculiar merit in each.

7. Translations are occasionally noted, on account of their peculiar merit or of difficulties of their originals.

8. Indifferent books are sometimes inserted, because none good are known on the same subject.

9. Nothing of mere amusement should lumber a public library.

10. The 8vo. form is generally preferred, for the convenience with which it is handled, and the compactness and symmetry of arrangement on the shelves of the library.

11. Some chapters are defective for the want of a more familiar knowledge of their subject in the compiler, others from schisms in the science they relate to. In Medicine, *e.g.,* the changes of theory which have successively prevailed, from the age of Hippocrates to the present day, have produced distinct schools, acting on different hypotheses, and headed by respected names, such as Stahl, Boerhaave, Sydenham, Hoffman, Cullen, and our own good Dr. Rush, whose depletive and mercurial systems have formed a school, or perhaps revived that which arose on Harvey's discovery of the circulation of the blood. In Religion, divided as it is into multifarious creeds, differing in their bases, and more or less in their superstructure, such moral

[1] This is from the preface of "A Catalogue of Books Forming the Body of a Library for the University of Virginia," which Jefferson wrote sometime between 1820 and 1825. The catalogue is in the University of Virginia and was printed for the first time in that University's *Alumni Bulletin,* November, 1895, pp. 79-80.

works have been chiefly selected as may be approved by all, omitting what is controversial and merely sectarian. Metaphysics have been incorporated with Ethics, and little extension given to them. For, while some attention may be usefully bestowed on the operations of thought, prolonged investigations of a faculty unamenable to the test of our senses, is an expense of time too unprofitable to be worthy of indulgence. Geology, too, has been merged in Mineralogy, which may properly embrace what is useful in this science, that is to say, a knowledge of the general stratification, collocation and sequence of the different species of rocks and other mineral substances, while it takes no cognisance of theories for the self-generation of the universe, or the particular revolutions of our own globe by the agency of water, fire, or other agent, subordinate to the fiat of the Creator.

Books are addressed to the three faculties of

MEMORY — REASON — IMAGINATION

To these belong respectively

HISTORY		PHILOSOPHY		FINE ARTS
Civil	*Physical*	*Mathematical*	*Moral*	
1. Ancient	6. Physics, pure and mixed	17. Arithmetic	19. Ethics	29. Architecture
2. Modern, Foreign	7. Agriculture	18. Geometry	20. Religion	Gardening
3. " British	8. Chemistry		21. Law—Nature and Nations	30. Painting
4. " American	9. Anatomy		22. Law of Equity	Sculpture
5. " Ecclesiastical	Surgery		23. " Common	Music
	10. Medicine		24. " Merchant	31. Poetry, Epic
	11. Zoology		25. " Maritime	32. " Romance
	12. Botany		26. " Ecclesiastical	33. " Pastoral
	13. Mineralogy		27. " Foreign	34. " Didactic
	14. Technics		28. Politics	35. " Comedy
	15. Astronomy			36. " Tragedy
	16. Geography			37. " Dialogue and Epistolary
				38. Rhetoric
				39. Criticism, Theory
				40. " Bibliography
				41. " Philology
		42. Polygraphical		

THE STUDY OF HISTORY[1]

October 25, 1825

DEAR SIR: I do not know whether the professors to whom ancient and modern history are assigned in the University, have yet decided on the course of historical reading which they will recommend to their schools. If they have, I wish this letter to be considered as not written, as their course, the result of mature consideration, will be preferable to anything I could recommend. Under this uncertainty, and the rather as you are of neither of these schools, I may hazard some general ideas, to be corrected by what they may recommend hereafter.

In all cases I prefer original authors to compilers. For a course of ancient history, therefore, of Greece and Rome especially, I should advise the usual suite of Herodotus, Thucydides, Xenophon, Diodorus, Livy, Cæsar, Suetonius, Tacitus, and Dion, in their originals if understood, and in translations if not. For its continuation to the final destruction of the empire we must then be content with Gibbons, a compiler, and with Segur, for a judicious recapitulation of the whole. After this general course, there are a number of particular histories filling up the chasms, which may be read at leisure in the progress of life. Such is Arrian, Q. Curtius, Polybius, Sallust, Plutarch, Dionysius, Halicarnassus, Micasi, &c. The ancient universal history should be on our shelves as a book of general reference, the most learned and most faithful perhaps that ever was written. Its style is very plain but perspicuous.

In modern history, there are but two nations with whose course it is interesting to us to be intimately acquainted, to wit: France and England. For the former, Millot's General History of France may be sufficient to the period when 1 Davila commences. He should be followed by Perefixe, Sully, Voltaire's Louis XIV and XV, la Cretelle's XVIII^me^ siècle, Marmontel's Regence, Foulongion's French Revolution, and Madame de Staël's, making up by a succession of particular history, the general one which they want.

Of England there is as yet no general history so faithful as Rapin's. He may be followed by Ludlow, Fox, Belsham, Hume and Brodie. Hume's, were it faithful, would be the finest piece of history which has ever been written by man. Its unfortunate bias may be partly ascribed to the accident of his having written backwards. His maiden work was the History of the Stuarts. It was a first essay to try his strength before the public. And whether as a Scotchman he had really a partiality for that family, or thought that the lower their degradation, the more fame he should acquire by raising

[1] Letter to an unnamed member of the University faculty.

them up to some favor, the object of his work was an apology for them. He spared nothing, therefore, to wash them white, and to palliate their misgovernment. For this purpose he suppressed truths, advanced falsehoods, forged authorities, and falsified records. All this is proved on him unanswerably by Brodie. But so bewitching was his style and manner, that his readers were unwilling to doubt anything, swallowed everything, and all England became Tories by the magic of his art. His pen revolutionized the public sentiment of that country more completely than the standing armies could ever have done, which were so much dreaded and deprecated by the patriots of that day.

Having succeeded so eminently in the acquisition of fortune and fame by this work, he undertook the history of the two preceding dynasties, the Plantagenets and Tudors. It was all-important in this second work, to maintain the thesis of the first, that "it was the people who encroached on the sovereign, not the sovereign who usurped on the rights of the people." And, again, chapter 53d, "the grievances under which the English labored [to wit: whipping, pillorying, cropping, imprisoning, fining, &c.,] when considered in themselves, without regard to the Constitution, scarcely deserve the name, nor were they either burthensome on the people's properties, or anywise shocking to the natural humanity of mankind." During the constant wars, civil and foreign, which prevailed while these two families occupied the throne, it was not difficult to find abundant instances of practices the most despotic, as are wont to occur in times of violence. To make this second epoch support the third, therefore, required but a little garbling of authorities. And it then remained, by a third work, to make of the whole a complete history of England, on the principles on which he had advocated that of the Stuarts. This would comprehend the Saxon and Norman conquests, the former exhibiting the genuine form and political principles of the people constituting the nation, and founded in the rights of man; the latter built on conquest and physical force, not at all affecting moral rights, nor even assented to by the free will of the vanquished. The battle of Hastings, indeed, was lost, but the natural rights of the nation were not staked on the event of a single battle. Their will to recover the Saxon constitution continued unabated, and was at the bottom of all the unsuccessful insurrections which succeeded in subsequent times. The victors and vanquished continued in a state of living hostility, and the nation may still say, after losing the battle of Hastings,

> What though the field is lost?
> All is not lost; the unconquerable will
> And study of revenge, immortal hate
> And courage never to submit or yield.

The government of a nation may be usurped by the forcible intrusion of an individual into the throne. But to conquer its will, so as to rest the right on that, the only legitimate basis, requires long acquiescence and cessation of all opposition. The Whig historians of England, therefore, have always gone back to the Saxon period for the true principles of their constitution, while the Tories and Hume, their Coryphæus, date it from the Norman conquest, and hence conclude that the continual claim by the nation of the good old Saxon laws, and the struggles to recover them, were "encroachments of the people on the crown, and not usurpations of the crown on the people." Hume, with Brodie, should be the last histories of England to be read. If first read, Hume makes an English Tory, from whence it is an easy step to American Toryism. But there is a history, by Baxter, in which, abridging somewhat by leaving out some entire incidents as less interesting now than when Hume wrote, he has given the rest in the identical words of Hume, except that when he comes to a fact falsified, he states it truly, and when to a suppression of truth, he supplies it, never otherwise changing a word. It is, in fact, an editic expurgation of Hume. Those who shrink from the volume of Rapin, may read this first, and from this lay a first foundation in a basis of truth.

For modern continental history, a very general idea may be first aimed at, leaving for future and occasional reading the particular histories of such countries as may excite curiosity at the time. This may be obtained from Mollet's Northern Antiquities, Vol. Esprit et Mœurs des Nations, Millot's Modern History, Russel's Modern Europe, Hallam's Middle Ages, and Robertson's Charles V.

You ask what book I would recommend to be first read in law. I am very glad to find from a conversation with Mr. Gilmer, that he considers Coke Littleton, as methodized by Thomas, as unquestionably the best elementary work, and the one which will be the text book of his school. It is now as agreeable reading as Blackstone, and much more profound. I pray you to consider this hasty and imperfect sketch as intended merely to prove my wish to be useful to you, and that with it you will accept the assurance of my esteem and respect.

Chapter XXIII

THE UNIVERSITY OF VIRGINIA

AIM AND CURRICULUM[1]

August 1-4, 1818

In proceeding to the third and fourth duties prescribed by the Legislature, of reporting "the branches of learning, which should be taught in the University, and the number and description of the professorships they will require," the Commissioners were first to consider at what point it was understood that university education should commence. Certainly not with the alphabet, for reasons of expediency and impracticability, as well from the obvious sense of the Legislature, who, in the same act, make other provision for the primary instruction of the poor children, expecting, doubtless, that in other cases it would be provided by the parent, or become, perhaps, subject of future and further attention of the Legislature. The objects of this primary education determine its character and limits. These objects would be,

To give to every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve, by reading, his morals and faculties;

To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either;

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment;

And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.

To instruct the mass of our citizens in these, their rights, interests and

[1] From the report of the Commissioners for the University of Virginia, meeting in Rockfish Gap, on the Blue Ridge, to the Legislature of the State. Jefferson wrote the report.

duties, as men and citizens, being then the objects of education in the primary schools, whether private or public, in them should be taught reading, writing and numerical arithmetic, the elements of mensuration (useful in so many callings), and the outlines of geography and history. And this brings us to the point at which are to commence the higher branches of education, of which the Legislature require the development; those, for example, which are,

To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend;

To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation, which, banishing all arbitrary and unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

To harmonize and promote the interests of agriculture, manufactures and commerce, and by well informed views of political economy to give a free scope to the public industry;

To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order;

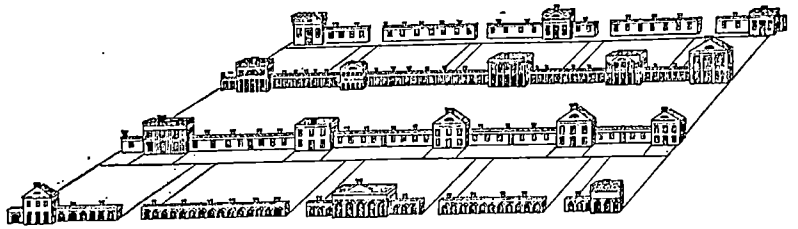
To enlighten them with mathematical and physical sciences, which advance the arts, and administer to the health, the subsistence, and comforts of human life;

And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves.

These are the objects of that higher grade of education, the benefits and blessings of which the Legislature now propose to provide for the good and ornament of their country, the gratification and happiness of their fellow-citizens, of the parent especially, and his progeny, on which all his affections are concentrated.

In entering on this field, the Commissioners are aware that they have to encounter much difference of opinion as to the extent which it is expedient that this institution should occupy. Some good men, and even of respectable information, consider the learned sciences as useless acquirements; some think they do not better the condition of man; and others that education, like private and individual concerns, should be left to private individual effort; not reflecting that an establishment embracing all the sciences which may be useful and even necessary in the various vocations of life, with the buildings and apparatus belonging to each, are far beyond the reach of individual means, and must either derive existence from public patronage, or not exist at all. This would leave us, then, without those callings which depend on education, or send us to other countries to seek the instruction they require. But the Commissioners are happy in considering the statute under

which they are assembled as proof that the Legislature is far from the abandonment of objects so interesting. They are sensible that the advantages of well-directed education, moral, political and economical, are truly above all estimate. Education generates habits of application, of order, and the love of virtue; and controls, by the force of habit, any innate obliquities in our moral organization. We should be far, too, from the discouraging persuasion that man is fixed, by the law of his nature, at a given point; that his improvement is a chimera, and the hope delusive of rendering ourselves wiser, happier or better than our forefathers were. As well might it be urged that the wild and uncultivated tree, hitherto yielding sour and bitter fruit only, can never be made to yield better; yet we know that the grafting art



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

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

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

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

I. Languages, ancient:
- Latin
- Greek
- Hebrew

II. Languages, modern:
- French
- Spanish
- Italian
- German
- Anglo-Saxon

III. Mathematics, pure:
- Algebra
- Fluxions
- Geometry, Elementary
- Transcendental
- Architecture, Military
- Naval

IV. Physico-Mathematics:
- Mechanics
- Statics
- Dynamics
- Pneumatics
- Acoustics
- Optics
- Astronomy
- Geography

V. Physics, or Natural Philosophy:
- Chemistry
- Mineralogy

VI. Botany
- Zoology

VII. Anatomy
- Medicine

VIII. Government
- Political Economy
- Law of Nature and Nations
- History, being interwoven with Politics and Law

IX. Law, municipal

X. Ideology
- General Grammar
- Ethics
- Rhetoric
- Belles Lettres and the fine arts.

Some of the terms used in this table being subject to a difference of acceptation, it is proper to define the meaning and comprehension intended to be given them here:

Geometry, Elementary, is that of straight lines and of the circle.
Transcendental, is that of all other curves; it includes, of course, *Projectiles*, a leading branch of military art.
Military Architecture includes Fortification, another branch of that art.
Statics respect matter generally, in a state of rest, and include Hydrostatics, or the laws of fluids particularly, at rest or in equilibrio.
Dynamics, used as a general term, include
Dynamics proper, or the laws of *solids* in motion; and
Hydrodynamics, or Hydraulics, those of *fluids* in motion.
Pneumatics teach the theory of air, its weight, motion, condensation, rarefaction, &c.
Acoustics, or Phonics, the theory of sound.
Optics, the laws of light and vision.
Physics, or Physiology, in a general sense, mean the doctrine of the physical objects of our senses.
Chemistry is meant, with its other usual branches, to comprehend the theory of agriculture.
Mineralogy, in addition to its peculiar subjects, is here understood to embrace what is real in geology.
Ideology is the doctrine of thought.
General Grammar explains the construction of language.

Some articles in this distribution of sciences will need observation. A professor is proposed for ancient languages, the Latin, Greek, and Hebrew, particularly; but these languages being the foundation common to all the sciences, it is difficult to foresee what may be the extent of this school. At the same time, no greater obstruction to industrious study could be proposed than the presence, the intrusions and the noisy turbulence of a multitude of small boys; and if they are to be placed here for the rudiments of the languages, they may be so numerous that its character and value as an University will be merged in those of a Grammar school. It is, therefore, greatly to be wished, that preliminary schools, either on private or public establishment, could be distributed in districts through the State, as preparatory to the entrance of students into the University. The tender age at which this part of education commences, generally about the tenth year, would weigh heavily with parents in sending their sons to a school so distant as the central establishment would be from most of them. Districts of such extent as that every parent should be within a day's journey of his son at school, would be desirable in cases of sickness, and convenient for supplying their ordinary wants, and might be made to lessen sensibly the expense of

this part of their education. And where a sparse population would not, within such a compass, furnish subjects sufficient to maintain a school, a competent enlargement of district must, of necessity, there be submitted to. At these district schools or colleges, boys should be rendered able to read the easier authors, Latin and Greek. This would be useful and sufficient for many not intended for an University education. At these, too, might be taught English grammar, the higher branches of numerical arithmetic, the geometry of straight lines and of the circle, the elements of navigation, and geography to a sufficient degree, and thus afford to greater numbers the means of being qualified for the various vocations of life, needing more instruction than merely menial or praedial labor, and the same advantages to youths whose education may have been neglected until too late to lay a foundation in the learned languages. These institutions, intermediate between the primary schools and University, might then be the passage of entrance for youths into the University, where their classical learning might be critically completed, by a study of the authors of highest degree; and it is at this stage only that they should be received at the University. Giving then a portion of their time to a finished knowledge of the Latin and Greek, the rest might be appropriated to the modern languages, or to the commencement of the course of science for which they should be destined. This would generally be about the fifteenth year of their age, when they might go with more safety and contentment to that distance from their parents. Until this preparatory provision shall be made, either the University will be overwhelmed with the grammar school, or a separate establishment, under one or more ushers, for its lower classes, will be advisable, at a mile or two distant from the general one; where, too, may be exercised the stricter government necessary for young boys, but unsuitable for youths arrived at years of discretion.

The considerations which have governed the specification of languages to be taught by the professor of modern languages were, that the French is the language of general intercourse among nations, and as a depository of human science, is unsurpassed by any other language, living or dead; that the Spanish is highly interesting to us, as the language spoken by so great a portion of the inhabitants of our continents, with whom we shall probably have great intercourse ere long, and is that also in which is written the greater part of the earlier history of America. The Italian abounds with works of very superior order, valuable for their matter, and still more distinguished as models of the finest taste in style and composition. And the German now stands in a line with that of the most learned nations in richness and erudition and advance in the sciences. It is too of common descent with the language of our own country, a branch of the same original Gothic stock, and furnishes valuable illustrations for us. But in this point

of view, the Anglo-Saxon is of peculiar value. We have placed it among the modern languages, because it is in fact that which we speak, in the earliest form in which we have knowledge of it. It has been undergoing, with time, those gradual changes which all languages, ancient and modern, have experienced; and even now needs only to be printed in the modern character and orthography to be intelligible, in a considerable degree, to an English reader. It has this value, too, above the Greek and Latin, that while it gives the radix of the mass of our language, they explain its innovations only. Obvious proofs of this have been presented to the modern reader in the disquisitions of Horn Tooke;[2] and Fortescue Aland has well explained the great instruction which may be derived from it to a full understanding of our ancient common law, on which, as a stock, our whole system of law is engrafted. It will form the first link in the chain of an historical review of our language through all its successive changes to the present day, will constitute the foundation of that critical instruction in it which ought to be found in a seminary of general learning, and thus reward amply the few weeks of attention which would alone be requisite for its attainment; a language already fraught with all the eminent science of our parent country, the future vehicle of whatever we may ourselves achieve, and destined to occupy so much space on the globe, claims distinguished attention in American education.

Medicine, where fully taught, is usually subdivided into several professorships, but this cannot well be without the accessory of an hospital, where the student can have the benefit of attending clinical lectures, and of assisting at operations of surgery. With this accessory, the seat of our University is not yet prepared, either by its population or by the numbers of poor who would leave their own houses, and accept of the charities of an hospital. For the present, therefore, we propose but a single professor for both medicine and anatomy. By him the medical science may be taught, with a history and explanations of all its successive theories from Hippocrates to the present day; and anatomy may be fully treated. Vegetable pharmacy will make a part of the botanical course, and mineral and chemical pharmacy of those of mineralogy and chemistry. This degree of medical information is such as the mass of scientific students would wish to possess, as enabling them in their course through life, to estimate with satisfaction the extent and limits of the aid to human life and health, which they may understandingly expect from that art; and it constitutes such a foundation for those intended for the profession, that the finishing course of practice at the bedsides of the sick, and at the operations of surgery in a hospital, can neither

[2] John Horne Tooke (1736-1812), English philologist and author of *The Diversions of Purley*.

be long nor expensive. To seek this finishing elsewhere, must therefore be submitted to for a while.

In conformity with the principles of our Constitution, which places all sects of religion on an equal footing, with the jealousies of the different sects in guarding that equality from encroachment and surprise, and with the sentiments of the Legislature in favor of freedom of religion, manifested on former occasions, we have proposed no professor of divinity; and the rather as the proofs of the being of a God, the creator, preserver, and supreme ruler of the universe, the author of all the relations of morality, and of the laws and obligations these infer, will be within the province of the professor of ethics; to which adding the developments of these moral obligations, of those in which all sects agree, with a knowledge of the languages, Hebrew, Greek, and Latin, a basis will be formed common to all sects. Proceeding thus far without offence to the Constitution, we have thought it proper at this point to leave every sect to provide, as they think fittest, the means of further instruction in their own peculiar tenets.

We are further of opinion, that after declaring by law that certain sciences shall be taught in the University, fixing the number of professors they require, which we think should, at present, be ten, limiting (except as to the professors who shall be first engaged in each branch) a maximum for their salaries (which should be a certain but moderate subsistence, to be made up by liberal tuition fees, as an excitement to assiduity), it will be best to leave to the discretion of the visitors, the grouping of these sciences together, according to the accidental qualifications of the professors; and the introduction also of other branches of science, when enabled by private donations, or by public provision, and called for by the increase of population, or other change of circumstances; to establish beginnings, in short, to be developed by time, as those who come after us shall find expedient. They will be more advanced than we are in science and in useful arts, and will know best what will suit the circumstances of their day.

We have proposed no formal provision for the gymnastics of the school, although a proper object of attention for every institution of youth. These exercises with ancient nations, constituted the principal part of the education of their youth. Their arms and mode of warfare rendered them severe in the extreme; ours, on the same correct principle, should be adapted to our arms and warfare; and the manual exercise, military manoeuvres, and tactics generally, should be the frequent exercises of the students, in their hours of recreation. It is at that age of aptness, docility, and emulation of the practices of manhood, that such things are soonest learnt and longest remembered. The use of tools too in the manual arts is worthy of encouragement, by facilitating to such as choose it, an admission into the neighboring workshops. To these should be added the arts which embellish life, dancing, music, and drawing; the last more especially, as an important part of military education. These innocent arts furnish amusement and happiness to those who, having time on their hands, might less inoffensively employ it. Needing, at the same time, no regular incorporation with the institution, they may be left to accessory teachers, who will be paid by the individuals employing them, the University only providing proper apartments for their exercise.

The fifth duty prescribed to the Commissioners, is to propose such general provisions as may be properly enacted by the Legislature, for the better organizing and governing the University.

In the education of youth, provision is to be made for, 1, tuition; 2, diet; 3, lodging; 4, government; and 5, honorary excitements. The first of these constitutes the proper functions of the professors; 2, the dieting of the students should be left to private boarding houses of their own choice, and at their own expense; to be regulated by the Visitors from time to time, the house only being provided by the University within its own precincts, and thereby of course subjected to the general regimen, moral or sumptuary, which they shall prescribe. 3. They should be lodged in dormitories, making a part of the general system of buildings. 4. The best mode of government for youth, in large collections, is certainly a desideratum not yet attained with us. It may be well questioned whether *fear* after a certain age, is a motive to which we should have ordinary recourse. The human character is susceptible of other incitements to correct conduct, more worthy of employ, and of better effect. Pride of character, laudable ambition, and moral dispositions are innate correctives of the indiscretions of that lively age; and when strengthened by habitual appeal and exercise, have a happier effect on future character than the degrading motive of fear. Hardening them to disgrace, to corporal punishments, and servile humiliations cannot be the best process for producing erect character. The affectionate deportment between father and son, offers in truth the best example for that of tutor and pupil; and the experience and practice of other[3] countries, in this respect, may be worthy of enquiry and consideration with us. It will then be for the wisdom and discretion of the Visitors to devise and perfect a proper system of government, which, if it be founded in reason and comity, will be more likely to nourish in the minds of our youth the combined spirit of order and self-respect, so congenial with our political institutions, and so important to be woven into the American character.

[3] A police exercised by the students themselves, under proper discretion, has been tried with success in some countries, and the rather as forming them for initiation into the duties and practices of civil life.—T. J.

REGULATIONS

October 4, 1824

The Board then proceeded to consider of the regulations necessary for constituting, governing and conducting the institution in addition to those passed at their last session, agreed to the following supplementary enactments:

Each of the schools of the University shall be held two hours of every other day of the week; and that every student may be enabled to attend those of his choice, let their sessions be so arranged, as to days and hours, that no two of them shall be holden at the same time. Therefore,

The school of ancient languages shall occupy from 7.30 to 9.30 A.M., on Mondays, Wednesdays and Fridays.

That of modern languages shall occupy the same hours on Tuesdays, Thursdays and Saturdays.

That of mathematics shall occupy from 9.30 to 11.30 A.M. on Mondays, Wednesdays and Fridays.

That of natural philosophy the same hours on Tuesdays, Thursdays and Saturdays.

That of natural history shall occupy from 11.30 A.M. to 1.30 P.M. on Mondays, Wednesdays and Fridays.

That of anatomy and medicine the same hours on Tuesdays, Thursdays and Saturdays.

That of moral philosophy shall occupy from 1.30 to 3.30 P.M. on Mondays, Wednesdays and Fridays.

That of law the same hours on Tuesdays, Thursdays and Saturdays.

The Visitors of the University shall be free, severally or together, to attend occasionally any school, during its session, as inspectors and judges of the mode in which it is conducted.

Wherein the instruction is by lessons, and the class too numerous for a single instructor, assistant tutors may be employed, to be chosen by the professor, to have the use of two adjacent dormitories each, rent free, and to divide with the professor the tuition fees, as shall be agreed between them.

The professors, tutors and all officers of the University shall reside constantly in the apartments of the University, or of its precincts, assigned to them.

At a meeting of the faculty of professors, on matters within their functions, one of them shall preside, by rotation, for the term of one year each. A majority of the members shall make a quorum for business. They may appoint a secretary of their own body, or otherwise, who shall keep a journal of their proceedings, and lay the same before the Board of Visitors at their

first ensuing meeting, and whenever else required. The compensation for such secretary shall be fifty dollars yearly, payable from the funds of the University.

Meetings of the faculty may be called by the presiding member of the year, or by any three of the professors, to be held in an apartment of the rotunda, and the object of the call shall be expressed in the written notification to be served by the janitor. But when assembled, other business also may be transacted.

The faculty may appoint a janitor, who shall attend its meetings, and the meetings of the Visitors, and shall perform necessary menial offices for them, for which he shall receive 150 dollars yearly from the funds of the University, and be furnished with a lodging room.

No student is to be received under sixteen years of age, rigorously proved. None to be admitted into the mathematical school, or that of natural philosophy, who is not an adept in all the branches of numerical arithmetic; and none into the school of ancient languages, unless qualified, in the judgment of the professor, to commence reading the higher Latin classics; nor to receive instruction in Greek, unless qualified in the same degree in that language.

No one shall enter as a student of the University, either at the beginning or during the progress of the session, but as for the whole session, ending on the 15th day of December, and paying as for the whole.

The dormitories shall be occupied by two students each, and no more, at fifteen dollars yearly rent, to be paid to the proctor at or before the end of the session, one-half by each occupant, or the whole by one, if there be only one. And every student, within the same term, shall pay to the proctor, also, for the University, fifteen dollars annually for his participation in the use of the public apartments during the session.

The students shall be free to diet themselves in any of the hotels of the University, at their choice, or elsewhere, other than in taverns, as shall suit themselves, but not more than fifty shall be allowed to diet at the same hotel.

No keeper of any of the hotels of the University shall require or receive more than 100 dollars for dieting any student and for performing the necessary offices of his dormitory, during the session of ten months and a half, nor shall suffer ardent spirits or wine, mixed or unmixed, to be drank within his tenement, on pain of an immediate determination of his lease, and removal by the Faculty; nor shall any person boarding elsewhere than with their parents, in any house, and using wine or ardent spirits, mixed or unmixed, within such house, or its tenement, or paying more than 120 dollars for diet, lodging, and other offices and accommodations of the house

and tenement, during a like term, be admitted to any school of the University.

Every student shall be free to attend the schools of his choice, and no other than he chooses.

There will be one vacation only in the year, and that shall be from the 15th day of December to the last day of January.

Examination of the candidates for honorary distinctions shall be held in the presence of all the professors and students, in the week preceding the commencement of the vacation. At these examinations shall be given, to the highly meritorious only, and by the vote of a majority of the professors, diplomas, or premiums of medals or books, to be provided by the University, to wit: Diplomas to those of the highest qualifications, medals of more or less value to those of the second grade of acquisition, and books of more or less value to those of a third. These diplomas shall be of two degrees; the highest of doctor, the second of graduate. And the diploma of each shall express the particular school or schools in which the candidate shall have been declared eminent, and shall be subscribed by the particular professors approving it. But no diploma shall be given to anyone who has not passed such an examination in the Latin language as shall have proved him able to read the highest classics in that language with ease, thorough understanding and just quantity; and if he be also a proficient in the Greek, let that, too, be stated in his diploma. The intention being that the reputation of the University shall not be committed but to those who, to an eminence in some one or more of the sciences taught in it, add a proficiency in these languages which constitute the basis of good education, and are indispensable to fill up the character of a "well-educated man."

Punishment for major offences shall be expulsion, temporary suspension, or interdiction of residence or appearance within the precincts of the University. The minor punishment shall be restraint within those precincts, within their own chamber, or in diet, reproof by a professor, privately or in presence of the school of the offender, or of all the schools, a seat of degradation in his school-room of longer or shorter duration, removal to a lower class, dismission from the school-room for the day, imposition of a task; and insubordination to these sentences shall be deemed and punished as contumacy.

Contumacy shall be liable to any of the minor punishments.

The precincts of the University are to be understood as co-extensive with the lot or parcel of its own grounds on which it is situated.

The major punishments of expulsion from the University, temporary suspension of attendance and presence there, or interdiction of residence or appearance within its precincts, shall be decreed by the professors themselves. Minor cases may be referred to a board of six censors, to be named

by the faculty, from the most discreet of the students, whose duty it shall be, sitting as a board, to inquire into the facts, propose the minor punishment which they think proportioned to the offence, and to make report thereof to the professors for their approbation, or their commutation of the penalty, if it be beyond the grade of the offence. The censors shall hold their offices until the end of the session of their appointment, if not sooner revoked by the faculty.

Inattendance on school, inattention to the exercises prescribed, and misbehavior or indecorum in school shall be subject to any of the minor punishments; and the professor of the school may singly reprove, impose a task, or dismiss from the room for the day.

Habits of expense, of dissoluteness, dissipation, or of playing at games of chance, being obstructive to the acquisition of science by the student himself and injurious by example to others, shall be subject in the first instance to admonition and reproof to the offender, and to communication and warning to the parent or guardian, and, if not satisfactorily corrected, to a refusal of further continuance at the University.

No student shall make any festive entertainment within the precincts of the University, nor contribute or be present at them, there or elsewhere, but with the consent of each of the professors whose school he attends, on pain of a minor punishment.

No student shall admit any disturbing noises in his room, or make them anywhere within the precincts of the University, or fire a gun or pistol within the same, on pain of such minor sentence as the faculty shall decree or approve. But the proper use of musical instruments shall be freely allowed in their rooms, and in that appropriated for instruction in music.

Riotous, disorderly, intemperate or indecent conduct of any student within the precincts shall be punished by interdiction of a residence within the precincts; and repetitions of such offences, by expulsion from the University.

Fighting with weapons which may inflict death, or a challenge to such fight, given or accepted, shall be punished by instant expulsion from the University, not remissible by the Faculty; and it shall be the duty of the proctor to give information thereof to the civil magistrate, that the parties may be dealt with according to law.

Offences cognisable by the laws of the land shall be left to the cognisance of the civil magistrate, if claimed by him, or otherwise to the judgment of the faculty; all others to that of the faculty. And such of these as are not specially designated in enactments of the Visitors may be subjected by the faculty to any of the minor punishments permitted by these enactments.

Sentences of expulsion from the University (except in the case of challenge or combat with arms) shall not be final until approved by the Board of Visitors or, when they are not in session, by a majority of them, sepa-

rately consulted. But residence within the precincts, and attendance on the schools may be suspended in the meantime.

No student shall, within the precincts of the University, introduce, keep or use any spiritous or vinous liquors, keep or use weapons or arms of any kind, or gunpowder, keep a servant, horse or dog, appear in school with a stick, or any weapon, nor while in school, be covered without permission of the professor, nor use tobacco by smoking or chewing, on pain of any of the minor punishments at the discretion of the faculty, or of the board of censors, approved by the faculty.

All damages done to instruments, books, buildings or other property of the University by any student, shall be made good at his expense; and wilful injury to any tree, shrub or other plant within the precincts, shall be punished by fine, not exceeding ten dollars, at the discretion of the faculty.

When a professors knocks at the door of a student's room, any person being within, and announces himself, it shall be opened, on pain of minor punishment; and the professor may, if refused, have the door broken open; and the expenses of repair shall be levied on the student or students within.

At the hour appointed for the meeting of every school, the roll of the school shall be called over, the absentees and those appearing tardily, shall be noted, and if no sufficient cause be offered, at the rising of the school, to the satisfaction of the professor, the notation shall stand confirmed, and shall be given in to the faculty, the presiding member of which for the time being shall, on the 15th days of May, August and December, or as soon after each of these days as may be, transmit by mail a list of these notations to the parent or guardian of each delinquent.

When testimony is required from a student, it shall be voluntary, and not on oath. And the obligation to give it shall—(if unwilling to give it, let the moral obligation be explained and urged, under which everyone is bound to bear witness, where wrong has been done, but finally let it)—be left to his own sense of right.

Should the religious sects of this State, or any of them, according to the invitation held out to them, establish within, or adjacent to, the precincts of the University, schools for instruction in the religion of their sect, the students of the University will be free, and expected to attend religious worship at the establishment of their respective sects, in the morning, and in time to meet their school in the University at its stated hour.

The students of such religious school, if they attend any school of the University, shall be considered as students of the University, subject to the same regulations, and entitled to the same rights and privileges.

The room provided for a school-room in every pavilion shall be used for the school of its occupant professor, and shall be furnished by the University with necessary benches and tables.

The upper circular room of the rotunda shall be reserved for a library.

One of its larger elliptical rooms on its middle floor shall be used for annual examinations, for lectures to such schools as are too numerous for their ordinary school-room, and for religious worship, under the regulations allowed to be prescribed by law. The other rooms on the same floor may be used by schools of instruction in drawing, music, or any other of the innocent and ornamental accomplishments of life; but under such instructors only as shall be approved and licensed by the faculty.

The rooms in the basement story of the rotunda shall be, one of them for a chemical laboratory, and the others for any necessary purpose to which they may be adapted.

The two open apartments, adjacent to the same story of the rotunda, shall be appropriated to the gymnastic exercises and games of the students, among which shall be reckoned military exercises.

A military instructor shall be provided at the expense of the University, to be appointed by the faculty, who shall attend on every Saturday from half after one o'clock to half after three P.M., and shall instruct the students in the manual exercise, in field evolutions, manœuvres and encampments. The students shall attend these exercises, and shall be obedient to the military orders of their instructor. The roll shall be regularly called over by him at the hour of meeting, absences and insubordinations shall be noted, and the list of the delinquents shall be delivered to the presiding member of the faculty for the time being to be animadverted on by the faculty, and such minor punishment imposed as each case shall, in their discretion, require. The school of modern languages shall be pretermitted on the days of actual military exercise.

Substitutes in the form of arms shall be provided by the proctor, at the expense of the University; they shall be distinguished by numbers, delivered out, received in and deposited under the care and responsibility of the instructor, in a proper depository to be furnished him; and all injuries to them by a student shall be repaired at the expense of such student.

Work-shops shall be provided, whenever convenient, at the expense of the University, wherein the students who choose, may exercise themselves in the use of tools, and such mechanical practices as it is convenient and useful for every person to understand, and occasionally to practice. These shops may be let, rent free, to such skillful and orderly mechanics as shall be approved by the faculty, on the condition that they will permit the use of their tools, instruments and implements, within the shop, to such students as shall desire and use the permission discreetly, and under a liability for any injury they may do them; and on the further condition, if necessary, of such mechanics receiving instruction gratis in the mechanical and philosophical principles of his art, so far as taught in any of the schools.

POLITICAL SCIENCE

March 4, 1825

Whereas, it is the duty of this Board [of Visitors of the University of Virginia] to the government under which it lives, and especially to that of which this University is the immediate creation, to pay especial attention to the principles of government which shall be inculcated therein, and to provide that none shall be inculcated which are incompatible with those on which the Constitutions of this State, and of the United States were genuinely based, in the common opinion; and for this purpose it may be necessary to point out specially where these principles are to be found legitimately developed:

Resolved, that it is the opinion of this Board that as to the general principles of liberty and the rights of man, in nature and in society, the doctrines of Locke, in his "Essay concerning the true original extent and end of civil government," and of Sidney in his "Discourses on government," may be considered as those generally approved by our fellow citizens of this, and the United States, and that on the distinctive principles of the government of our State, and of that of the United States, the best guides are to be found in, 1. The Declaration of Independence, as the fundamental act of union of these States. 2. The book known by the title of "The Federalist," being an authority to which appeal is habitually made by all, and rarely declined or denied by any as evidence of the general opinion of those who framed, and of those who accepted the Constitution of the United States, on questions as to its genuine meaning. 3. The Resolutions of the General Assembly of Virginia in 1799 on the subject of the alien and sedition laws, which appeared to accord with the predominant sense of the people of the United States. 4. The valedictory address of President Washington, as conveying political lessons of peculiar value. And that in the branch of the school of law, which is to treat on the subject of civil polity, these shall be used as the text and documents of the school.

LIBRARY REGULATIONS

March 5, 1825

Books may be lent to the students of the University, by the librarian, and by no other person, on a written permit from a professor whom such student attends, specifying the day beyond which they will not be retained. But it is meant that the books lent are for reading only, and not for the ordinary purpose of getting lessons in them as school books.

No student shall carry any book borrowed from the library, out of the precincts of the University; nor shall any student be permitted to have more than three volumes in his possession at any time.

If a student shall not return a borrowed book on or before the day limited in his permit, he shall receive no other until it be returned; and he shall pay, moreover, for every week's detention beyond the limitation, ten cents for a 12mo. or book of smaller size, twenty cents for an 8mo., thirty cents for a 4mo. and forty cents for a folio.

Not every book in the library shall be free to be lent to students, but such only as shall not be expressly prohibited by the faculty on account of their rarity, value or liableness to injury.

No student shall ever be in the library but in presence of the librarian, or of some professor whom he attends, nor shall be allowed to take any book from the shelves, nor remain in the room to read or consult any book, but during such presence.

If any student deface, injure, or lose any book of the library, he shall pay the value of the book if defaced, double value if injured, and threefold, if lost; and shall be suspended from the privilege of borrowing during such term as the faculty shall adjudge.

On some one day of every week during term, and during one hour of that day (such day and hour to be fixed on by the faculty) the librarian shall attend in the library, to receive books returned, and to lend such others as shall be applied for according to rule. And at some one hour of every day (to be fixed by the faculty) the librarian shall attend, if requested by any such professor, such book or books as he may require, and to receive any he may have to return.

The librarian shall make an entry of every book lent, and cancel the same when returned, so that it may always be known in what hands every book is.

Strangers whom the librarian may be willing to attend, may visit the library; but, to prevent derangement of the books, they are to take no book from the shelf, but in his presence. They may also be permitted to consult any book, to read in it, make notes or quotations from it, at the table, under such accommodations and arrangements as the librarian shall prescribe, on his own responsibility.

Resolved, that the salary of the librarian be raised to the sum of 150 dollars.

PROBLEMS OF DISCIPLINE

October 3, 1825

Resolved, that it be communicated to the Faculty of the professors of the University, as the earnest request and recommendation of the rector and

Visitors, that so far as can be effected by their exertions, they cause the statutes and rules enacted for the government of the University, to be exactly and strictly observed; that the roll of each school particularly be punctually called at the hour at which its students should attend; that the absent and the tardy, without reasonable cause, be noted, and a copy of these notations be communicated by mail or otherwise to the parent or guardian of each student respectively, on the first days of every month during the term (instead of the days prescribed in a former statute for such communications).

That it is requested of them to make known to the students that it is with great regret that some breaches of order, committed by the unworthy few who lurk among them unknown, render necessary the extension to all of processes afflicting to the feelings of those who are conscious of their own correctness, and who are above all participation in these vicious irregularities. While the offenders continue unknown the tarnish of their faults spreads itself over the worthy also, and confounds all in a common censure. But that it is in their power to relieve themselves from the imputations and painful proceedings to which they are thereby subjected, by lending their aid to the faculty, on all occasions towards detecting the real guilty. The Visitors are aware that a prejudice prevails too extensively among the young that it is dishonorable to bear witness one against another. While this prevails, and under the form of a matter of conscience, they have been unwilling to authorize constraint, and have therefore, in their regulations on this subject, indulged the error, however unfounded in reason or morality. But this loose principle in the ethics of school-boy combinations, is unworthy of mature and regulated minds, and is accordingly condemned by the laws of their country, which, in offences within their cognisance, compel those who have knowledge of a fact, to declare it for the purposes of justice, and of the general good and safety of society. And certainly, where wrong has been done, he who knows and conceals the doer of it, makes himself an accomplice, and justly censurable as such. It becomes then but an act of justice to themselves, that the innocent and the worthy should throw off with disdain all communion of character with such offenders, should determine no longer to screen the irregular and the vicious under the respect of their cloak, and to notify them, even by a solemn association for the purpose, that they will co-operate with the faculty in future, for preservation of order, the vindication of their own character, and the reputation and usefulness of an institution which their country has so liberally established for their improvement, and to place within their reach those acquirements in knowledge on which their future happiness and fortunes depend. Let the good and the virtuous of the alumni of the University do this, and the disorderly will then be singled out for observation, and deterred by punishment, or disabled by expul-

sion, from infecting with their inconsideration the institution itself, and the sound mass of those which it is preparing for virtue and usefulness.

Although nocturnal absences from their chambers occasionally happening are not entirely forbidden, yet if frequent, habitual, or without excusable cause, they should be also noted and reported, with other special delinquencies, to the parent or guardian.

October 5, 1825

Resolved that the 47th enactment be amended, by inserting after the word "chewing" the words "or smoking."

No student shall appear out of his dormitory masked or disguised in any manner whatever, which may render the recognition of his person more difficult, on pain of suspension or expulsion by the faculty of professors.

Intoxication shall, for the first offence, be liable to any of the minor punishments, and any repetition of the offence to any of the major punishments.

Resolved, that the 40th enactment be amended, by inserting after the word "dissipation," the words "of profane swearing."

No person who has been a student at any other incorporated seminary of learning shall be received at this University, but on producing a certificate from such seminary or other satisfactory evidence to the faculty with respect to his general good conduct.

The professors being charged with the execution of the laws of the University, it becomes their duty to pursue proper means to discover and prevent offences. Respect from the student to the professor being at all times due, it is more especially so when the professor is engaged in his duty. Such respect, therefore, is solemnly enjoined on every student, and it is declared and enacted, that if any student refuse his name to a professor, or being required by him to stop, shall fail to do so, or shall be guilty of any other disrespect to a professor, he shall be liable to any of the punishments, minor or major.

N.Y.TIMES:09-03-89

WHERE WE STAND



By Albert Shanker, President
American Federation of Teachers

Labor Day 1989

Closing the Skills Gap

America's economic position on Labor Day 1989 is not reassuring. The news from Wall Street was good this week, but our continuing competitiveness in world markets is going to depend on something that Wall Street cannot supply — skilled workers. We don't have enough of them to meet current needs, and the situation is likely to get much worse. This is not news. But I don't think the reality of the "skills gap" has come home to most people. Partly because we're given to optimism — it's almost un-American to admit we're in a tough spot. And partly because no one likes to think about a problem that doesn't seem to have an easy answer.

A new report from the Department of Labor, *Investing in People: A Strategy to Address America's Workforce Crisis*, to be released tomorrow, goes beyond merely laying out the problem to propose some possible solutions. The writers of the report, a bipartisan commission of which I was a member, made up of leaders from business and labor, educators, economists and public policy analysts, see four areas where basic changes need to be made: (1) preparing young people who have not yet started work; (2) training and retraining experienced workers whose jobs have changed or been phased out; (3) making efficient use of people who already have necessary skills; and (4) providing data on which to base future policy decisions about the U.S. workforce.

Some of the solutions the report offers will sound familiar, but the composition of the commission gives the report weight and a feeling of urgency. When people who don't usually sit at the same table — academics, presidents of unions and business leaders — get together to talk about a problem, it seems almost like a council of war.

Our schools, the report points out, are not meeting the needs of our economy; they are not preparing young people to be productive workers. When compared with students in other industrialized nations, "U.S. students lag behind in science and mathematics at every grade level.... The top 5 percent of college-bound high-school seniors in the U.S. have scores in advanced mathematics comparable to the average score of all Japanese seniors." And if we need confirmation of what the test scores tell us, we can find it, the report reminds us, in the complaints of companies that discover that many of their young employees are so poor at reading and calculating they can hardly be trained.

Investing in People's strategies for change, some of which I've discussed in past columns, include getting students engaged with the work they do in school and linking school work with the world of work. The report sees incentives as an important tool for improving the schools. But it does not see change simply as something that's up to the schools; most of the strategies depend on cooperation — on joint efforts between the schools and the business community or various levels of government.

Some of these changes would be relatively easy to make — a matter of logistics. Others would mean altering the curriculum in basic ways and, really, changing the way our schools run. It would not be difficult, for example, for businesses to link up school performance with hiring and promotion — one of the report's suggestions — or for an industry council to set up in-school employment bureaus where local businesses could advertise jobs to students. Nor would it be hard for schools to develop easily understood transcripts and provide them in a timely fashion to prospective employers. But carrying out these three suggestions would show that school counts and would provide students with incentives to work in school instead of just doing the minimum.

Some of the report's other suggestions include:

- Asking the business community to suggest course content and techniques of instruction "to meet the current and emerging needs of the workplace." The resulting courses might place less stress on competition and more on cooperative effort and practice in problem solving.
- Setting up a student-credentialing program based on voluntary tests. This would recognize student achievement in a wide variety of academic and vocational areas and would be a further incentive to excellence.
- Creating other incentive programs to recognize outstanding teachers and outstanding schools.
- Encouraging school restructuring. *Investing in People* sees this as a three-way effort involving schools, departments of education and the business community.

Investing in People takes this same cooperative approach in making suggestions about the other three problem areas it deals with. That's a real strength. It's easy enough to say that our current workforce is a crippling handicap to increasing our competitiveness, but fixing the problem is complicated. Schools can't go it alone. Neither can business or labor or government. We can close the skills gap only if various sectors of our society work together. If we achieve solidarity — and that, after all, is the lesson of Labor Day.

Copies of *Investing in People: A Strategy to Address America's Workforce Crisis* are available for $3.75 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9328. Ask for stock number 029-000-00428-5.

Neal R. Peirce

Bush's Chance to Take the Lead in Education

No matter how you slice it, President Bush's education "summit" meeting with the nation's governors, set for Sept. 27-28 in Charlottesville, Va., has to be good news.

At a minimum, the meeting should focus fresh national attention on the faltering performance of the nation's schools. At best, it could produce new urgency in launching a determined "second wave" of basic school reform.

The President promises to attend "every minute" of the two-day session. So important is the meeting, he has argued, that history offers only two comparable summits—the first in 1908, when President Theodore Roosevelt assembled the governors to talk about ending the ravaging of the country's forests; the second in 1933, when President Franklin D. Roosevelt convened the state executives to discuss ways out of the Great Depression.

The need for a presidentially convened effort was pinpointed in June by Ernest L. Boyer, head of the Carnegie Foundation for the Advancement of Teaching:

"If [an] epidemic were striking one-fourth of the children in this country, if we had heaps of garbage on the curbs, a national emergency would be declared," Boyer told a meeting of the Business Roundtable, the New York City-based lobbying and research group made up of top corporate executives. "But when hundreds of thousands of students leave school every year shockingly unprepared, the nation remains far too lethargic. We need a larger vision—an urgent call to action—and the President himself must lead the way."

Boyer went on to urge a $12 billion "Marshall Plan" for education—precisely the kind of solution Bush rejects. If our schools are still failing despite the total of $330 billion that the nation invests in them yearly, Bush reasoned in an April speech in New Jersey intended to promote his own $441 million education package, "the challenge of education reform suggests something much more fundamental than money."

Bush proposed 10 programs, including $250 million for cash awards to "merit schools" that raise student achievement, cut the number of dropouts and fight drugs, as well as $45 million for new college scholarships.

Even Bush's critics should acknowledge his legitimate personal concern about the schools. In contrast with Ronald Reagan, who rode into Washington trying to abolish the Education Department, Bush appears earnest in asserting that "education is the key to our very competitiveness in the future as a nation, and to our very soul as a people."

Here is a President who even understands that it's ultimately a matter of "national security" when schools fail to reach and educate poor and disadvantaged students. Maybe Bush is simply surrounded by so many children and grandchildren that he instinctively grasps society's nurturing and educating imperatives in a way the more isolated "Gipper" never could.

But without new money, what can a "summit" achieve?

First, it can spotlight, in dramatic form, the serious threat that today's underperforming schools pose to American society.

Second, the summit should honor but not falsely prolong the reform wave that began in 1983. It was important to stiffen course requirements in such areas as math and foreign languages, to eliminate near-automatic "social promotion" from grade to grade and to mandate teacher competency tests.

But the reforms produced at most a 5 per cent increase in the school's effectiveness, education expert Jack Brizius estimates. And we now know that the "top-down" state mandates didn't help underprivileged kids much at all.

> The President with his visibility, and the governors with their powers to set budgets and policies, are the right combination for reform.

Third, partnerships between the business community and school systems, such as the adopt-a-school and mentoring programs seen in Baltimore and Boston, are helpful. *(See NJ, 9/3/88, p. 2192.)* But what's needed is pervasive reform of the way education is run in America.

What does that mean?

We could start by taking control of schools away from independently elected school boards and putting them under general-purpose government. If war is too important to be left to generals, education is too important to be left to the builders of petty political fiefdoms and to imperious school administrators unaccountable to the mayors and councils. We ultimately hold mayors accountable for the whole municipal enterprise. Why not let them appoint the school superintendents of their choice and then hold the mayors accountable for the results?

A summit should celebrate and promote the idea of school-based management. This means radical slimming down of central school bureaucracies that busy themselves with fastidious micromanagement of schools.

We must stop running our schools like 1920s industrial conglomerates, with orders from on high for how each principal and teacher, in lockstep, has to function. The new model—proving successful even in deprived, inner-city areas—is to give each principal and his or her cadre of teachers the professional responsibility to decide how they will educate their charges. And hold them accountable for the results.

School-based management fits nicely with the recent move toward letting parents choose which public school their child will attend—a concept Bush supports. Like the rest of society, schools need to compete, each developing its own strengths, in effect becoming its own "magnet" school.

American education must become an exciting enterprise, full of fresh and competing ideas. The President with his visibility, and the governors with their powers to change budgets and set policies, are the right combination to set off a new reform wave. The process can also goad more governors, and their states, into launching full reform agendas.

But if it's to make any difference, Bush can't leave it at one "summit." He'll have to keep on leading. □

A life based on trying to do the right thing

CURT SMITH

WASHINGTON – I lost a friend recently. So did America, and its national game. Our friend had the soul of a poet, the mind of a scholar and a heart as big as Yankee Stadium. He was A. Bartlett Giamatti.

Many public men are weak, uncivil. Bart Giamatti was strong and gentle. His career was a metaphor for decency; he ennobled public service. And if not adjudged – even now – the greatest commissioner in baseball history, it is only because the insanity of the moment never gave him a chance.

I met Bart Giamatti late last year, shortly before I was appointed a speech writer for President Bush. Giamatti was president of the National League, shortly to become commissioner. We talked of baseball and literature. We spoke of love of country, and The Game. We also agreed, laughing, that the two could be synonymous.

That meeting is frozen in memory. For it struck me then, and often afterward, that Giamatti was a unique mix of intellect, integrity and whimsied vulnerability. He was, moreover, that rarest of human beings – a man "whose life," quoting from the movie "Body Heat," "was based on trying to do the right thing."

As commissioner, Giamatti agonized over L'Affaire Rose inherited from his predecessor, Peter Ueberroth; he was determined to be fair – to do the right thing. Since January, I had been perhaps the most public critic of another Ueberroth inheritance – baseball's decision to virtually abandon network television, limiting the 1990 regular-season coverage to cable's affluent. Here, too, Giamatti acted honorably. He disliked the decision – and at the time of his death, according to the New York Daily News, "was preparing to meet with CBS officials in an effort to alter the national TV deal by increasing its number of games. 'He was very upset by that arrangement,' a source close to Giamatti said."

What was baseball to Bart Giamatti? America's richest cultural inheritance, embedded in the marrow of its bone – older than the Broadway musical, less byzantine than Faulker, less regional than the Grand Ol' Opry, more populist than the Grand Walt Disney. He adored it – purely, almost childlike – in a way too deep for applause. He knew that while other sports were enjoyable – basketball, for its sleekness; football, its force – baseball was the only sport one could love. Football was a mastiff – hulking, imperious. Baseball was a cocker spaniel – precious and unaffected – that one clasped, forever, as an heirloom of the heart.

Giamatti embodied that most central of baseball's qualities; his was a spontaneous goodness. He took his job seriously, but not his image; he could, and did, laugh – uproariously – at himself. He hated bullies, glad-handers, and phony-baloonies, for they mocked civility.

Then, there was his mind – it was astonishing – and a curiosity that was endless. Within moments, he would shift effortlessly from Faust to Fenway Franks, from Dante to Don Buddin. He loved to eat, drink and, above all, talk – he had never really left the classroom – and debating Latin or linguini, his conversation was nonpareil. And unlike most politicians, he spoke of ideas and values, not incessantly of himself – as a man of Old World manners, steering focus to a visitor. He did that in December in his New York office, amid the shadows of late afternoon.

"Our backgrounds are more than a little similar," he began, more than a little charitably. Both of us loved academe, he said, correctly: Giamatti had been a Renaissance scholar, professor of literature and, at 39, president of Yale University; I, the public relations head of smaller, "Little Ivy" Hamilton College. Giamatti had written many articles for academic journals; I had edited The Saturday Evening Post. Each of us loved politics; his were more libertarian. Each of us was an author; his books were more complex and urbane.

Each was intrigued by the canon of Catholicism – he a practicing layman, I a Presbyterian. Both were "Bull Durham" members of Susan Sarandon's Church of Baseball. Our families came from Massachusetts, and our hero was Teddy Ballgame. We adored – for better or, mostly, worse – the Boston Red Sox. I recall telling him that I was a Sox fan and Nixon Republican, and asking whether that denoted masochism or loyalty. Giamatti sat back and roared his teddy bear of a laugh. "Undoubtedly both," he replied, and he was right. But then, he invariably was.

As I left to return to Washington, Giamatti told me, "Whatever you do, we think alike on the big things. I want you to keep in touch," and we did, by letter and memorandums, especially regarding the CBS pact. And before delivering the commencement speech last May at my alma mater, the Renaissance scholar was the first person I asked to critique the address. No editor was ever more perceptive, or precise.

I was not a close friend of Bart Giamatti's, not like hundreds of people; Fay Vincent, his likely successor as commissioner, marveled at Giamatti's "capacity for making friends." But I would like to have been one, and perhaps to serve him one day. For he was proud and introspective, disciplined and sensitive, and asked more of himself than of a universe of others. To know him – even casually – was to admire his divining, and displaying, the most lyric impulse of mankind.

Within 30 minutes of Giamatti's death, I was asked to draft a statement saluting his life. Approaching the typewriter, I thought of what, at 51, he had to live for. I also thought of Giamatti's laughter when, comparing the travail of the Irish and Red Sox fans, I recalled the Dublin ballad: "Being Irish means laughing at life, knowing that in the end life will break your heart."

I completed the draft, and shook my head. It wasn't good enough; it never could be. Ironically, for he savored language, words cannot honor the memory of A. Bartlett Giamatti. He did the right thing, and so must we. We must honor him with the lives we lead. Goodbye, noble friend. *Requiescat in pace.*

Curt Smith, author of "Voices of The Game," is a speech writer for President Bush.

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David S. Broder

Education: Help Might Be On the Way

The cynics may be wrong. There's a chance President Bush's "education summit" with the nation's governors may mark a significant step in the struggle to overhaul and improve America's schools.

Bush's invitation, tossed out at the end of a speech he gave to the governors less than two months ago, looked initially as gimmicky as his declaration during the 1988 campaign that he wanted to be "the education president."

Slogans or symbolic meetings are no substitute for substance, and little time had been allowed to plan the meeting. The first reports about what the White House wanted were disquieting: a few hours of closed-door conversation between the president and the governors, to be followed by a presidential speech and news conference. Understandably, some of the governors thought they were being used as props for what they saw as a glorified presidential "photo opportunity."

But after last week's final round of preparatory meetings for the Sept. 27-28 session in Charlottesville, it seems possible that something more useful may happen—something closer to what Ernest L. Boyer, the former U.S. commissioner of education, had in mind when he suggested the summit a year ago. Boyer is now the president of the Carnegie Foundation for the Advancement of Teaching. His thinking is giving shape and substance to the meeting on the grounds of the University of Virginia.

It is reasonable now to expect two things from the summit:

First, a statement committing the nation, and each of the 50 states, to reach by the end of the century a challenging set of measurable performance standards for schools and students. The standards will be high enough to make the United States competitive in the world economy and to sustain a common culture and informed citizenry in this increasingly diverse republic. They will almost certainly include sharp reductions in the dropout and illiteracy rates; improvement in language, mathematics and thinking skills; the assurance that all youngsters start school healthy enough to learn and that all adults have access to the advanced education and retraining they will need in a changing economy.

The specifics will be framed after accelerated consultations with education professionals, business and civic leaders.

Second, an agreement to seek, through legislative and regulatory changes, much greater flexibility for individual schools and school districts to use the federal aid to education funds they receive. Instead of the segregation of targeted beneficiaries required by present laws and regulations, the schools would be freed to use the resources in ways they consider most efficient—but with a reciprocal requirement that the targeted students meet the agreed-upon achievement standards.

At first glance, it may appear contradictory to talk in the same breath about achieving high national performance standards and deregulating the schools. But increasingly there is consensus that "empowering the teachers" is the best way, and perhaps the only way, to improve education performance. That is a key idea Boyer has been promoting.

In the next decade, America will need millions of new teachers, and the only way to get good ones is to improve their pay, their professional opportunities—and their accountability. The cynics will say that none of this is more than talk unless the summit also makes clear who will pay for the improvements. Ultimately, that's true, but most of the governors will go to Charlottesville prepared to tell the president that their experience proves that people will pay for better schools—once they're convinced they will get them.

Indeed, such governors as Delaware's Mike Castle and South Carolina's Carroll Campbell, both Republicans, will tell Bush that their own "state summits" have shown incredible grass-roots interest in building on the state-led school-reform efforts of the past half-dozen years.

Already, there is an emerging consensus that the federal contribution to the process should focus on improving health and nutrition programs for preschoolers. Youngsters who are hungry or ill simply don't learn. Making the federal Head Start program—which now reaches only one of every four eligible children—available to all of them will probably be one of the goals for the '90s.

Funding those federal programs will have to be addressed by Congress and the president as part of the budget debate. But both the administration and the financing of schools will remain largely in state and local hands. There is no disposition to change that.

Charlottesville can only be a start. But a national commitment, enunciated by the president and affirmed by the governors, would be very important. As Boyer told The Business Roundtable last June, "We don't need a federal ministry of education to force all schools into a bureaucratic lockstep. We don't need one more critical report. . . . What we do need is a national agenda for school reform. We need a strategy that sustains state and local leadership, while giving coherence to the effort. . . . Dreams can be fulfilled only when they've been defined."

And that, quite possibly, is what the education summit can achieve.

BALT.SUN:09-08-89

Freedom Spelled Out in Print

TOP

To be unable to read a want ad, a TV schedule or a shopping list is to be locked in a prison no American should have to endure. One in every six citizens in Maryland is locked in this prison, leading a life of quiet frustration and desperation while society grows more sophisticated — and literate — every day.

The ability to read, gained in secret, helped a young Frederick Douglass plan his escape from slavery in the 19th century. One hundred years before, the ability to assimilate ideas from books had helped turn a young Tom Paine into a revolutionary. The pamphlets he wrote, spread by hand, helped weld 13 colonies into a free nation that 200 years later is still a beacon for the world.

But if information is power, access to that information through reading is a critical key to a healthy society and a productive economy. An informed citizenry is a citizenry on guard for its liberties, able to keep up with the developments in the world as well as the neighborhood, ready to take on the challenges that come.

Today, all over America, newspapers celebrate National Newspaper Literacy Day with activities and promotions. In Baltimore, newspaper staffers have collected books for a swap in The Baltimore Sun's lobby; the public is invited to bring "a book and a buck" to trade for another book. Money collected will be used to help literacy organizations. A "Reading Zone," also in the lobby, offers places to sit and read, and a display highlights literacy efforts throughout the metropolitan area. A "Word of the Week" program focuses on vocabulary. Book jackets promoting literacy for students were distributed with newspapers on Wednesday. Additional book jackets are available in the lobby today.

There are too many people who need help: According to the National Assessment of Educational Progress, 20 percent of Americans ages 21 to 25 read below eighth grade level. Only 19 percent of these young people can do comparative grocery shopping. Only one in five can figure out a bus schedule, and about 43 percent cannot use maps to travel.

That's why phrases like "locked in prison" apply here; such a person can't move freely in society. It is critical to the future of this region and this nation that those who cannot read be liberated from these chains of ignorance. In the next decade, America's young adult population will shrink from 21 million to 17 million, just as a generation of workers retires. Those young people must fill important roles in industry, government and business. Yet without new skills they will never be able to fill them effectively. Reading is the key to gaining new skills. Helping those young Americans learn to read must be everyone's priority.

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1ST STORY of Level 1 printed in FULL format.

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September 15, 1989, Friday, Final Edition

SECTION: EDITORIAL; PAGE A31

LENGTH: 840 words

HEADLINE: All-Boy Classes? The Feds Say No

BYLINE: William Raspberry

BODY:

I don't know whether this is a tale of triumph or tragedy, whether the officials involved should be praised for upholding the law or condemned for shortsightedness. I don't even know whether Spencer Holland, with whom this story begins, should be blessed for his patient perserverance or pitied for pigheadedness. Let me just tell the story.

Holland, an educational psychologist now working for the D.C. schools, called a couple of years ago to talk to me about an idea of his: assigning kindergarten and primary boys to all-male classes headed by male teachers. It was Holland's notion that, particularly for children of the inner cities, where mother-only households and male academic failure are endemic, the arrangement might make a profound difference. "Let's try it," he urged in the column I wrote following that conversation. "We've got to try something."

Willie Wright, then principal of Miami's Pine Villa Elementary School, saw the column and thought it made all the sense in the world. He tracked down Holland and begged him for additional information and help. And in the fall of 1987, he got permission from the Dade County School Board to institute the program on an experimental basis. He already had a male first-grade teacher at the 98 percent black, overwhelmingly low-income Pine Villa. He recruited a second male kindergarten teacher, and launched his experiment. (He left it to parents to decide whether their sons would be assigned to the special classes or left in the traditional boy-girl arrangement.)

The result: "It was a total success, academically and socially," said Wright, who has since been transferred across town to the middle- class South Glade School. "There were no fights, no kids sent out for discipline. They not only improved academically, they became their brothers' keepers, something not generally found in low socioeconomic schools. Not a single parent complained. In fact, virtually all of the parents of boys wanted their sons in the classes. "

Wright's successor at Pine Villa, Clarence Jones, sought leave to continue the experiment. But the Dade County equal employment opportunity officer had misgivings. "I wasn't opposed to the idea," Lucille Montequin told me the other day. "In fact, I thought it was a good idea. There had been no complaint, no formal charge. But it seemed to run contrary to Title IX [of the federal Civil Rights Act], so I contacted the regional office of the [Department of Education's] Office for Civil Rights.

"They said, why don't you put the request in writing as a proposal, with an experimental group and a control group. We did. The word came back that OCR did not accept the proposal."

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So three months into its second year, the eminently successful plan was unceremoniously dumped. In an article he wrote for the premier issue of Teacher magazine, Holland explained the reasoning behind his idea. "Most boys do not have male teachers until the later elementary grades or junior high school, and for inner-city boys this is much, much too late. It is well documented in educational research that many students -- especially boys -- who fail to complete high school drop out psychologically and emotionally by 3d or 4th grade. . . . Creating all-male kindergarten-through-3d-grade classes taught by male teachers would provide young black boys with consistent, positive, and literate black role models in the clasroom. It also would help overcome many of the negative attitudes toward education that currently hamper black boys' academic achievement."

The tragically short-lived experiment at Pine Villa bears him out. Was it discriminatory against the girls? Not at all, says Holland. "Generally [girls] enter school more prepared than boys for the activities that characterize early schooling. In addition, inner-city black girls are exposed very early in their academic careers to consistent and literate black females who offer positive role models. Equally important, many of the instructional strategies used in early childhood and primary education require children to copy the behavior of the teacher."

Holland is disappointed but undaunted. He has been working with the Washington chapter of Concerned Black Men, other male volunteers, and Howard University's Undergraduate Student Assembly to recruit and train men as teaching assistants to four first-grade teachers at a local elementary school.

"The response of the students, faculty, staff and volunteers to this pilot-year effort has been excellent," he reports. Boys who were having severe academic and behavioral difficulties have made "an incredible turnaround," he says.

Male volunteer teaching assistantships are a wonderful idea -- one that ought to be copied across this nation, where male elementary teachers are in perpetual short supply. But where these rare male teachers do exist, wouldn't it make sense to use them for all-male classes? Does anyone really believe that such an arrangement is a denial of rights to girls?

Think about it, OCR. BY KATY KELLY

GRAPHIC: ILLUSTRATION, KATY KELLY

TYPE: OPINION EDITORIAL

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NAMED-PERSONS: SPENCER HOLLAND; WILLIE WRIGHT

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SECTION: EDITORIAL; PAGE A11

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HEADLINE: Male Teachers for Inner-City Boys

BYLINE: William Raspberry

BODY:

Spencer Holland doesn't imagine that his simple idea would transform public education, write an end to poverty or bring peace in our time. But he does think that it might make a significant, perhaps even profound, difference in the lives of some youngsters now growing up in the nation's ghettos.

The idea: put kindergarten and primary boys in all-male classes headed by male teachers.

That's it. Now listen for a few minutes while Holland, an educational psychologist for the D.C. school system, explains.

Inner-city children tend not to do very well in school, and inner-city boys tend to fare worst of all. Now: "What constitutes one of the most obvious deficits in the psycho-social environment of black inner-city boys? The lack of consistent, positive, black and male role models.

"We all know that most of these boys come from single-parent, female-headed households. From birth to preschool, these boys' only significant role models are most often female relatives. Then, from preschool to late elementary or junior high, most are confronted with female teachers. So, for the first 10 to 12 years of their lives, many if not most inner-city black boys' significant role models are female."

But even the most loving and conscientious of female relatives have a tough time teaching boys how to be male. That lesson, too often, comes from the streets, "an environment where male bonding and peer group pressure often become more important and stronger than even the love one has for one's mother."

The results are plain to see: more "learning disability" among the boys, less academic exertion, less decent, courteous "sissy" behavior, less of nearly everything that could help these youngsters achieve mainstream success.

Can male teachers in the early grades make that much difference? Holland thinks so, and not just for black youngsters. Listen: "The most successful teaching model for inner-city boys can be found in the male-dominated athletic arena. These boys may not read their textbooks, but they read their playbooks. The rules are clear and emphatic: learn the rules of the game or you cannot play. The coach is the boss: 'Do what I say, the way I say it, or you get your butt off my field.' Male world, male rules are enforced here, sometimes as harshly as male rules in the street."

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Holland, 47 and divorced, says his little idea is not something he learned in school (although he did learn that young boys and girls have different learning styles, a fact that promises an extra dividend for single-gender education).

"What really got me thinking about this whole area is the tremendous negative response of black males to black females who are making it. Then I started looking for the reasons for the greater female success -- you know, what's getting the girls out of the ghetto while the boys stay? Something's happening in their early lives that makes [girls] see an alternative to the life Mama lives.

"You know what I think it is? Little girls come to school and are exposed to black women who have a little more on the ball. This offers an alternative, and for the girls who want it, these black women teachers will lead them out. But the boys are overwhelmed by women, and by the time some of them are 8, 9 or 10, there's nothing a woman can tell them."

Holland says that since the local schools already have between eight and a dozen male teachers qualified to teach kindergarten through elementary, it would require little effort or expense to try his idea -- at least on an experimental basis.

"The first thing to do is ask the parents, when they're signing their children up for school, if they would opt for an all-male class with a male teacher. I frankly think many of them would leap at the opportunity. They know what their boys are missing, but they can't give it to them.

"So let's try it. We've got to try something."

TYPE: OPINION EDITORIAL

SUBJECT: DISTRICT OF COLUMBIA; BLACK; PUBLIC SCHOOLS; EDUCATIONAL PERSONNEL; ELEMENTARY SCHOOL TEACHERS; MEN

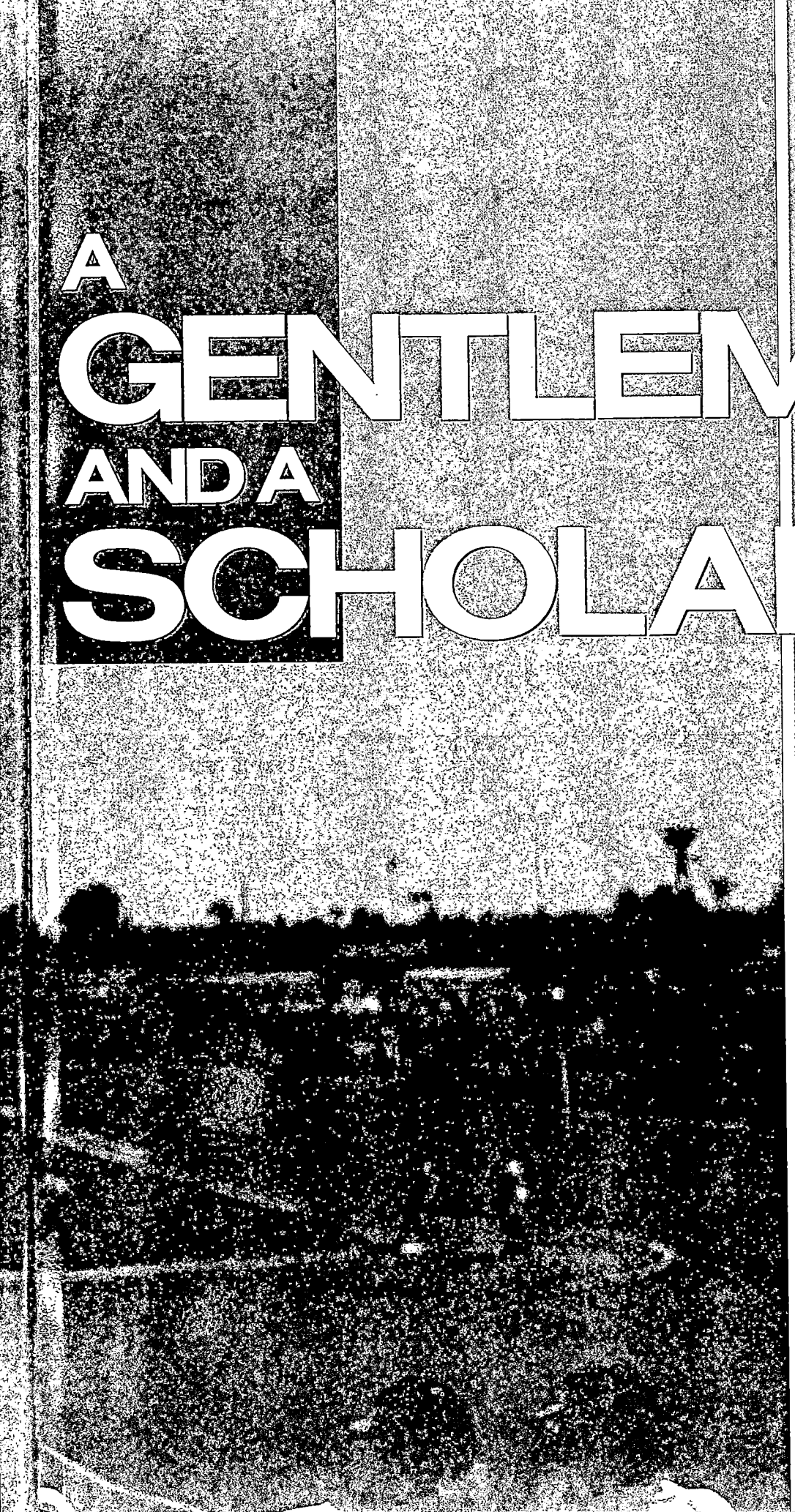
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ROB KINMONTH

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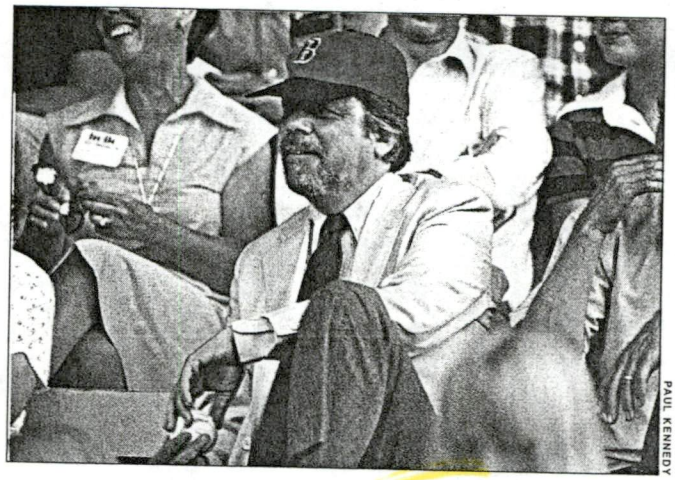
A GENTLEMAN AND A SCHOLAR



Bart Giamatti comes to his new job as the commissioner of baseball with impressive intellectual and management credentials—and, above all, an abiding love for the game

IN HIS LATEST BOOK, "A FREE AND ORDERED SPACE," ANGELO BARTLETT GIAMATTI DECLARES: "BEING PRESIDENT OF A UNIVERSITY IS NO WAY FOR AN ADULT TO MAKE A LIVING." SIR, IS BEING COMMISSIONER OF BASEBALL, LIKEWISE, ANY WAY FOR A GROWN-UP TO SPEND HIS WAKING HOURS? "YES, AN ADULT SHOULD BE COMMISSIONER, BECAUSE IN ANY ADULT WILL ALWAYS LURK A CHILD, AND IF YOU DON'T TRY TO FIND AN ADULT FOR THE JOB, THE CHILD WILL SIMPLY TAKE OVER. YOU'VE GOT TO WATCH THAT."

So it was, this April Fools' Day, that the man who stood with God at the helm at Yale became the man who stands with the child in all our selves on behalf of baseball. *Quo vadis?* Giamatti, in his new book, quotes an apocryphal memo he supposedly wrote and released to "an absent and indifferent" university community upon assuming the presidency at Yale: "In order to repair what Milton called the ruin of our grand parents, I wish to announce that henceforth, as a matter of University policy, evil is abolished and paradise is restored."



PAUL KENNEDY

GIAMATTI WAS A LOYAL RED SOX FAN IN 1981 ...

Will you then, sir, he was asked last month, issue a similar proclamation on the occasion of your ascent to the summit of the National Pastime?

"No, I tell myself, don't press it. Don't overdo it. This is a special world, baseball, and it certainly has its snakes in the garden, but I'm not sure that it needs a memo as much as that other special world did."

Also, baseball isn't about memos, thank God. It's about lineups, and should the new commissioner issue any such papal bull as he did during his tenure at Yale, it ought to be in the form of a lineup card, to be posted in hearts and dugouts everywhere. It should read:

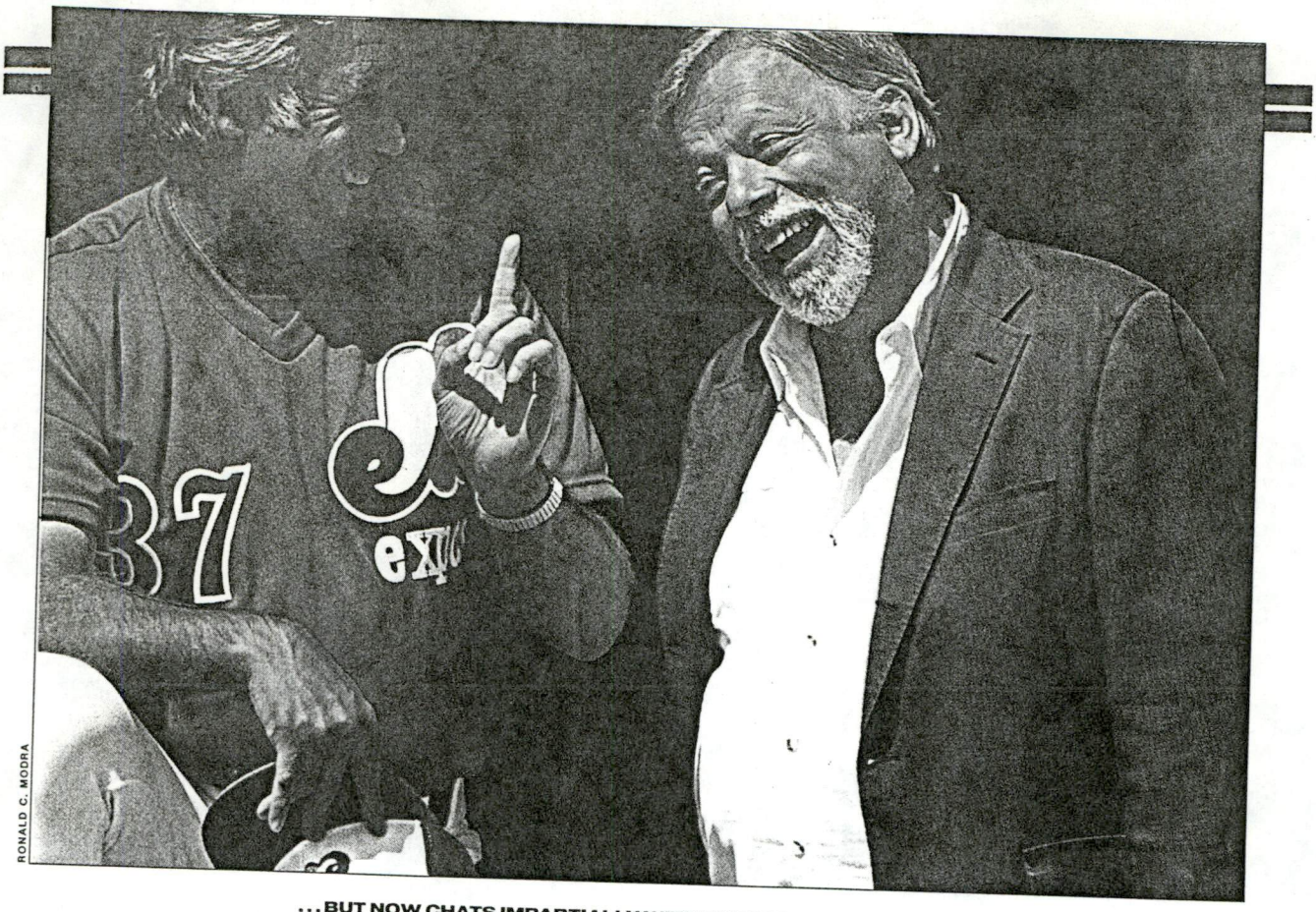
HOME TEAM
GREEN, CF
HISTORY, 1B
PARK, RF
CIVILITY, 3B
INDIVIDUAL, 2B
GROUP, SS
LAW, LF
OFFENSE, C
DEFENSE, P

There would be no designated hitter.

Management is the capacity to handle multiple problems, neutralize various constituencies, motivate personnel. . . . Leadership, on the other hand, is an essentially moral act, not—as in most management—an essentially protective act. It is the assertion of a vision, not simply the exercise of a style.

—GIAMATTI
From an address to school administrators, 1987

The commissioner has the responsibility for the integrity and for the steady, sustainable growth of the whole institution. Integrity is an important, historical term in baseball, and it not only means honesty, but coherence—authenticity. Game or business, industry or institution, however you define it, the commissioner must seek to ensure its authenticity. The ultimate purpose of



RONALD C. MODRA

...BUT NOW CHATS IMPARTIALLY WITH EXPO BUCK RODGERS...

playing the game of baseball is to bring pleasure to the American people.

GIAMATTI
Conversations, 1989

How strange, taken as a group, baseball's stewards have been. In order, they've been: judge, politician, sportswriter, general, lawyer, businessman, scholar. There's room—and therefore hope—for us all. At least till now, baseball commissioners have stood divinely apart from the executives who have managed other sports, for though baseball was in distress when Judge Kenesaw Mountain Landis assumed the newly created position in 1921, the game was already an American institution, holy, mature and beloved. Baseball commissioners, perforce, preside. Men in other sports supervise leagues; baseball commissioners are sceptered.

When David Stern, the acclaimed commissioner of the NBA, and Giamatti had lunch together the other day, Stern tweaked him thusly: "All right, Bart, baseball is America's pastime, but football is America's passion and basketball is America's game."

Giamatti, chuckling, replied, "I can live with that, David, as long as you understand that I have historical priority, and therefore I run the country."

Giamatti might have once been a professor of our language, which he calls "the best job I ever had." And the language of baseball may be the sweetest and most vivacious of American vernacular. Still, it's first the history, and then the voice, that binds Giamatti to the game.

This shouldn't be surprising. The more we melt in the pot, the more our diversity and heritage blur, the more baseball stands out as a cultural vein. "I've always charged Emerson with implanting this belief in Americans: that nothing happened before, and we're going to do it better anyhow," Giamatti says. "That Emersonian self-reliance gives you a wonderful strength and self-confidence, but it gives you a terrible know-nothingness at the same time. So baseball becomes the only native history that somehow seems O.K.—O.K. in a nation of romantics, which is most profoundly what we are."

He plays with his cigarette, moving it about the ashtray, tracing in the ashes. It's easy to see why that vice is so hard for Giamatti to put behind him; it is manifestly as much a manual fixation as it is an oral one. He speaks eloquently but applies inflection and animation just as effectively. There's certainly the M.C. and probably the actor within him; it's no coincidence that he met Toni, his wife of almost 30 years, at the Yale Drama School, where she was a student while he was an undergraduate playing a bit part in *The Skin of Our Teeth*, and that two of their three children (all grown now) are in the theater.

In fact, though Giamatti is just the sort of fellow—scholar, poet, essayist and all that—who should be leaning back in his chair and musing most of the time, he really doesn't seem to be much of a muser. He seems to muse only when he messes around with his cigarette. "You see," he muses, "I keep trying to remind people that there are lots of ways to love baseball. I may

...AND ARIZONA GUV ROSE MOFFORD



ROB KINMONTH

have come to it through a love of history. Others come to it through a love of statistics, or the smell of a glove, or just for something that their grandfather recited to them when they were very young. I keep saying: There are many routes to the game. There are many routes to the kingdom of baseball."

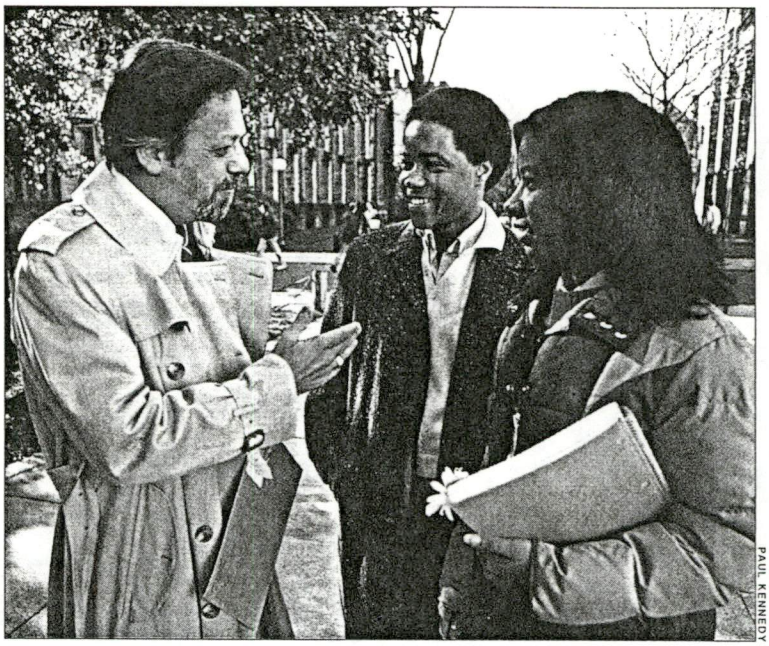
At the heart of Giamatti's love and his creed is the visceral belief that baseball is a symbol, an active totem, of America, and that—by god!—it is the best of America. He will fight to maintain that vision. It is revealing that the only substantive criticism that Giamatti suffered as National League president these past two years was that, according to some of baseball's cognoscenti, he meted out cruel and inequitable punishment for infractions of the rules. Especially objectionable to these critics were the 30-day suspension given to Reds manager Pete Rose for his truculence in disputing a call at home in Cincinnati and the 10 days pitcher Kevin Gross of the Phillies got for doctoring a baseball. Meanwhile, what appeared to be more abusive behavior escaped with lesser penalties.

Says Mike Lupica of the New York *Daily News*, one of the more persistent voices in the relatively small anti-Giamatti chorus, "In that job [National League president] all you have to do is throw out first balls and handle suspensions. It isn't so much to ask that he get that right. Now we've got somebody in there—Bill White—who knows the game."

But Giamatti doesn't see himself as, shall we say, a local magistrate. Violations in the game are one thing; violations against the game are quite another. Rose's actions that night last April, however unintentional, nearly touched off a riot—and Rose is a leader and, ergo, more responsible: Leadership is essentially a moral act. Likewise, it mattered terribly to Giamatti that Gross's actions were consciously planned, a moral choice. Much of his 10-page decision denying Gross's appeal discoursed on the subject of premeditation.

Those who would gauge Giamatti—and certainly those who might find themselves in his docket—should understand that one notion, above all others, directs his thought these days: The notion that this country, this people and this game of baseball are deteriorating in matters of courtesy and consideration. Hardly an essay in *A Free and Ordered Space* fails to make some reference to civility—particularly the increasing lack thereof. "Civility has to do with decency and mutual respect and, finally, with a free and ordered common life—or civilization," Giamatti writes. Whatever crises may inflict themselves upon baseball during Giamatti's five-year term—disputes and scandals, outrages, even the Great Strike of 1990, which seems to be accepted by prominent members of both sides as a fait accompli—it seems fair to say that when his time as commissioner is up he will look back and measure his tenure by how much more (or less) civil a baseball stadium, a baseball crowd, a baseball game has become.

What concerns Giamatti most particularly are two interrelated trends that he thinks threaten spectator entertainment. The first is a derivative of the new arrogance of the individual, a grubby American quality that Giamatti raised the alarum about when he addressed the incoming freshman class at Yale in 1982. Examining that selfish drift in terms of baseball, Giamatti perceives a decline in people's need (even in their inclination) to congregate. "I take very seriously the public taking of public pleasure, and that sense of shared community that goes with it," he says. "Whenever that is threatened or eroded, then I can see that ultimately the whole institution will wither, die."



PAUL KENNEDY

AT YALE, GIAMATTI WAS KNOWN FOR HIS ACCESSIBILITY

Spectator sports are vulnerable to start with. Despite the publicity they receive, the fact is that they account for only $5.4 billion of the $21.4 billion spent on sports entertainment in this country. "The individual, who is sacred under our laws, is now narcissistic," Giamatti says. "The threat to this country, and to baseball, is to privatize everything. For me in the last 15 years, the most frightening image of the privatization of leisure is that solitary, androgynous jogger—symbolic of that $16 billion related to sport that hasn't anything to do with public pleasure in public places.

"If this antisocial impulse, this kind of twilight-of-the-'60s narcissism, continues and is fed by those who have every right to feed it with designer shoes and boats and recreational vehicles and stuff, or if it is fed all the more by that thing over there [he points derisively to a television set across the room], which allows you to tailor your visual leisure to yourself, then, whether you stage indoor or outdoor sports or concerts or lectures or whatever, you had better make the most strenuous effort to keep alive the principle of going out, as opposed to staying

in—in groups, as opposed to alone. Because all of the cultural, legal and financial incentives are moving in the other direction."

Moreover, those who would buck the flow and go to the stadiums are being repulsed by uncivil crowd behavior—much of it inflicted by young and disaffected white males, the same sorts who have already driven older men, women and families away from soccer games in England and on the Continent. Giamatti has, of course, thought about this, too. "I think this game embodies certain standards of behavior," he says, "and the fellow sitting in Section 37 is part of the game, too. He's not alone there, of course. He's part of a happy, loud, boisterous, lovely crowd, and they're all screaming, arguing. Fine. I'm not looking for a . . ."

"Cathedral?"

"No, no, I said that once, and all the ministers came down on me. You have to be careful. I'm not a prohibitionist, so I see in many columns that I'm therefore not only the toady of the owners but a wholly owned subsidiary of the beer companies.

"No, I'm only looking for someone to enjoy the game to the fullest and to respect the right of those on either side of him. I seek a community of enjoyment. I am not going to sit passively by, just because somebody thinks I'm a scold, and watch as women and children and other men decide that going out to the park is simply not worth the candle.

"When they stay home, then baseball is the loser—and not just the loser of revenue. Baseball is the loser of their public support, of their faith and of their belief that this is an enduring American institution."

It appears most likely that no commissioner since Landis (and possibly not even he) has come to the office more concerned than Giamatti with baseball in all its parts—its spirit and its relevance to the republic.

Because no single formal religion can embrace a people who hold so many faiths, including no particular formal faith at all, sports and politics are the civil surrogates . . . for [an America] ever in quest for a covenant. —GIAMATTI
Address to incoming Yale freshmen, 1984



ROB KINMONTH

GIAMATTI HOBNOBS WITH THE LIKES OF GIANT WILL CLARK

Commissioner is a calling in a structure that has a secular religious quality. You're given extraordinary powers and faith, but you should only use them when it's really warranted.

—GIAMATTI
Conversations, 1989

Little Bart Giamatti got his first baseball glove in Rome in 1947, a gift from a visiting American, and it isn't hard to imagine how the little *paesano* soon arrived on democracy's shores, clutching the fielder's mitt to his breast. Or how, four decades later, that plucky immigrant lad would rise to become the commander of America's national pastime.

But truth is often blander than fiction, and it wasn't quite that way. The reason little Bart was in Rome was that his father, Valentine Giamatti, distinguished professor of Italian language and literature at Mount Holyoke College, was abroad on sabbatical. Professor Giamatti negotiated for the glove with a U.S. Army sergeant in the occupation force and gave it to his son. The elder Giamatti, a native of New Haven, was himself a Yale man and had married a daughter of Bartlett Walton. In many respects, in his own ethnic league, Bartlett Giamatti recalls Harry Golden's remark about Barry Goldwater in 1964: "Wouldn't you know—at last we get a Jew to run for president, and he turns out to be Episcopalian."

Young Bart talked as much about Dante as about Johnny Pesky at the family dinner table and then went to Andover and Yale. He was pledged to Scroll & Key, one of Old Eli's most secret societies; he graduated magna cum laude in 1960 and remained in New Haven to receive his doctorate, in '64. Except for a brief interlude on the faculty at Princeton, he would abide in the bosom of Yale from '56 until he resigned as the school's president in June of '86 to return to teaching, only to have the National League beckon him.

His selection in 1978 as the 19th president of America's third-oldest college was an unexpected—some would even say, whimsical—choice. Indeed, when his name, which he pronounces Ja-MOD-ee, first bubbled up for consideration, the irreverent Giamatti himself tossed off the wisecrack: "All I ever wanted to be president of was the American League." Among offhand remarks in the world of sports, perhaps only

Muhammad Ali's "I ain't got no quarrel with the Viet Cong" was to carry more lasting consequence. With Giamatti's quip, baseball executives discovered the scholar-fan, and in the years that followed they remained charmed by the bearded college president who seemed to pose in his Red Sox cap more often than anyone save Jean Yawkey.

While Giamatti says that his official arrival in baseball was greeted by no less than "radical skepticism," his appointment at Yale may have been a more puzzling, even exotic, choice. However much he was an insider in New Haven, Giamatti was called to lead a university that had been fiscally wounded by a recession brought on by an OPEC embargo and was hemorrhaging endowment funds, running a large deficit and facing cutbacks both substantive and symbolic. Beyond that, on the horizon was the threat of a strike by clerical workers. Whatever the 40-year-old president's evident merits, he had no experience in either finance or labor negotiations.

Any analysis of Giamatti's presidency at Yale must begin by stating that he didn't govern as was generally predicted, which should give caution to those now issuing scouting reports on the new commissioner. He's credited with picking subordinates who complemented him, especially those who possessed more of a business background—just as his first major decision as commissioner-elect was to hire baseball's first deputy commissioner, Fay Vincent, a good friend and a lawyer (Yale Law School), who has been running Columbia Pictures for the last decade. At the same time, Giamatti astonished Yale associates with the grasp he displayed of numbers, and the proof of that is in the pudding: During his eight-year tenure, endowment and alumni giving both doubled.

Also, the admissions office had the wisdom to accept the application of Ronald Maurice Darling for the Class of '82.

Giamatti did sustain some criticism for getting too wrapped up in detail and for being unable to either emotionally or physically detach himself from the job. "He even felt he had to respond to all the mail," says Georges May, a professor of French who served as Giamatti's provost for two years, "and that in itself is suicidal."

One day, for example, a letter came in from a seventh-grader, Kempton Dunn of New Canaan, Conn., who wanted to know why Yale's president thought it was important to study the dead language of Latin. Giamatti took pains to write a lengthy reply, which concluded: "We study Latin because without it we cannot know our history and our heritage. And without that knowledge, we cannot know ourselves. *Nosce teipsum* [know thyself], brave Dunn."

Nonetheless, the assessment that the wry academic turned out to be more the technocrat, even a micromanager somewhat



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in the Jimmy Carter mold, still makes Giamatti bristle. (He is a more obvious bristler than a muser.) "I'm only a poet or a dreamer according to those—journalists especially—who think that if you taught English you *must* therefore be a poet or a dreamer," he says, bristling. "These positions—president and commissioner—are both management jobs, and if I must breathe down necks to accomplish goals, so be it."

By all accounts Giamatti has exhibited two noble qualities of the leader: forthrightness and accessibility. Bill Brainard, provost in Giamatti's last five years at Yale, says, "Bart is utterly consistent, and he never deals with any person in an ad hominem way." Even at the height of the clerical workers' strike, one that was both painful and rancorous, and which ran for 10 weeks in the fall of 1984, Giamatti would leave his office and purposely steer a course home that took him directly through the picket lines. As much as possible, as the two sides hardened and as he, the president, was pilloried for his stand, Giamatti would still talk to those workers who opposed him. *He would be civil.*

Even those who have disputed some of his edicts as president of the National League have been impressed by his willingness to visit the branch offices, meet with the principals and discuss the issues. Peter Gammons of this magazine was in Pittsburgh one September evening in 1987 when Giamatti happened to show up, flying out strictly to palaver with the managers in town, the home team's Jim Leyland and the visiting Cardinals' Whitey Herzog, on the subject of corked bats. Both generally approved of what Giamatti had to say, but what impressed Gammons was that, while neither manager is given to gushing, both were delighted that the league president had made the effort not only to seek them out but also to hear them out.

But civility has its limits. The strike at Yale was wounding to Giamatti. "Bart should not have involved himself as much as he did," May says. "He should have stayed more above the fray. But there is something in Bart that simply refuses to turn away from any responsibility."

Giamatti has a predilection, as Terry Holcombe, a Yale vice-president, says, "to take something on just for the sake of it, as long as he believes it's important, when others would run away from it." A cross section of examples:



RONALD C. MODRA

THE COMMISH AND NATIONAL LEAGUE PREZ BILL WHITE

1) Who in His Right Mind Could Come Out Against Polish Solidarity? When the Yale Glee Club was scheduled to sing the Solidarity anthem on the Voice of America in 1982, Giamatti raised the hackles of William Buckley and many other conservatives, Yalie and otherwise, when he refused the glee club permission to sing, on the principle that the club had no business getting political, whichever side it might take.

2) Memo to Neal Pilsen of CBS Sports. Dear Neal, You may have just negotiated a billion-dollar deal with Peter Ueberroth for baseball rights, but be advised that Giamatti has called television "all-seeing, all-falsifying."

2a) Also to Mr. Pilsen, Damning with Faint Praise Department. "At least baseball has been less deformed by television than other sports." (Giamatti, speaking on Feb. 28.)

3) The Yale Band Will Now Spell Out NCAA While Playing *Your Cheatin' Heart.* While president of Yale, an NCAA institution since 1915, Giamatti called college sports "a circus," and added later, "If you market your institution by way of television football halftimes, then you will get the kind of seamy problems you get in sports."

4) Why Go out of Your Way to Provoke Jerry Falwell? In 1981, Giamatti chose to lambaste "a self-proclaimed 'Moral Majority,' " which features "a resurgent bigotry" that has "licensed a new meanness of spirit in our land." His comments elicited so enraged a response that another Yale man, then Vice-President George Bush, prevailed on Giamatti to invite Falwell to his office, where they met behind closed doors and left with signed copies of each other's latest books, if no other shared wisdom.

5) People Who Are Even Thinking About Building Glass Houses Shouldn't Throw Stones. In 1981, Giamatti wrote an essay for *The New York Times* calling to account the insensitive, bumbling men responsible for an ongoing national strike. "There is no general sympathy for either of your sides. Nor will there be," he wrote, after labeling the strike "an example of deny-side economics . . . the triumph of greed over the spirit of the garden."

The dispute in question was between the owners and players of major league baseball, with commissioner Bowie Kuhn presiding over the forces of darkness and avariciousness.

But if Giamatti didn't occasionally go out of his way to pick a fight, he probably wouldn't have chosen baseball over the classroom.

Besides, the job affords Giamatti, at least in some measure, the chance to do what he loves most. Says Holcombe, "In whatever job Bart has, a lot of what he does is teach." Men like Herzog and Leyland must understand that, in many respects, Giamatti sees them first as pedagogical colleagues; he has always emphasized the point that coaches are just teachers with a different sort of classroom. So, while being commissioner means giving up the rapture of the campus—trading it for things like flying, which Giamatti is not very fond of, or for those glass elevators in hotels, which he dislikes even more than airplanes—what he gains in the bargain is a bully lectern.

Of course, some of his Yale critics bridled at his facility for artful expression. (One alumnus's Renaissance man is another's dilettante.) The same grumbles can already be heard in Jockstrap America, which has had nothing to prepare it for an articulate public figure, let alone an eloquent public figure, let alone an eloquent sports executive. Giamatti speaks of libraries as fondly as most men speak of women or baseball, and that can be terribly disconcerting.

He will offer no predictions for himself beyond his contracted term of five years. "I am a perfect case of how the unexamined life is worth living," he says. "I never did have a big plan. I just wanted to be a professor of English—at Yale, I hoped—and when I accomplished that it was almost immediately taken away from me." He sighs, drawing among the ashes with his cigarette.

"There is something in Bart that doesn't allow him to be happy," May says.

But Giamatti knows where best to search for his joy. In December, when things were quiet, his Manhattan office turned away all inquiries, saying that he was traveling. In fact, Giamatti was holed up only a few blocks away, in the Yale Club, researching and writing about baseball and America for a series of lectures that he would deliver a few weeks later at the University of Michigan. One of the advantages of being commissioner of baseball instead of

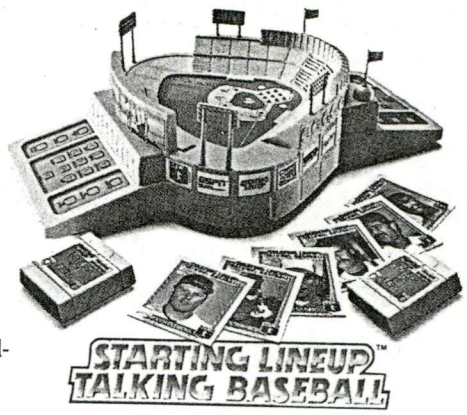
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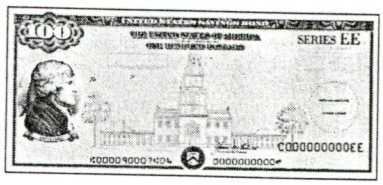
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president of Yale, he has discovered, is that students are now much more inclined to listen to you.

Of course, there are those who learn after the first few times. They grow out of sports. And there were others who were born with the wisdom to know that nothing lasts. These are the truly tough amongst us, the ones who can live without illusion, or without even the hope of illusion. I am not that grown up or that up-to-date. I am a simpler creature, tied to more primitive patterns and cycles. I need to think something lasts forever, and it might as well be that state of being that is a game; it might as well be that, in a green field, in the sun. —GIAMATTI

Yale Alumni Magazine And Journal, 1977

People come to games for stable artifice. The initial impulse is to delineate a world whose rules have no meaning anywhere else, but where every act is significant. Look! [His arms sweep over the books upon his desk.] Baseball has the largest library of law and lore and custom and ritual, and therefore, in a nation that fundamentally believes it is a nation under law, well, baseball is America's most privileged version of the level field. —GIAMATTI

Conversations, 1989

Giamatti's endearing reflections on baseball invariably feature several themes, among them:

• The Law of the Game. "There is an inviolability of its rules, heightened by the taboo: Thou shalt not touch."

• The Color Green. "The color of hope. It always had that connotation in *The Divine Comedy*. [Oh, what the hell, let's show off just a little.] After all, I once wrote a book entitled *The Earthly Paradise and the Renaissance Epic*, and at one time I probably knew as much about the enclosed green space as anybody did." Giamatti takes pleasure in pointing out the fact that the word *paradise* derives from the Persian word for "park," and he obviously doesn't think it's just a coincidence that what is generally recognized as the site of baseball's true first game was in Hoboken, N.J., at a public clearing known locally as the Elysian Fields.

• The Blurriness, Unique in Sports to Baseball, of the Offense and the Defense. Can we really say that the pitcher is on the defense when he hurls a hard ball 95 mph? "Baseball doesn't have sides because it isn't militaristic."

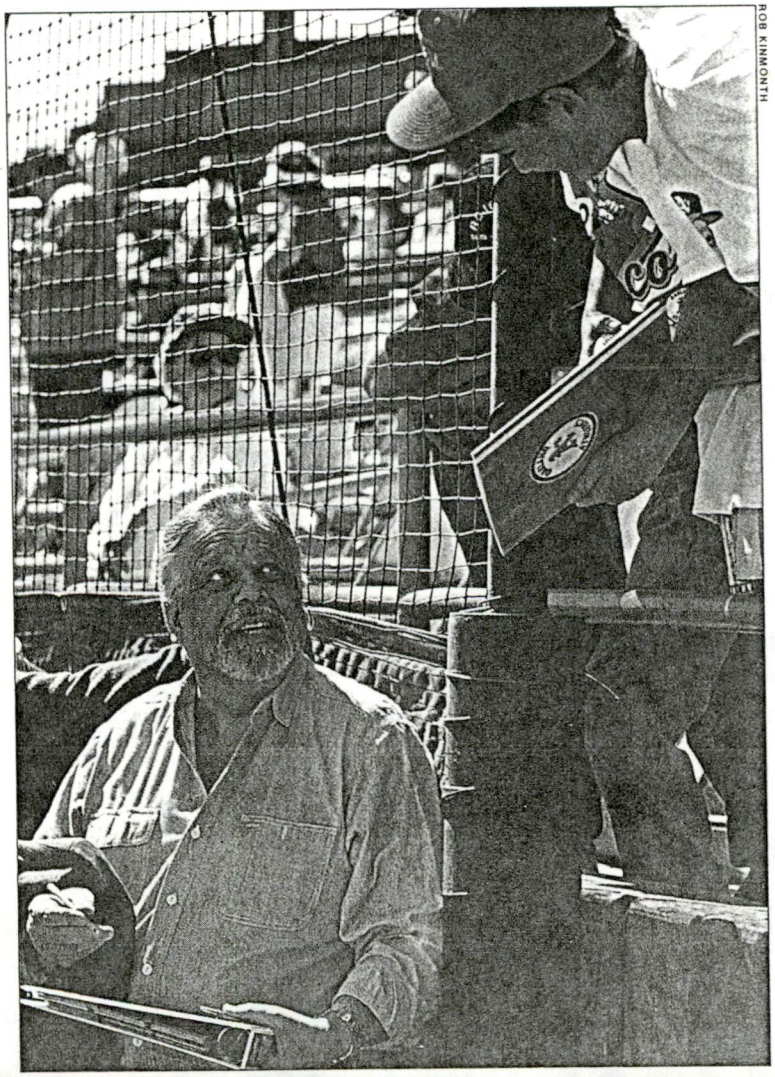
• The Geometry of the Game. "It's constantly working against action, containing it and releasing it. There's a tremendous counterpoint between energy and order. Nothing is more orderly and geometrically precise than baseball."

• The Balance of the Individual and the Group. "It's very much an individual sport you play as a team matter."

• Home. Always home. Even Giamatti laughs at how often he has made this point—the first public occasion was apparently on Oct. 18, 1978, in an essay in *The Hartford Courant* shortly after he left teaching to accept the Yale presidency: "Baseball is about going home and how hard it is to get there and how driven is our need. It tells us how good home is. Its wisdom says you can go home again but that you cannot stay. The journey must always start once more, the bat an oar over the shoulder, until there is an end to all the journeying."

Usually, whatever the themes he chooses, Giamatti then takes them outside the game and connects baseball to America. Baseball reflects America, and vice versa. Ours is a nation of laws, for example, accommodating, says Giamatti, "the to-and-fro between the community and the individual that the whole Constitution is supposed to be about." Like baseball, America is composed of a people who prefer "to change sides rather than take them," symbolized by the pastoral green we idealize, even as we pave it over—that shifting nation of immigrants, ever selecting a home, even as we keep leaving and going further away

GIAMATTI IS EASY FOR AUTOGRAPH HOUNDS TO IDENTIFY

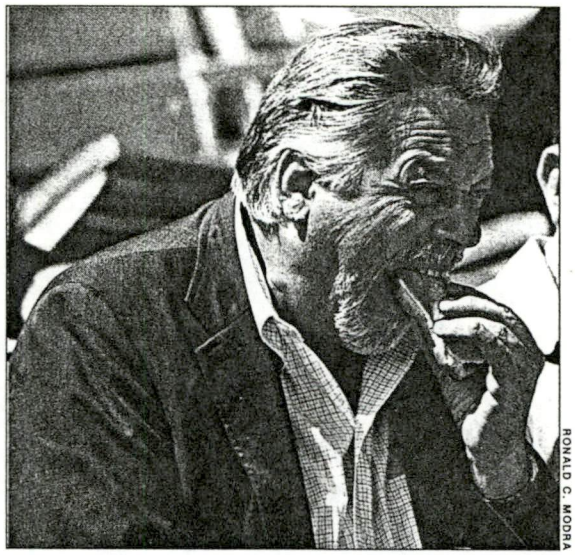


ROB KINMONTH

"from the great green garden." Run home. Home run.

Baseball is altogether authentic. Baseball is, if you will, yore. "Baseball is one of the few American institutions to have survived since the Civil War," Giamatti says. "It represents our antiquity. It was 1846 when Mr. Cartwright ferried his pals across the river to the Elysian Fields, and as the crow flies in this country, that's a fair amount back. Why, Mr. Jefferson himself had only been dead for 20 years. Baseball is an American institution, and, as the trustee of it, I will be respectful of its certain fundamental values."

Still, while Giamatti likes to neatly circumscribe himself as "middle-aged, middle-class and middle-of-the-road," it was the Reverend Mr. Falwell who took great and devilish delight in assessing the erstwhile president of liberal Yale thusly: "Some people might accuse Mr. Giamatti of being a conservative." Much of the modern baseball experience—especially the peripheral, Veeckian divertissements that have become commonplace—seems to offend Giamatti, much as Falwell and his fundamentalists are offended whenever anybody monkeys around with their ritual pieties. Giamatti declared recently that those in baseball who would explode scoreboards and parade mascots appear to have no confidence in the pure game and are like "theatrical companies who only want to do Shakespeare in motorcycle boots and leather jackets."



RONALD C. MODRA

A DOG IS ESSENTIAL FOR THE TRUE FAN

Certainly, Giamatti has always been a perfect match for baseball. The first man in the game to officially interview him was Bud Selig, the owner of the Milwaukee Brewers, then at the helm of the search committee that would eventually tap Peter Ueberroth for the commissioner's job. Selig and Giamatti had dinner in New York. "It was one of the nicest evenings of my life," Selig says. After eating, the two men stepped outside into the summer air and walked the streets of Manhattan, strolling along for an hour or more, Selig recalls fondly, "just talking about baseball—not just Ted Williams, you understand, but about Bobby Doerr and Al Zarilla. I appreciated immediately what a wonderful intuitive grasp he had of the game."

Even now, the baseball establishment's only real reservation about Giamatti is that he's too much the fan. But the new commissioner is perhaps viewed more dubiously by some journalists and other chroniclers. It was they—and their long lineage—who saw to it that baseball became the most literate game, and it is supposed to be the duty of these troubadours to sing of the Doerrs and Zarillas. In this ancient folk opera, commissioners will always be craven interlopers, ordained by Philistine owners. And now the actual commissioner is a lifelong martyr to the numinous Bosox cause and a bard himself, who holds most precious among the honors bestowed upon him an award not only for a sports story, but for an ode to the sainted Tom Seaver. Inevitably, whenever Giamatti is referred to as a former professor or as a scholar or as a refugee from academia, stuff like that, criticism of his baseball leadership skills is certain to follow. "Yes, yes," he whines facetiously, "Dante is back out at the ballpark today."

Like a deskbound commander, he wishes somewhere in his heart that he had been brevetted on the battlefield. "But I can't help it if I couldn't hit a major league fastball," Giamatti admits humbly (thereby cleverly obscuring the greater truth—he also couldn't hit a junior high school fastball). No, it was the chance for a great love, requited, that brought him to baseball. Indeed, Giamatti was just six weeks from returning to teaching when the call to run the National League came in 1986. He already had, not necessarily in order of importance, tenure, a course to teach and a guaranteed parking place. One could even say he was home.

Yet he leapt at the chance in baseball, and when, two years later, the opportunity for promotion came, there was no pause. "If you love the game, and somebody says to you, 'We've elected you commissioner,' you don't stand around with your finger in your mouth," he says, "you don't scruple, dimple and dance—and you don't give them the time to rethink the proposition. You just say, 'Terrific. Thank you very much.' "

So he did. And with that, he moved that much further from the best job he ever had. It's revealing, no doubt, that when Giamatti talks about the experience of becoming president of Yale, he calls it "being uprooted." In point of fact, he still lives in New Haven where, as a young professor, he listened to Red Sox games, sucked on bottles of Knickerbocker beer and the next morning drove off in his old yellow VW bug to Sterling Library, there to delve joyously into purgatory and allegory.

But then, like one of the great knights of *The Faerie Queene*, he was uprooted from the faculty, sent off to the presidency and the commissionership. On his 40th birthday, he was on a plane, going somewhere to raise money for Yale; on his 50th, a year ago, he was watching a ball game with Reds owner Marge Schott in Cincinnati. Now, just days after his 51st birthday, he is presiding over the National Pastime. *Nosce teipsum*, brave Giamatti. In the effort to get back home again, he has reached second base, with a good lead. His beard is white now, but it's April again, the parks smell like paradise, and his world is green. ■

InsideUVA

Vol. 19, Issue 15 | FOR THE FACULTY AND STAFF OF THE UNIVERSITY OF VIRGINIA | Sept. 1, 1989

Kelly Names Professors to Top-Level Posts

No New Academic VP Position Created

Saying he expects University administrators work together as a team, Provost of the University Hugh P. Kelly has filled several top-level vacancies on the roster resulting from his promotion to the new post. He next intends to concentrate on filling the position of vice president for development and University relations, he said, noting that one of principal concerns as provost will be to attract more resources to the University.

Heading the list of new appointments, associate dean of the law school Graham C. Lilly will serve as in the new post of associate provost.

English professor Raymond J. Nelson, currently the associate dean of the faculty of arts and sciences, will become dean of the faculty and his former position will be filled by physics professor Daniel J. Larson.

Cora A. Diamond, professor of philosophy and former head of the department, will become dean of the Graduate School of Arts and Sciences, replacing physics professor W. Dexter Whitehead Jr. Former vice president and provost Paul R. Gross will perform the duties of director of the Center for Advanced Studies, which previously had also been Mr. Whitehead's responsibility. All the appointments are for renewable one-year terms while formal searches are conducted under affirmative action procedures.

"We're asking people to take these jobs for the good of the University. A one-year term is as much as we can do. We may not have made them for more than that anyway just to allow flexibility," said Mr. Kelly, whose appointment is also for one year.

Creation of a position to be called the vice president for academic affairs is being reconsidered. "Graham and I feel we want to understand the work load before another position is created. It's possible to over-administer a place. On the other hand, we could be letting ourselves in for an awful lot of work," Mr. Kelly said. The academic affairs job was originally conceived of as one hand-

See APPOINTMENTS, page 2

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More $ We Keep, p.3
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Painter's Perch



Michael W. Powell, a physical plant painter, puts the finishing touches on Memorial Gymnasium's roof from a precarious position. Last painted some 10 years ago, the on-going project, begun last year, has taken 3,700 hours and countless gallons of paint to complete.

Bush Picks U.Va. for Summit

President George Bush will hold an "education summit" with the nation's governors and his cabinet secretaries at the University Sept. 27 and 28.

Mr. Bush told the governors at the annual National Governor's Association meeting in Chicago in July that he wanted to hold a conference with them devoted to education issues. Virginia Governor Gerald L. Baliles chaired the Chicago meeting.

Mr. Bush's chief of staff, John Sununu, informed Gov. Baliles in mid-August that Charlottesville and the University Grounds would be the site of the summit. Mr. Bush met with newly-elected governors at the Rotunda last November and was the speaker at Final Exercises in 1981 when his son Marvin graduated from the College of Arts and Sciences.

Details of the meeting, which begins the afternoon of Wednesday the 27th and ends the afternoon of the 28th, are unavailable. Public appearances by the president and governors are being planned but times for these events are not yet known.

Working sessions of the summit are expected to be held in the Rotunda. Several locations, including University Hall and Alumni Hall, have been inspected as possible sites for events. Spouses of the governors and cabinet secretaries are also expected to visit the Grounds during the meeting.

The summit marks the third time in U.S. history that a president has convened all the state governors to address a single issue facing the country. President Theodore Roosevelt assembled the governors in 1908 to talk about conservation and President Franklin D. Roosevelt called them together in 1933 to discuss solutions to the Great Depression. □

Faculty Pay Study Shows Few Inequities

After an extensive study of faculty salaries, a steering committee has determined that fewer than 10 members of the faculty received inequitable salaries in 1988-89. The report did not provide the specific count of those underpaid nor give a breakdown by sex.

The faculty members recognized as being underpaid have had their salaries adjusted by the Board of Visitors at their deans' request.

The four-member committee appointed by University President Robert M. O'Neil hired consultant John A. Muffo, associate director of institutional research at Virginia Tech, to study faculty salaries in detail. In his report to the committee, Mr. Muffo discovered that 128 men and 25 women faculty members received salaries that were statistically out of line with their peers. Using a second methodology in which women earning 95 percent or less than men were identified, an additional 29 women were recognized as having possibly been underpaid. On further analysis, however, it was determined that these salaries were lower because of fewer years in rank than male faculty members.

> **"I think we bent over backwards to identify people who might have been discriminated against."**
> **--Carolyn Callahan**

After the steering committee heard explanations from deans on the 153 lower salaries--with low productivity in teaching, research or service being the most common reasons for lower pay--and saw six-year salary histories on those faculty members identified, it determined that fewer than 10 had actually been receiving lower salaries than they should have been.

The study determined that the University's salaries are competitive with 25 other schools in the American Association of Universities (AAU) which participate in data exchange. Many faculty salaries actually exceed other AAU schools, the report says, except in the following six areas: architecture professor, computer science professor and assistant professor, education assistant professor, and engineering professor and assistant professor.

The study of 1987 figures only included assistant, associate, full and endowed professors.

The study did not provide an overall percentage of how much women make compared to their male counterparts at

See PAY STUDY, page 3

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The University Journal

VOL. XII, No. 6 — THE UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE, VA. — MONDAY, SEPTEMBER 11, 1989

Cavs declaw Lions in 14-6 shocker

Moore-to-Moore combo lifts Virginia over PSU

By Andrew MacNaughton
University Journal Staff Writer

UNIVERSITY PARK, Pa. — Before Saturday, typical Penn State fans would have said that only luck or an act of God would have helped Virginia beat Penn State.

Well, they would have been wrong.

In front of 85,956 people, the Virginia squad solidly defeated the No. 12 Nittany Lions 14-6 without trick plays, without luck and certainly without divine intervention.

"I just think Virginia played a very good football game," Penn State head coach Joe Paterno said. "They just played too well for us at this stage. We're not good enough yet to beat Virginia the way they played today. It's as simple as that."

Unlike last week's game against Notre Dame, the Virginia offense started well, scoring on two of its first three possessions to give the Cavs a decisive 14-0 lead. The Shawn Moore-to-Herman Moore combination capped both scoring drives with 24- and 11-yard touchdown completions. For the day, Shawn Moore completed 15 of 26 passing attempts for 194 yards and no interceptions.

Penn State's offense had no such luck, as they were held to only six points by a strong Virginia defense.

In a great example of "bend but don't break," the Virginia defenders allowed the Nittany Lions to penetrate the Virginia 20-yard line just three times and gave up only two field goals.

"The defense played well," said Virginia head coach George Welsh. "The pass defense was good. They were on the ball."

The biggest test of the defense came on Penn State's last series, after a missed field goal attempt.

Penn State took the ball at their own 20 with 3:59 left in the game. This was the most tense drive of the game; a Nittany Lion score and two-point conversion would have tied the game.

The Virginia defenders gave up short passes, but did not allow any deep throws. The big play would come after Penn State called its final timeout with 59 seconds to play.

On second-and-five from the Cav 27, PSU quarterback Tom Bill dropped back and tried to hit big-play man Blair Thomas in the end zone. But Virginia defensive end Ray Savage followed him and managed to knock the ball away.

"I figured they were going to get him the ball one way or another," said Savage. "I had him the whole

See CAVS, page 8



Journal photo by Sean Bogue

Cavalier receiver Herman Moore snares one of his two first-half touchdown catches over a Penn State defender.

Bush to give two speeches at summit

By Poul Olson
University Journal Staff Writer

The University of Virginia will again enter the national spotlight Sept. 27-28 when President Bush hosts the first-ever summit of governors and cabinet members to discuss education.

Bush is expected to deliver two public speeches to both students and faculty during the two-day conference. Sites for the addresses have yet to be confirmed, but Old Cabell and University Halls as well as the Lawn are the most likely locations, according to the Richmond Times-Dispatch.

"It came as a surprise that the University was chosen," said Vice President for Public Relations William Fishback. "The president apparently specified the University for the summit."

Fishback said U.Va was chosen because of its proximity to Washington and because Bush had visited here before. He added that because all 50 governors will be in attendance, most of them will fly into Washington, making Charlottesville a prime location for the summit.

The historical significance of the University and the impact that Thomas Jefferson had on education in the United States also affected Bush's decision to choose the University as the site of the summit, according to Fishback.

"Not to risk sounding overbearing, but the University is an outstanding educational institution," he said. "The fact that Thomas Jefferson spearheaded the formation of the education system in this country influenced Bush's decision [to hold the conference at U.Va]."

Bush's son also graduated from the University.

Fishback anticipates that there will be an education theme to the two speeches that Bush delivers. He added that admission to the speeches will probably be by ticket, similar to when Reagan delivered his final foreign policy address at Old Cabell Hall in December 1988.

This visit will differ from previous visits by Bush and Reagan in lasting for two days. Beginning at 3 p.m. Sept. 27 with a presidential address, the conference will be followed by an afternoon of work sessions and end the following afternoon.

"The magnitude of this visit is considerably greater than when Reagan came here," said Fishback. "This conference will involve two days of intense activity."

Educational issues such as the quality of teaching and drugs in the schools are among the potential topics of discussion during the meetings, according to the Times-Dispatch.

It has not yet been announced where the Bushes will stay on

See BUSH, page 8

Glaser to head committee

Honor assesses effects of future expansion on system

By Mark Stencel
University Journal Staff Writer

In what Student Council President Ron Hohauser described as a "last gasp" effort, Honor Committee Vice Chairman for Trials Stephanie Glaser will head a new ad hoc

you have to wait hours to get food in Newcomb Hall."

"We have to make sure we address issues that the Board really cares about," Hohauser said, listing among those is-



Greek image discussed

Karen Doyle
University Journal Staff Writer

Collaboration Virginia, a general planning session for University of Virginia Greek organizations, was held Saturday morning in the Newcomb Hall Ballroom.

negative. Barnes added that "we need public relations to overcome this negative image."

According to Ernest H. Ern, Vice President for Student Affairs, "we have been

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From the Associated Press

ROCHESTER, Minn — Former President Ronald Reagan is reportedly making a rapid recovery two days after surgery to drain blood that formed on his brain.

WASHINGTON — The United States has sent a special envoy to the former king of Afghanistan to discuss a possible political settlement of the civil war there, an administration official said Friday.

COPHENHAGEN — Aviation specialists said Saturday that they suspect metal fatigue is to blame for the Friday crash of a Norwegian charter plane in the North Sea, killing all 55 people aboard.

BUENOS AIRES — An estimated crowd of 30,000 people marched through downtown Friday to protest possible presidential pardons for military officers accused of torture and killing in the 1970s.

From the Files

From the Files

The University of Virginia Behavioral Medicine Center will soon employ computer graphics and sound effects to allow patients to "see and hear" the inner workings of the body that contribute to headaches, panic attacks and other problems.

According to the center's director, psychologist Dr. Daniel J. Cox, the University is one of only a few places in the state now using the advanced biofeedback equipment. He predicts these systems are likely to become more widely used because of the benefits to both patients and therapists.

Computer-enhanced systems provide therapists with a more detailed picture of medical problems and allow patients to control their particular ailments by changing the way their bodies respond to the world around them.

University Police are investigating the embezzlement of over $20,000 by a University Hospital employee. No arrests have been made, but the police do have a suspect, according to the Daily Progress.

University Briefs

Bush

Continued from page 1

Thursday night, but President O'Neil has offered his Carr's Hill home to the first family.

Birdwood Pavilion, a private estate owned by the University near the Boar's Head Inn where the governors and cabinet members will stay, is also being considered for the Bushes.

According to Fishback, the biggest problem that the summit will create is traffic.

"Traffic was a problem during the Reagan visit," he said. "It will be a significant logistical challenge [to move the president, governors, cabinet members and their spouses]."

Advance teams from the White House, the National Governors' Association and security agencies will meet today to possibly finalize the locations of Bush's speeches.

"We want to make sure everything works out to everyone's satisfaction," said Fishback. "We want this conference to be productive."

Greek

Continued from page 1

change. She stated that "tradition and complacency are taking their toll on this campus." Brian Owens, IFC President, said "the ball is in our court. The time to make changes is now. The time to offer our support is now."

After the general planning session, the Collaboration was divided into small groups, in which the participants gave their reactions to the discussion. Several students said they felt more time is needed to see the

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Weather: Today will be hazy, hot and humid with a slight chance of showers. Highs near 90. Tomorrow will be hot and with a chance of showers. Highs in the upper 80s.

Inside: Book prices hit the ceiling page 5

Soccer victorious in Classic page 10

The Cavalier Daily

Vol. 100, No. 9 | University of Virginia, Charlottesville, Monday, September 11, 1989 | Circulation 14,000

Rally to mark 100th day since massacre

By KAREN APPLEYARD
Cavalier Daily Staff Writer

Over three months have passed since the Tiananmen Square massacre, but the bloody incident has not been forgotten.

A rally marking the 100th day after the tragedy in Beijing, China, will be held on the Lawn tomorrow.

The rally's agenda includes a march from Old Cabell Hall to the Rotunda, where speeches will be given by several Chinese scholars. Events are scheduled to begin at noon.

The rally is being sponsored by the Committee on Asian Cultures, University Union, Student Council and the China Support Network, a national organization that is sponsoring such rallies at other schools nationwide.

Student Council President Ron Hohauser said History Prof. John Israel, Asian Studies Prof. Tony Leng and Chinese-American fourth-year University student, Vern Yip, who was in Beijing this summer, will address the rally's participants.

Hohauser said that Arizona Sen. John McCain may participate in the rally. McCain has yet to confirm his participation, he added.

If McCain attends the rally, Hohauser said the senator may "simulcast a speech across the country and even to Hong Kong."

Jane Woo, vic president for the Committee on Asian Cultures, said the rally's purpose is "to commemorate the 100 days since [the] Tiananmen Square [event]."

On June 3-4, Chinese students, who had assembled in Tiananmen Square to call for democratic reforms to the Chinese government, were attacked by the government's army, resulting in many deaths. The rally marks the 100th day anniversary of the massacre.

Woo said her committee "hopes to increase student awareness about the situation."

The Committee wants "to show that there's still concern here in the United States and that we feel [the Chinese students' strife] here."

Hohauser added that the scheduled event is "an expression of solidarity" and of "committment to world democracy."

Sept. 12 has been "designated as National Chinese Awareness Day by American student leaders in consultation with Chinese student leader Wuer Kaixi," according to Hohauser.

Council had not planned to participate in tomorrow's rally, Hohauser said, until last Wednesday when he met with Committee members and realized that there was a great deal of interest in the activities.

Council decided to support the rally, along with Union's Minority Cultures Committee, he added.

Sonya Gray, Minority Cultures Committee co-chair, said Union plans to advertise for the rally via media means, which include the distribution of fliers.

Senate affirms disabled rights

By CURTIS ROSS
Cavalier Daily Associate Editor

The United States Senate made great strides Friday toward providing protection for disabled persons against discrimination in jobs, accomodations and services.

A bill, co-sponsored by Virginia Senators Chuck Robb and John Warner, overwhelmingly passed in the Senate with 78 percent voting

Lion tamers



Police recover $20,000 in goods

By CHRISTINE MERCURE
Cavalier Daily Associate Editor

University Police officers have recovered in excess of $20,000 worth of property allegedly obtained with University funds by a hospital employee, said Laura Harris, University Police crime prevention officer.

Harris said University Police officers began an investigation last Wednesday after they received a phone call from a University hospital employee who alerted them that another hospital employee was diverting hospital funds from the state to obtain property for his personal use. This

himself," she added.

University Police will release the name of the employee when the investigation is completed and if charges are presented formally, Harris said. She added that charges are pending against the employee.

University Hospital Director Michael Halseth said he is "sure we will thoroughly investigate this matter and if it is found that [the] individual has done what it is alleged, he will be prosecuted."

The stolen items recovered by police include books, vehicle equipment, word processors, backpacks, tools, tires, cameras and office supplies, according to

Photo Copy Preservation

The bill will require compliance to the Rehabilitation Act of 1973 by federally funded institutions and from the private sector," said Charlottesville Councilman Tom Vandever yesterday.

The 1973 Act required federally funded organizations to make their facilities more accessible to disabled people.

In recent years, however, there have been claims from the disabled community that earlier legislation was not effective in guaranteeing equality.

Vandever said, "If Friday's vote passes in the House, the bill will give teeth to the 1973 decision.

"Such facilities at the University and private businesses can be sharply affected by the decision."

The Senate legislation would require modes of public transportation such as buses and trains to be equipped with lifts for disabled passengers.

"The University Transit Service could be the subject of a legal challenge to install lifts," Vandever said.

"The city's transit service has already made provisions for making buses more sensitive to handicapped passengers by requiring lifts for future buses," he added.

Section 504 of the 1973 Act provided for compliance to that earlier decision, Vandever said.

Peter Stark, the University's coordinator for compliance with Section 504, said he does not believe "the University will be affected by the recent decision because we have already made strides toward aiding the disabled."

Eric Howell, Student Council Handicapped Concerns Committee vice chairman said, "The University can do much better in providing facilities which are more accessible to the handicapped community."



TIM MOSSMAN – THE CAVALIER DAILY

Virginia quarterback Shawn Moore hands off to first-year tailback Terry Kirby in Saturday's game against Penn State. The Cavaliers beat the 12th-ranked Nittany Lions 14-6. Story, page 10.

violation apparently has gone on over a period of several months, Harris added.

The employee "was in a position to order equipment for the hospital and he took the opportunity to purchase things for his own personal use," Harris said.

The employee "was using purchase orders to buy items for

Harris said the investigation will continue until all illegally obtained property is recovered by the police.

Tom Doran, director of the Health Sciences News Office, said, "This is now a police matter, so they should be the only source of information at this time."

Honor debates expansion issue

BY DAN BARNES
Cavalier Daily Associate Editor

Expansion was once again the focus of discussion — this time at the Honor Committee's weekly meeting.

The Committee debated how University-wide expansion would affect the honor system, since they will be responsible for part of Student Council's University expansion report, which will be presented to the Board of Visitors at its October meeting.

"The University in the past 20 years has expanded and every time people say the honor system will crumble" and that academics will be lessened, said Davie Berger, the Committee's Graduate School of Arts representative.

Berger said he does not think an additional "2,000 people will break the honor system."

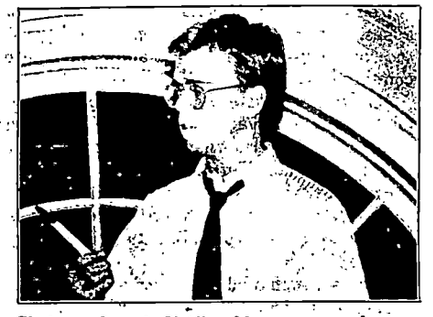
Throughout the meeting, Committee Chairman Lonnie Chafin did not express his personal views on expansion.

Following the meeting, Chafin said he is "trying to keep an open mind." He added, however, that he does not think the honor system can exist if the University becomes much larger.

"The honor system today is weaker than it was in 1940," Chafin added. "When one adds 2,000 people . . . [the University] becomes less of a community."

"If expansion does go through, it would not be an impossible task" to adapt the honor system, said Brian Ralston, the Committee's Medical School representative.

The possibility of establishing multiple honor committees for the individual schools was refuted by Law School Rep. Mark Allen. If more than one honor committee existed, "then you run into the possibility of different [committees] coming down with different decisions," he said.



Chairman Lonnie Chafin addresses expansion
Members discussed the system's possible growth

Parade to kick off Homecoming celebration

By JUDITH SCANLON
Cavalier Daily Staff Writer

The Reunions Parade, a celebration discontinued 74 years ago, has been revived at the University.

October 27 and 28 will be the University's revamped homecoming weekend. Planned events for students and alumni include the Reunions Parade, the Homecoming Classic 5K Road Race and the Colonnade Ball.

The Reunions Parade begins Friday at 3 p.m. Traditionally the parade welcomed University alumni who showed their spirit by dressing in outrageous cosumes, said parade coordinator Steve Smithson of Omicron Xi engineering fraternity.

Held from 1909 to 1916, the parade was put to rest because of World War I, and no attempt has been made to resurrect the event until now, Smithson added. He said the parade is a reason for groups to get out and have fun."

The 1989 parade will feature 50-60 University groups each staging a skit or performance depicting some aspect of the organization's activities, he said. The parade will begin near the hospital, move around the Rotunda and end in Gilmer Field.

A $20 group participation fee will go toward the establishment of a scholarship fund for Albemarle and Charlottesville high school students who are accepted to the University but are unable to afford tuition.

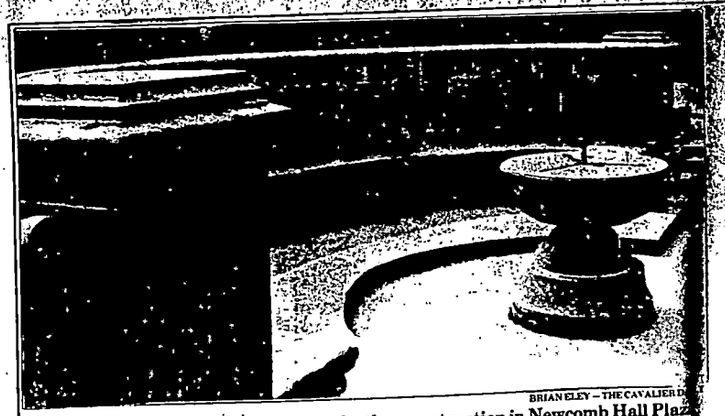
On Saturday, the Homecoming Classic 5K Road Race will be held to benefit the American Cancer Society and Volunteers for Youth, a service organization run by student athletes at the University.

Sigma Pi fraternity and Eljo's are sponsoring the race, which will be run through Central Grounds.

Sigma Pi brother Miguel Monteverde said, "We know there's a large contingent of health-conscious alumni in the Northern Virginia/Washington, D.C., area who are regular participants in the Charlottesville Ten Miler, and these are the people we hope to recruit for our own race."

Registration for the race continues through Sept. 30 at Alumni Hall, Newcomb Hall Main Desk, Eljo's and Ragged Mountain Running Shop. The registration fee is $10.

Saturday night the University Guide Service will sponsor the Colonnade Ball in the Newcomb Hall Ballroom. Colonnade Ball Director Kathy Head said. Students under 21 years of age will be able to attend.



BRIAN ELEY – THE CAVALIER D

The Hume Memorial Fountain awaits further construction in Newcomb Hall Plaz
The fountain will be dedicated by President O'Neil during Homecoming weekend

Fountain dedication scheduled

By SUSAN DEAN
Cavalier Daily Staff Writer

Don expect to be able to take a late nit dip in the new fountain in Newcob Hall Plaza.

The Hume Memorial Fountain, which ould be finished by Oct. 13, will be operational on special occasions ly," according to Physical Plant ject manager Lynn Rush.

The ntain, designed to recirculate ter non-stop, will remain dry during ost of the school year. It will remain nder "lock and key," according t ush, "so that the University will ha some control."

She id the project, which was begun spring, will be dedicated by Univers President Robert O'Neil during necoming weekend.

The anticipated visit of President George Bush this month has caused postponement of the dedication to homecoming weekend, Rush added.

The fountain will complete phase one of the Newcomb Hall Plaza construction and will serve as the focal point for a plaza area to be constructed during phase two.

The plaza, designed "for conversation or small artistic performances," will be enclosed on three sides by trees. A four-foot high stone wall will serve as a backdrop for the fountain.

Rush said the area will remain "an eyesore for a while" until the second phase is completed. The second phase is currently delayed by a lack of funding, she said.

The temporary structures designed for students to bypass the site will remain until funding, coordinated by the Development Office, is met to complete the project, she added.

The fountain was originally dedicated in 1938 under President Newcomb's tenure at the University. Funded by the descendents of Frank Hume, a Virginia legislator and merchant, the fountain was situated in front of Monroe Hall until the Balfour addition was begun in 1986.

Rush said stone mason James Flory of Renaissance Stone Masonry in Daton, Va., "did a fantastic job of putting the fountain together" again.

"I'm very pleased with the outcome of the project," Rush said. The "skilled reconstruction represents an effort by the University to preserve its architectural level of history."

Photo Copy Preservation

War on drugs deemed insufficient

Remember the war on poverty? How about the war on crime? If history is any guide, President George Bush's unfocused and underfunded war on drugs will be a resounding failure.

The president's $7.9 billion anti-drug strategy, unveiled last week before a beleagured nation, is ridiculously inadequate to deal with the current crisis. Bush, who apparently lacks the guts to find appropriate funding for his scheme, has dumped drug-fighting responsibility on the bodies least capable of handling it: state, local and Latin American governments.

When this paltry $7.9 billion is dispensed, it will be spread among so many different efforts that little significant progress will be made on any single front.

If we are at all serious about our war, we must cut both the supply and demand for drugs. On the supply side, this means continued military aid and expertise to the Latin American governments besieged by the narco-terrorists. Once the violence is reduced, however, it is crucial that alternative cash crops be introduced to the Andean peasants, who presently have little choice but to grow coca. This initiative will not be easy or cheap, but it is the only sure way to break the dual grip of poverty and the drug cartels.

It is also a vital matter of principle that the swaggering thugs responsible for establishing the intra-American cocaine pipeline be brought to justice. If Latin American judiciaries and police forces are too corrupt or cowardly to apprehend and extradite these criminals, the United States should seriously consider using its own law enforcement and military forces to accomplish this task.

On the domestic front, where the war will be won or lost, the answer lies in reducing demand through law enforcement and providing alternatives to drug dealing. This is the stark reality: Government is far better equipped to enforce laws and promote economic growth than to lead moral crusades or change popular attitudes, so we should forget trivialities such as "just say no" and let government do what it does best.

We have effectively abandoned our inner cities to vicious gangs and drive-by shootists, imprisoning those who do not use or sell drugs

viewpoint
Rob Lloyd

— a large majority in even the worst neighborhoods — in their own homes.

Obviously more police officers are needed to reclaim our streets, but until these cops can be hired, military police units of the National Guard should be utilized in a supportive role. Every guardsman that can escort prisoners or direct traffic puts one more cop on the front line.

The drug user, who bears the ultimate responsibility for the current crisis, should not be overlooked. There are cheap and potentially devastating punishments that can be applied to the middle-class user, including revocation of drivers' licenses, confiscation of cars and boats, and publication of offenders' names in local newspapers.

But law enforcement, much like military aid to Colombia, should only be a short-term effort aimed at curbing the rampant drug-related violence. Once the bullets stop flying, real progress will be made only when we are committed to providing opportunities for the inner-city poor, especially the young.

Drug treatment programs should also be expanded to serve all those who want them, but all the treatment in the world will not matter if the addict has to return to a drug-soaked environment. This revitalization will be the most difficult and expensive part of the drug war, but if we fail to create alternatives to crime there will always be an eager pool of potential dealers and users.

In an era of massive budget deficits, how are we supposed to fund the rebuilding of our cities and the construction of new prisons? Robbing money from other deserving programs is dishonest and frankly, $7.9 billion is only a downpayment. War is expensive, but a nation with a $5 trillion economy should not be at a loss for resources when the need is so acute.

If Bush lacks the will to raise income taxes at the present time, then an excise tax on the $50 billion worth of beer Americans consume every year will do nicely in the interim. A 50-cent tax on every sixpack of beer and every bottle of liquor, along with a 10-cent per pack boost in the cigarette tax should generate sufficient funds for at least the opening battles of the drug war.

The war on drugs will remain a sham until Americans are prepared to attack every phase of the problem over the course of the next generation. It will be difficult and expensive, but it is probably the war we can least afford to lose.

(Rob Lloyd is a third-year College student and an associate editor for The Cavalier Daily.)



DAVID DELALIO — THE CAVALIER DAILY

UVA Rainbow Coalition

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1ST STORY of Level 1 printed in FULL format.

The Associated Press

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September 7, 1989, Thursday, AM cycle

SECTION: Domestic News

LENGTH: 391 words

HEADLINE: Govs Will Press Bush to Rally for Education Changes

BYLINE: By MIKE GLOVER, Associated Press Writer

DATELINE: DES MOINES, Iowa

KEYWORD: Governors-Bush

BODY:

The nation's governors will prod President Bush to be a cheerleader for changes in schools, but few will seek more federal money when they meet him for an education summit, the governors' leader says.

"Sure, they'd like to see more money in some areas, but I think realistically they recognize that's not going to happen," said Iowa Gov. Terry Branstad, a Republican who chairs the National Governors Association.

The governors will meet Bush on Sept. 27 and 28 in Charlottesville, Va. Branstad said he's surveyed all 50 to develop a list of priorities, which include drugs, improving support of teachers, raising literacy rates, dealing with "at-risk" youngsters and restructuring schools.

A few governors indicated they'll push for more money for college loans for low-income students, but most understand that "our best hope is to try to get the administration to buy into giving the states more flexibility," Branstad said in an interview this week.

Instead, the governors will ask Bush to bring the visibility and muscle of the White House to a year-long effort to develop a national consensus for changes in education, Branstad said.

"He's the most visible person in the United States and if he decides to make something an issue, it's going to be an issue," he said. "What we want to do is raise the visibility of education as a national agenda item."

Branstad said the result could be the nation's first coordinated response to "A Nation at Risk," a report critical of American education.

"We haven't really had a consensus response," Branstad said. "We've had various experimentation and different things going on, some which has worked, some of which hasn't."

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Branstad said some education reform efforts have failed because elected officials haven't worked to gain support.

"Governors and legislatures passed laws that said 'we will have better education.' It didn't work because it didn't get down to the people in the classrooms," he said.

Representatives of the governors and White House staffers are negotiating over the summit's format. The meeting will have many closed-door sessions, Branstad said.

"The president is interested in casual, candid and fruitful discussions between himself and the governors," Bush aide Roger Porter said in a memo. "Therefore, there will be no outside speakers and very limited staff."

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3RD STORY of Level 1 printed in FULL format.

PR Newswire

September 6, 1989, Wednesday

DISTRIBUTION: TO STATE DESK AND EDUCATION EDITOR

LENGTH: 395 words

HEADLINE: NEWS ADVISORY

DATELINE: RICHMOND, Va., Sept. 6

KEYWORD: GOV. BALILES ANNOUNCES SCHEDULE

BODY:

RICHMOND, Va., Sept. 6 /PRN/ -- Governor Gerald L. Baliles' schedule for Thursday and Friday, September 7 and 8 includes several education-related events which are detailed below. For further information please contact the Governor's Press Office at 804-786-2211.

Thursday, September 7

10:00 a.m. - Governor Baliles and Donald J. Finley, Virginia's Secretary of Education, will meet with the Virginia Business Council for a "Round Table on Public Schools." This meeting will be held in the Old Senate Chamber of the State Capitol and will be open to the press. The Business Council will be briefed on progress in Virginia's public schools over the past several years, will be given an outline of Virginia's education goals for the 1990's, and Business Council members will be asked for their views on areas of Virginia's education system which need further improvement.

1:45 p.m. - Governor Baliles will meet with the State Board of Education in the Governor's conference room to discuss Virginia's education priorities and to solicit the Board's views on areas of discussion for the Presidential Education Summit. This meeting will be closed, however, there will be a brief photo opportunity before the meeting begins and immediately following the meeting, the Governor and Board of Education members will take questions from reporters. The meeting is scheduled to conclude at 2:30 p.m.

Friday, September 8

10:00 a.m. - Governor Baliles will have a photo session with Mary Bicouvaris of Newport News, the 1989 National Teacher of the Year, and Gloria Anderson of Rocky Mount, the 1990 Virginia Teacher of the year. The photo session will be held in the Governor's conference room.

1:15 p.m. - Governor Baliles will teach a geography class at Varina High School in Henrico County to officially open the Virginia Satellite Educational Network (VSEN), a satellite system serving high schools across Virginia. More than 800 students throughoutVirginia are enrolled in VSEN courses for the 1989)1990 school year including Latin, Advanced Placement English and Calculus, Geometry and Japanese. This program will be held in The Electronic Classroom at Varina High School, 7053 Messer Road, Richmond 804- 222-0925.

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4TH STORY of Level 1 printed in FULL format.

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September 5, 1989, Tuesday, Final Edition

SECTION: FIRST SECTION; PAGE A17; THE FEDERAL PAGE;TALKING POINTS

LENGTH: 290 words

HEADLINE: States Prepare for Education Summit

BYLINE: Maralee Schwartz;Bill McAllister;David S. Broder

BODY:

Hoping to attract some attention and put a little pressure on President Bush to keep his pledge to be the education president, two states are gearing up for the educational summit Bush plans to hold with the 50 governors Sept. 27-28 in Charlottesville.

The West Virginia Federation of Teachers announced plans to solicit comments from classroom teachers and citizens on their priorities for public education in the state. The information will be given to West Virginia Gov. Gaston Caperton (D) to help define his goals for the summit.

"The only way the governor can clearly understand the challenges teachers and other school personnel in West Virginia face is to listen to the concerns of those who see the problems firsthand," federation president Rick Lyon said.

Bush said he hopes the education summit will set goals for school districts, but federation executive director Bob Brown said: "Education is largely controlled by governors and localities -- not by the federal government. The goals educators express to Caperton must be goals for the state to carry out."

Brown pointed out that West Virginia has the second lowest-paid teachers and one of the highest dropout rates in the country. "We all know the limits our state presently has on its budget," he said, "so we want it to be clear to the president that real money from Washington is more important than rhetoric."

Meanwhile, Delaware Gov. Michael N. Castle (R) convened his own summit last month in preparation for the national meeting. "The president's education summit offers us an opportunity to contribute to the national debate about the future of education -- and at the same time identify how Delaware's schools can improve in the next few years," Castle said.

TYPE: NATIONAL NEWS

SUBJECT: WEST VIRGINIA; SCHOOL TEACHERS; SUMMITS AND CONFERENCES

NAME: GEORGE BUSH; GASTON CAPERTON; MICHAEL N. CASTLE

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9TH STORY of Level 1 printed in FULL format.

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The New York Times

September 3, 1989, Sunday, Late Edition - Final

SECTION: Section 4; Page 13, Column 1; Editorial Desk

LENGTH: 774 words

HEADLINE: A Seismic Shock for Education

BYLINE: By Chester E. Finn Jr.; Chester E. Finn Jr., professor of education and public policy at Vandgrbilt University, is director of the Educational Excellence Network.

DATELINE: WASHINGTON

BODY:

The annual Gallup education poll sponsored by the professional educational fraternity Phi Delta Kappa often yields startling results.

On many issues spanning the survey's 21-year history, the public has declared itself in favor of seismic changes in the ground rules of the education system - reforms that go far beyond what many educators (and elected officials) are comfortable with.

The 1989 poll, unveiled Aug. 24, amounts to a major earthquake. The hoariest policy assumption of American schooling - that essential decisions about curriculum and standards must be locally determined -turns out to be another political myth.

In sharp contrast to a century-old practice, people say they want national education standards, a national curriculum and national tests.

The temblor couldn't be more timely. On Sept. 27, President Bush and the governors will gather in Charlottesville, Va., for an education ''summit meeting.'' No weightier topic could be on their agenda than the challenge of developing common school norms and curriculums for the whole country - and a testing-and-accountability system by which we can know over time whether those norms are being met.

Many educators would surely balk, for they would be protective of their autonomy, the decentralization of today's system and the degree to which its results are blurred and its employees spared from consequences.

But Gallup's data suggest that it may be timely for elected officials to set aside the conservatism of the professionals and the incrementalism of recent reform efforts and, instead, rewrite basic assumptions about how to chart the course and gauge the progress of the nation's schools.

Whether those officials have the courage to do so remains to be seen, but it is clear the electorate would support such shifts.

Asked ''would you favor or oppose requiring the public schools in this community to conform to national achievement standards and goals?'', 70

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(c) 1989 The New York Times, September 3, 1989

percent of Gallup's respondents were in favor, 19 percent opposed.

Asked ''would you favor or oppose requiring the public schools in this community to use a standardized national curriculum?'', the responses were 69 percent yes, 21 percent no.

And asked about ''requiring the public schools in this community to use standardized national testing programs to measure the academic achievement of students?'', the results were 77 percent affirmative, only 14 percent negative.

In every instance, people with children enrolled in the public schools were even more enthusiastic about these changes than adults with no youngsters in school.

This doesn't mean citizens want Federal officials to run their schools. As recently as two years ago, survey data showed 39 percent wanting Washington to have ''less influence on improving the local public schools'' (while 37 percent favored ''more influence''). Yet for some time polls have found the public receptive to greater state influence and stronger state-led accountability measures. In 1987, some 84 percent of those surveyed agreed that one of the things the Federal Government should do is ''require states and local school districts to meet minimum educational standards.''

Such changes imply greater homogeneity than our state-based, locally administered education system has ever displayed, as well as tougher norms and consequences linked to school results.

But in tandem with the uniformity, people favor ceding more operational authority to individual principals and giving students choices among schools.

Other tremors emerge from the data. Virtually no one supports the universal practice of allowing youngsters to drop out upon reaching a specified age. Forty-five percent would keep them in school until they graduate, while 38 percent would oblige them to meet ''certain standards of knowledge and skill'' before being permitted to leave school.

Asking one's opinion of a hypothetical event is not the same as confronting people with actual disruptions in long-established patterns. Nor can we be certain the public would reward public officials who take such initiatives. (Voter participation rates in local school board elections are scarcely encouraging.) But alarmed by the drab performance of schools, despite years of marginal reforms, parents and taxpayers seem ready for profound changes.

The participants at the education summit meeting would do well to heed the Gallup data. Helping guide the public to where it says it wants to go is not a bad definition of leadership. Besides, when the territory is covered with decrepit old structures, an earthquake may be the only way to clear the ground for new construction.

TYPE: Op-ed

SUBJECT: Terms not available

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15TH STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1989

August 30, 1989, Wednesday, BC cycle

SECTION: Regional News

LENGTH: 306 words

HEADLINE: Teachers' survey shows 77 percent rate system good

DATELINE: CHARLESTON, W.Va.

KEYWORD: Survey

BODY:

A survey of teachers' attitudes in West Virginia shows that 77 percent rated the state's education system ''just OK'' or better, West Virginia Federation of Teachers Executive Director Bob Brown said Wednesday.

The poll also shows 45 percent of the teachers ranked salary as the most troublesome aspect of their job. Those polled said pay hikes of at least 10 percent a year over the next several years are necessary.

Other concerns identified by the poll show teachers want greater say in decisions affecting curriculum development and tougher student discipline standards.

The survey was mailed to 12,000 classroom teachers in June, Brown said during a news conference. About 15 percent of the teachers responded to the survey.

Concerning the status of West Virginia's education system, 4 percent rated it excellent, 42 percent said it was good and 31 percent ''just OK.'' At the other end of the scale, 9 percent said it was poor and 11 percent rated it not good.

Brown said the high approval rating shows West Virginia teachers ''are committed to the cause and it's a tribute to teachers that more haven't left.''

Regarding student discipline, Brown said 41 percent of the teachers felt they didn't have the authority to evict a disruptive child from the classroom.

''I don't think they want a return of spanking a child ... but to have the right to remove a disruptive child from the class,'' he said.

Brown said the problem with student discipline is it quickly turns into a political issue as principals are afraid to act.

To improve the situation, Brown suggested that alternative settings be developed for disruptive students.

The teachers federation recently launched a second survey, and Brown said the results will be given to Gov. Gaston Caperton in time for next month's national education summit in Virginia.

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17TH STORY of Level 1 printed in FULL format.

The Associated Press

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August 24, 1989, Thursday, PM cycle

SECTION: Washington Dateline

LENGTH: 791 words

HEADLINE: U.S. Education Soaks Up Record Amount

BYLINE: By TAMARA HENRY, Associated Press Writer

DATELINE: WASHINGTON

KEYWORD: School Costs

BODY:

With U.S. schools projected to soak up a record $$353 billion for the new school year, Education Secretary Lauro Cavazos and other educators disagree on whether students are benefiting.

"Our nation continues to make a tremendous financial investment in education but the education deficit continues to grow," Cavazos said Wednesday, and "too many Americans remain ill-prepared for a changing world."

Cavazos released the department's annual statistical forecast for the 1989-90 school year, showing that all levels of public and private education will spend about $$353 billion in state, federal and local dollars.

The education spending will amount to 6.8 percent of the gross national product and will exceed the Bush administration's proposed 1990 national defense budget of $$303 billion, said Cavazos.

The $$353 billion is 6.8 percent more than last year's overall spending of $$330 billion.

But Education Department officials point to the dismal performance of American youth on academic achievement tests, particularly in areas such as math and science that are considered critical in a fast-changing technical society.

In most instances, Americans scored near the bottom in both math and science when compared with dozens of other industrial nations.

Mary Futrell, outgoing president of the National Education Association, attributed the increasing costs of education to a rapid rise in the number of children living in poverty.

"As you get more children who are poor into the school systems, you get more deficiencies, and students whose needs are different and greater," said Mrs. Futrell, explaining that the report fails to "accurately reflect the diversity of students" - children of recent immigrants who don't speak English and those

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from poor or single-parent families.

"So it costs more to educate those children," she added.

Ann Lynch, president of the National Parents and Teachers Association, headquartered in Chicago, said the huge investment in education shows "commitment even though all the students' needs are not being met."

Albert Shanker, president of the American Federation of Teachers, bristled at Cavazos' use of the term "education deficit."

"We have many educational problems because we're suffering from a leadership deficit," said Shanker. "It is the leadership deficit that's at the bottom of the educational deficit."

President Bush has called an " education summit" Sept. 27-28 in Charlottesville, Va., with the nation's governors, and Cavazos said the meeting was a "historic step ... to address this national crisis."

"Such leadership is critical," Cavazos said, "but parents, teachers - indeed, all Americans - must become involved if we are to ensure that each student has an opportunity to be educated to his or her fullest potential."

Among the major conclusions in the report:

-Spending on higher education will increase the most, to $$141 billion, up 7.2 percent from the $$131.4 billion spent last year. Once adjusted for inflation, that represents a 36 percent increase since the 1980-81 school year.

-Expenditures for each full-time, higher education student will rise to $$14,923, nearly $$750 more per student than a year ago.

-Costs for public and private elementary and secondary schools are expected to rise to $$212 billion, a 6.6 percent increase over last year's $$199.1 billion. After inflation, that is a 29 percent gain since 1980-81.

-Expenditures for each elementary and secondary school student are expected to reach a record high of $$5,246, $$308 per student more than last year.

-The average salary of public elementary and secondary school teachers is expected to rise to $$31,200, up 5.5 percent over last year's average of $$29,567. After inflation, that will amount to a 20 percent increase since 1980-81.

While educational costs continue to increase, total enrollment in the nation's schools and colleges will rise only slightly, up by 400,000 for a total of 58.7 million this fall. About 45.6 million young people will attend elementary and secondary schools, and 13.1 million students will attend higher education institutions.

Peterson's, a Princeton, N.J., education and career information company, said a recent survey found that 224 of the nation's most competitive colleges experienced an average enrollment decline of 1.6 percent. The company said public institutions' freshmen declined by 3.4 percent, while independent institutions increased their enrollment slightly by 0.6 percent.

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The Associated Press, August 24, 1989

The Education Department projected a decrease of 178,000 high school graduates for the spring of 1990, bringing the total to 2.6 million. The trend has been generally downward since the peak year of 1977 when nearly 3.2 million students received diplomas.

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August 23, 1989, Wednesday, P.M. Final

SECTION: Part A; Page 2; Column 3; Late Final Desk

LENGTH: 387 words

HEADLINE: U.S. PUPILS 'ILL PREPARED' -- CAVAZOS;
EDUCATION SECRETARY FORECASTS $353-BILLION 1989-90 COST

BYLINE: From Associated Press

DATELINE: WASHINGTON

BODY:

The U.S. educational system continues to soak up huge amounts of money -- projected at a record $353 billion for the new school year -- while churning out students "ill-prepared for a changing world," Education Secretary Lauro F. Cavazos said today.

Cavazos, in releasing the Education Department's annual statistical forecast for the 1989-90 school year, said education expenditures will amount to 6.8% of the gross national product and even exceed the Bush Administration's proposed 1990 national defense budget of $303 billion.

He said all levels of public and private education will spend about $353 billion in state, federal and local dollars, compared with last year's overall spending of $330 billion.

"Our nation continues to make a tremendous financial investment in education but the education deficit continues to grow," Cavazos said, and "too many Americans remain ill-prepared for a changing world."

Education officials point to the dismal performance of American young people on academic achievement tests, particularly in areas such as math and science that are considered critical in a fast-changing technical society.

In most instances, Americans scored near the bottom in both math and science when compared with students of dozens of other industrial nations.

President Bush has called an " education summit" Sept. 27-28 in Charlottesville, Va., with the nation's governors, and Cavazos said the meeting was a "historic step . . . to address this national crisis."

"Such leadership is critical," Cavazos said, "but parents, teachers -- indeed, all Americans -- must become involved if we are to ensure that each student has an opportunity to be educated to his or her fullest potential."

Mary Futrell, outgoing president of the National Education Assn., attributed the increasing costs of education to a rapid rise in the number of children living in poverty and children of immigrants.

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(c) 1989 Los Angeles Times, August 23, 1989

"As you get more children who are poor into the school systems, you get more deficiencies, and students whose needs are different and greater," said Futrell, explaining that the report fails to "accurately reflect the diversity of students" -- children of recent immigrants who do not speak English and those from poor or single-parent families.

"So it costs more to educate those children," she added.

TYPE: Wire

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The Xinhua General Overseas News Service

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AUGUST 23, 1989, WEDNESDAY

LENGTH: 496 words

HEADLINE: u.s. education spending soars to record 353 billion

DATELINE: washington, august 23; ITEM NO: 0823123

BODY:

the 1989-90 school year will consume 353 billion dollars, hitting a record in u.s. education spending, the u.s. education department predicted today. in releasing the department's annual statistical forecast, education secretary lauro cavazos said education expenditures will amount to 6.8 percent of the gross national product and even exceed the bush administration's proposed 1990 national defense budget of 303 billion dollars. the 353 billion dollars comes from the federal government (9 percent), state governments (39 percent), local governments (25 percent) and private and other sources (27 percent). the record budget is for all levels of public and private education. last year's total spending was 330 billion dollars. the forecast said education expenditures for the new school year that starts this fall, adjusted for inflation, will rise 1.8 percent to a level 32 percent higher than in 1980-81. spending per student in will go up 1.3 percent to 5,246 dollars in elementary and secondary schools, and up 0.4 percent to 14,923 dollf higher educat on. secretary cavazos said despite a generous investment by the american people, education remains "a national crisis." in most cases, americans scored near the bottom in both math and science compared with dozens of other industrial nations that spend less per pupil. "the education deficit continues to grow. yet too many americans remain ill-prepared for a changing world," cavazos said. to discuss the "crisis," president bush has called an " education summit" with the nation's governors on september 27-28 in charlottesville, virginia. the meeting was described by secretary cavazos as a "historical step." the report also said teacher salaries, total enrollment and the number of bachelor's degrees will increase this year, while the number of high school graduates will decline. average public school teacher salaries will increase to 31,200 dollars, up 5.5 percent over last year's average of 29,567 dollars. after inflation, salaries will be about 20 percent higher than in 1980-81, but only 6.3 percent above 1973-74. total enrollement will rise by 400,000 to 58.7 million. about 45.6 million children will attend kindergarten, elementary and secondary schools, and some 13.1 million students, up 250,000 from last year, will attend higher education institutions. however, the study noted, the increase of undergraduates reflects a rise in older and part-time students, particularly women. the number of bachelor's degrees will hit a record 1,006,000. associate and master's degrees will rise to 448,000 and 301,000, respectively. professional and doctoral degrees will hold steady at 72,000 and 34,000, respectively. about 2.6 million people are expected to be graduated from high schools next spring, down 178,000 from last year and continuing a general decline from the peak of 3.2 million in 1977.

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(c) 1989 The Christian Science Publishing Society, August 22, 1989

So far, George Bush's ''education presidency'' has been without substance. He can begin to change that this coming school year.

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23RD STORY of Level 1 printed in FULL format.

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Chicago Tribune

August 18, 1989, Friday, NORTH SPORTS FINAL EDITION

SECTION: PERSPECTIVE; Pg. 24; ZONE: C; Voice of the people (letter)

LENGTH: 127 words

HEADLINE: 'Ignoring educators'

BYLINE: Dianne McGuire

DATELINE: NAPERVILLE

BODY:

Once again, I am compelled to write. President Bush, the education President, has called for an Education Summit with the nation's governors on Sept. 27-28. These governors - many of them practicing attorneys, few, if any, practicing classroom teachers - will be sitting down to forge this plan for reform.

They will be drawing this remarkable plan without the key players: educators! This is typical Bush style. He has targeted the National Education Association - the nation's largest and most prestigious association of educators - as an enemy of education, so no wonder its nearly 2 million members are bypassed in his reform efforts.

Just how meaningless will his package be? Just how wasteful will this plan be? Just how stupid can a man be?

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24TH STORY of Level 1 printed in FULL format.

Copyright (c) 1989 Facts on File, Inc.;
Facts on File World News Digest

August 18, 1989

SECTION: UNITED STATES; Politics

PAGE: Pg. 606 G1

LENGTH: 173 words

HEADLINE: State Governors Meet

BODY:

The National Governors' Association held its 81st annual summer meeting July 30-August 1 in Chicago. [See 1987, p. 626G1]

The most significant development to come out of the conference was an invitation by President Bush July 31 to meet with the 50 state governors at an " education summit" to be held September 27-28 at an unspecified location. The purpose of the summit, Bush said, would be to find ways to "strengthen our schools . . . and to improve our nation's educational performance."

The conference August 1 passed a resolution calling on the federal government to impose a two-year moratorium on expansion of the Medicare program. The governors said the states often bore the financial brunt of increased health-care coverage mandated by Washington.

Separately, the governors said they hoped the abortion debate would not come to dominate state legislative agendas at the expense of more pressing issues in the wake of the Supreme Court's recent decision upholding a restrictive Missouri abortion law. [See p. 512C3]

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25TH STORY of Level 1 printed in FULL format.

The Associated Press

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August 15, 1989, Tuesday, AM cycle

SECTION: Washington Dateline

LENGTH: 232 words

HEADLINE: President Establishes Advisory Committee

DATELINE: WASHINGTON

KEYWORD: Bush-Education

BODY:

President Bush, preparing for an education summit with the nation's governors next month, signed an executive order Tuesday establishing a new President's Education Policy Advisory Committtee.

He has not yet named the members, but it will be the first presidential advisory committee on education in years.

Bush, who has said he wants to be "the education president," has summoned the governors to a summit in Charlottesville, Va., Sept. 27-28, to discuss the problems of the nation's schools and search for common solutions.

Roger Porter, the president's domestic policy adviser, will serve as secretary for the committee, which must complete its work by Dec. 31, 1990, unless the president extends its life.

The advisory panel that published the scathing "A Nation At Risk" report in April 1983 warning of "a rising tide of mediocrity" in U.S. schools was actually a creation of the Department of Education and then-Secretary of Education T.H. Bell, not the Reagan White House.

But Reagan held a ceremony at the White House to unveil the report, which helped trigger moves in virtually every state to raise high school graduation standards.

Education Secretary Lauro Cavazos has said the reform movement has brought some improvements to U.S. schools, but not enough.

Bush proposed a $$441 million package of school reforms last April, include expanded support for magnet schools.

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31ST STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1989

August 11, 1989, Friday, BC cycle

SECTION: Washington News

LENGTH: 109 words

HEADLINE: ' Education summit' set for Virginia

DATELINE: WASHINGTON

KEYWORD: Education

BODY:

President Bush will hold his Sept. 27-28 education summit with the nation's governors in Charlottesville, Va., the White House said Friday.

Two weeks ago, Bush invited the members of the National Governors' Association to a two-day conference to explore ways to improve the country's troubled schools.

The education summit will mark just the third time in history that a president has called the governors together to address a problem facing the country.

In 1908, President Theodore Roosevelt summoned them to discuss conservation. And in 1933, President Franklin Roosevelt assembled the governors to consider solutions to the Great Depression.

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32ND STORY of Level 1 printed in FULL format.

Copyright (c) 1989 The Washington Post

August 8, 1989, Tuesday, Final Edition

SECTION: OPINION EDITORIAL; PAGE A16

LENGTH: 401 words

HEADLINE: A Summit on Education

BODY:

THE IDEA has been kicking around among educators since shortly after George Bush was elected to his self-described "education presidency": Why not get the president to call an " education summit" to bring leaders together and focus talk and attention on education problems and solutions? Last week while addressing the National Governors' Association, the president did just that. He and the governors will meet to talk about education and education reform for two days in late September. This is an eminently inoffensive idea, even if no one is likely to mistake it for an education policy. What the participants will find to talk about is a tougher question.

Any national discussion of education labors under built-in limits. Governors and localities, not the federal government, are the main players in education policy and thus in any serious reform. More than 90 percent of education funding is local; the rest is concentrated in programs for the disadvantaged, and while many of these are underfunded, the president has made abundantly clear that more money is not on offer. Other than money, the states have been at something of a loss about what to request from an "education president," if there is such a thing. This partly accounts for the appeal of calling for an education summit in the first place.

The kinds of nonmonetary help that the president can give on education are no big secret. Education reform is above all a matter of sustained effort, of motivating politicians and teachers to stick with reform plans that will bear fruit slowly if at all. The president has the bully pulpit. He can encourage districts and states to set their own goals, spotlight some of the reforms he thinks bear replication, contribute stump time and attention if not money. The Education Department can collect and disseminate research of the "What Works" type that former secretary William Bennett made popular to aid districts that want to set reform goals without reinventing wheels.

The governors can exhort the president to do more of this sort of thing, and perhaps in two days of talks they can coordinate and refine their respective efforts. But will they really be telling the president anything he doesn't know? It remains to be seen whether this "summit" can go beyond the innumerable education meetings already held. What happens there will be less important than what happens afterward.

TYPE: EDITORIAL

SUBJECT: EDUCATION; AREAS OF EDUCATION

ORGANIZATION: NATIONAL GOVERNORS' ASSOCIATION

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NEW

PRESIDENT'S ADDRESS AT EDUCATION SUMMIT

Convocation

Themes

1. Appraise the current state of U.S. education as a baseline for the future in terms that are accurate, hence critical, but not morose.

2. Outline the President's vision of where American education ought to be five or so years hence, and volunteer to cooperate with the governors in getting there, including a joint venture to develop specific educational goals and standards.

3. Distinguish between the national need and the federal role, committing Washington to do its part, but stipulating that it is a small part. In discussing the federal role we should emphasize themes that the President has previously emphasized.

4. Make clear that the President regards the governors (and other state and local education leaders) as the linchpin of the education reform effort.

5. Indicate that reviving American education isn't just a task for "public policy." Parents, children (students), and communities also have a major responsibility and must make a concerted effort.

6. Suggest that the public is ready for more sweeping and far-reaching changes with respect to education than we have thus far been willing to make.

7. Defuse the "we need more money" argument by saying that we aren't getting our money's worth today and that while the states are naturally free to spend more money if they want or need to (and some may), from the standpoint of the country as a whole we need to be more concerned with what comes out of the education system than with what goes in.

8. Indicate that the President is interested in seeing greater flexibility and accountability in the funds that are provided by the Federal government and that he is prepared to work with the governors by seeking greater flexibility in return for greater accountability.

9. Make clear that as a nation we must view education broadly -- it should infuse every aspect of our lives and society, and it should be a lifelong enterprise. Our homes and our workplaces must be places of learning in which we are constantly upgrading our skills and our competence as a people. This is essential if we are to compete successfully internationally. It will greatly influence the quality of life in our land.

10. Suggest recurrent stocktaking sessions with governors about education, although not necessarily more full-fledged "summits."

PORTER: Jefferson fits in at beginning / Point 9

President's Address at Education Summit
Convocation

Themes

1. Appraise the current state of U.S. education as a baseline for the future in terms that are accurate, hence critical, but not morose.

2. Outline the President's vision of where American education ought to be five or so years hence, and volunteer to cooperate with the governors in getting there including a joint venture to develop specific educational goals and standards.

VAGUE

10 yrs
YR 2000

3. Distinguish between the national need and the federal role, committing Washington to do its part, but stipulating that it is a small part. In discussing the federal role we should emphasize themes that the President has previously emphasized. [EXCELLENCE, CHOICE, ACCOUNT., ETC.]

SUNUNU ADAMANT ABOUT THIS –

4. Make clear that the President regards the governors (and other state and local education leaders) as the linchpin of the education reform effort.

5. Indicate that reviving American education isn't just a task for "public policy." It will take concerted effort by parents, children (students), and communities. EVERYONE

6. Suggest that the public is ready for more sweeping and far-reaching changes with respect to education than we have thus far been willing to make.

7. Defuse the "we need more money" argument by saying that we aren't getting our money's worth today and that while

Flex. + Accountability

NEED A MORE RESULTS-ORIENTED ED. SYSTEM.

the states are naturally free to spend more money if they want or need to (and some may), from the standpoint of the country as a whole we need to be more concerned with what comes out of the education system than with what goes in.

8. Indicate that the President is interested in seeing greater flexibility and accountability in the funds that are provided by the Federal government and that he is prepared to work with the governors by seeking greater flexibility in return for greater accountability.

Jefferson

9. Make clear that as a nation we must view education broadly -- it should infuse every aspect of our lives and society, and it should be a lifelong enterprise. Our homes and our workplaces must be places of learning in which we are constantly upgrading our skills and our competence as a people. This is essential if we are to compete successfully internationally. It will greatly influence the quality of life in our land.

10. Suggest recurrent stocktaking sessions with governors about education, although not necessarily more full-fledged "summits." I WANT TO WORK W/ YOU ON A CONTINUING BASIS

CLINTON WANTS A CHALLENGE: TO A THOROUGH GOING RESTRUCTURING

Withdrawal/Redaction Sheet
(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Notes	Handwritten notes, Re: Education Summit. (3 pp.)	n.d.	~~P-5~~	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Davis, Mark William
Subseries: Subject File
WHORM Cat.:
File Location: Education Summit - Charlottesville, VA Part III 9/28/89

Open on Expiration of PRA
(Document Follows)
By CAP (NLGB) on 4/5/05

Date Closed:	12/13/2004	**OA/ID Number:**	13870-002
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Re-review Case #:	2005-0481-S	**Appeal Disposition:**	
P-2/P-5 Review Case #:		**Disposition Date:**	
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(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

5 minute welcome
BIGGIE — 25 minutes [LAST MINUTE STUFF]
FINAL STATEMENT - NEGOT. OUT THERE

(***) We will be willing to seek flex. for JTPA, Child, etc. funding - if they tie themselves to specific objectives.

Congress will hate this -

LINCHPINS
1) Flexibility + Accountability
2) National Goals
3) CHALLENGE TO GOVS - FUNDA. RESTRUCTURING

A
- DON'T WANT TO DUMP ON ED. SYSTEM AGAIN
- BUT DON'T GIVE A ROSY PICTURE

PARADOX - LIKE WHAT THEY GOT
- TRADITION - SHATTERING CHANGES

NO NATIONAL CURRICULA

Problems: Blanchard of Michigan / THE DUKE
NEW YORK
NEW YORK spends huge sums per capita / FOR low RESULTS.

PRESS ~~EXPECTATIONS LOW~~

WELCOMING REMARKS - LITTLE HUMOR
→ USE SOME JEFFERSONIA / NEEDS SOUND BITE
IMPORT. ED / OUR life
RECOG. SPECIAL ROLE OF GOVS. / officials / I HAVE IDEAS ABOUT ED. / WANT TO SHARE / FREE-CANDID COOP. THEM IN / "WE" / WE'VE WORKED CLOSELY W/ NATL. GOVS. ASSOC. / SHOW HE'S IN CONTROL / BUT THEY ARE BOOED/IN IT/

10/14/89

{ Education is our most enduring legacy ... vital to everything we are and can become. Theme of Gov. Sum. }

IS THAT THE GOV.'S WORDS?

Bush Quote

PORTER / Rope 10/14/89

POTUS Oval Office INTERVIEW - T.V.

PORTER: Overview of Summit / Demo. Govs. DON'T WANT TO BE PROPS for POTUS. Partnership. But our meeting. Bent over backwards ~~to~~ to incorporate their info. into schedule -

Clinton / Campbell - Chair Ed. Com. / BEST DEMOCRATS
BRANSTAAD / GARDNER - NGA
Pres. VeeP

POTUS + 4 sign STATEMENT
PLAY AT BEGINNING + END /

Pres. opening remarks followed by Rep. + Demo. Gov.
3 Working groups - POTUS w/ 1/2 hours -
2 HR BREAK -

next day

Another ~~group~~ cluster 3 working groups
Then meeting w/ top staff aids -

1 HR [CONVOCATION - Pres. Univ. introduces Bailies - then Branstad, then Pres.
Pres. to speak 25 minutes

Then working lunch / plenary session / then questions from press -

Dinner Toast — Monticello

POTUS / Barb / GOUS + Spouses / CAB. + spouses

TOAST THE NATION'S TEACHERS

GEORGE Wylie - JEFF'S TEACHERS

GEORGE BUSH'S favorite teacher

---

for welcoming & Tom Jeff. looking over our shoulders - I like to think he'd be pleased —

DON'T OVERUSE Jeff / use him in all

9 to 5 / longer school day / longer school year

Sciences not early enough –
Voyager great classroom instructions –
EDITORIAL – JEFFERSON

NOT CLOSING DOOR TO REST OF NATION/
VINCE BREGLIO – #1 INDICATOR parent involvement –

1) Parental indorsement
2) Student esteem / ~~expectation~~
3) Teacher self-esteem

COMPETITION

Hyten ed. competitive

/ National Leadership / EDUCATION Pres.

~~Omnibus~~ K through 12 [NATION AT RISK]

/ We want world's best /

States want to lean / Flexibility over control over their funds –

***Heritage / encourage states to be as flex.

BOBBIE
LANNIE
→ TOMORROW 11:15 EDUCATION

ANDY'S CONCERN:

CUOMO / Kennedy talk to Dem. Govs.

Race Sept. 11

EDUCATION

1ST DAY (WORKING SESSION)

~~teacher~~ - quality / learning envir. / access to higher ed. / DISAD. youth w/out $ / choice / competition / GOALS / MEASUREMENTS / ~~DISTRICT~~

Thomas Jefferson / Foundation of Education / T.J. — Flexibility & change

use somewhere Quote: ENDOWING gift / nec. legacy /

Logo:

Roger / ED lifelong process / (NOT K through 12 but cradle ~~through~~ grave

American vision

Everything we can be / Everything it will be /

VALUES

Phil (60% Parents)
(64%

S.A.T. SCORES 1% drop /
BLACKS / HISP. / WHITES all up Overall average

NATL. GOALS + STANDARDS

* Concrete on NATL. DIR. He will DO something of goals.

Peter: GOOD / lot wrong / not wrong
Sam: Bad

Agenda ed. system / School day / school year /

Mr. Grieb - fundamental restructuring / wire bureaucracy - what are fundamental structural changes - Dealing w/ youngsters never grad. - no one cared, because they could get a job on a farm, at school, etc.

Crazy 25-30 youngsters in 55 m./ 5 times a Day / 6 hrs. a Day / some classes 3 hours and not meet rest of week - Fit into what youngsters need. Not 55 min. snippets.

Blackmon

Voc. Ed CRITICAL / VOC-ED. - jobs For future / Demography - year 2000 - more job than people -

ADULT ED WOMAN - 75% of 2000 A.D. workforce is at work today - ~~Allied to~~ adult ed. - Lifelong learning.

EDUCATION - AN INVESTMENT
MONEY, MONEY, MONEY / NO POLITICS / URBAN SCHOOLS

FEDERAL ROLE set DIRECTION / leave it up to locals to DECIDE how to DO it.

SONUNU: REDUNDANCY 100% of all children, high school DEGREE.

Superintendents - "MACRO" ISSUES / LEADERSHIP ROLE / Leave micro. issues / let state + localities work out, Big picture -

* / need for WORLD STANDARDS / Nat. GOALS - "We need to MEASURE OUR PROGRESS not AGAINST OURSELVES, but AGAINST THE OTHER INDUST. NATIONS. We should put OURSELVES on the grading CURVE of the world.

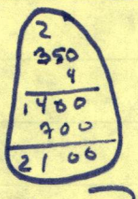
EDUCATION MEETING

POTUS: 3RD time

Conf. / inclined all
States - Gov.s staring role /
Calling Roll - 21ST century / I do not like my polls - "if A did, A would not be Pres. today."

"tradition - shattering changes"
"just like their own schools"

Performance - having an effection /
Specific reforms [redacted] D'll want to give to governors.
Congress: "Just here to listen"
Chandler: no let down / P.A. SUMMIT - SUB-STANDARD STUDENTS WOULDN'T BE ACCEPTED ELSEWHERE
stance. 90% of all U.S. college
½ Ph.Ds engineers today to '69 / MOST are foreign nationals who return home.
No 50 national assessments / clearly fed. role /
Schools must do what business do - constantly readjust to their environment.
KIDS come to us DAMAGED - school can't [redacted]
{ fix it - drugs / teen preg. }
[redacted] POTUS: Lukewarm to fed. curricula
Sununu: States can agree on it / w/out fed. auspices.
[redacted]
Children [redacted] helped in pieces / goal oriented outcome
[redacted]



{Pres. Bush / Principle} PICTURE / AFRICAN-Amer. children - can be solved / finite districts / need for equity - national goals - national standards.

TEACH: ENTREPRENEURSHIP - PEOPLE WHO'VE ONLY WORKED FOR OTHER PEOPLE - DR. ACKERMAN

*** WHY WE'LL

POTUS: "Those of you who need pictures, forgive me but I'll lend you mine the 2nd Office ... to get a picture ... so you'll have an excuse to be out of class."

ED-