

Originally Processed With FOIA(s):

FOIA Number:

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# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Draft Files  
**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13478  
**Folder ID Number:** 13478-003

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**Folder Title:**  
Woodrow Wilson Scholars, 3/7/89 [1]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>25</b>	<b>6</b>	<b>1</b>	<b>5</b>

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THE WHITE HOUSE

WASHINGTON

WOODROW WILSON INTERNATIONAL CENTER FOR  
SCHOLARS, 20TH ANNIVERSARY DINNER

DATE: March 7, 1989  
TIME: 8:00 p.m. - 9:15 p.m.  
LOCATION: State Department  
THROUGH: DAVID DEMAREST, ASSISTANT TO THE  
PRESIDENT FOR COMMUNICATIONS  
FROM: SICHAN SIV, DEPUTY ASSISTANT TO  
THE PRESIDENT FOR PUBLIC LIAISON

I. PURPOSE:

To show your support for the Woodrow Wilson Scholars program on their 20th anniversary. Every President has participated in this event since the Center was founded.

II. BACKGROUND:

The Wilson Center was founded by Congress as the official Presidential memorial to Woodrow Wilson. The Center stands for a historical perspective on current issues and a belief that the world of learning and the world of public affairs have a great deal to say to each other. Secretaries Baker and Mosbacher have been members of the Center's Board of Trustees for many years.

III. PARTICIPANTS:

The President; Governor Sununu; Sichan Siv, Deputy Assistant to the President for Public Liaison; (In the holding room), Mr. William J. Barody, Jr., Chairman of the Board of Trustees, The Wilson Center; Mr. Dwayne O. Andreas, Vice Chairman of the Board of Trustees, The Wilson Center; Mr. Charles Blitzer, Director, Wilson Center; See attached list for the head table.

IV. PRESS PLAN:

Open press.

V. SEQUENCE OF EVENTS:

See Advance Office scenario.

Remarks provided by speechwriters.

HEAD TABLE GUESTS  
WOODROW WILSON SCHOLARS DINNER

Mrs. Dwayne Andreas

Wife of the Vice-Chairman of the Center's Board of Trustees.

Mrs. James A. Baker, III (Susan.)

Mr. William J. Baroody, Jr.

Chairman of the Center's Board of Trustees.

Mr. Charles Blitzer

Director, Woodrow Wilson Center.

Mr. Wayland Hicks

Executive Vice President of the Xerox Corporation.

Ms. Frances Howard

Sister of Former Senator Hubert Humphrey.

Ms. Elizabeth Moynihan

Archaeologist and wife of Senator Daniel Patrick Moynihan, First Vice-Chairman of the Center's Board of Trustees.

Mrs. S. Dillon Ripley

Wife of the Secretary-Emeritus of the Smithsonian Institution.

The Honorable Sidney R. Yates (D-IL)

Member, House Appropriations Committee, Chairman of the Interior Subcommittee.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 7, 1989

REMARKS BY THE PRESIDENT  
TO THE WOODROW WILSON  
INTERNATIONAL CENTER FOR SCHOLARS

The State Department  
Washington, D.C.

9:10 P.M. EST

THE PRESIDENT: Well, thank you all very, very much. And Barbara and I are pleased -- indeed, very pleased to be here this evening. Yogi Berra, philosopher, said, "You can observe a lot by just watching." (Laughter.) And I'm watching the Secretary of State to see how in heaven's name he can stay awake. (Laughter.) Because it wasn't but a handful of days ago that he was covering 14 countries, or something of that nature, in Europe; a few days less than that the he and I embarked on a trip to Japan and China and then Korea. He's only back three days and off he goes to Vienna. And so, I will be watching him -- observing to see how he survives.

But I am delighted to be introduced by him in this building. He'll be a great Secretary of State. And you watch, I made a good choice -- a real good choice. (Applause.)

I want to thank Mr. Blitzer and Mr. Baroody, Dwayne Andreas and all responsible for this lovely evening. Ever since I said I want to become the Education President, I've had more than a few things to say about accountability in education. Well, Woodrow Wilson did once serve as President of Princeton University. And legend has it that one day a worried mother approached him and questioned him closely about what Princeton could do for her son.

And he's said to have answered -- historians may dispute this, but nevertheless, he's said to have answered -- and here's the quote -- "Madam, we guarantee satisfaction, or you will get your son back." (Laughter.)

Well, I'm very glad to be back amongst the Wilson Scholars -- an honor to be here, celebrating the anniversary of this wonderful institution.

The law establishing this national memorial to Woodrow Wilson called for a "living institution" to express his ideals and his concerns. And this one certainly does.

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues that confront mankind -- Woodrow Wilson's ideals find their highest and most effective

her sixth since we left there in the mid-70's -- 1975. Astounding -- the change and the excitement in that place. And Jim just filling me in briefly on a chat that he has had with the Foreign Minister of the Soviet Union, Mr. Shevardnadze. There is an exciting era in which we are living. New ideas, new technologies -- very important to what's going on. And we weave a tapestry of shared concerns and relations worldwide. Threads are many -- social, economic, environmental now -- world conscience -- what the world conscience -- has environment questions out there -- geopolitical, and really grows broader every day.

And much of what is occurring in the world presents us, I think, with remarkable opportunities. I said China is one. China really continues to experiment with free-market capitalism -- dramatic change. We're carefully, but optimistically, watching these internal changes in the Soviet Union that many in this room are interested in and, indeed, an area where many in this room have pioneered.

And all over the world, opportunities are rising for new directions in foreign policy and trading arrangements -- and new challenges are being issued to our competitive status in world markets.

During this recent trip to the Far East, I had many opportunities to observe and think about competitiveness. And there are many theories about the reasons for the industrial success that some of our Asian friends are enjoying today. But no one questions the importance of one factor -- the highly-skilled, highly-motivated, and educated work forces in those countries.

And out of the devastation of war, they had the courage to recognize how their future was tied to the quality of educations that their nations provided. And as this country prepares to -- what are we, 11 years short of a new century -- to enter that century, we, too, must recognize how essential the education of the next generations has become to our economic future.

Perhaps the highest praise that coming generations might bestow upon us, is that we understood the changes that are occurring in the world -- and that we prepared them for the challenges we knew they would face.

And so you who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me if I say that young minds will make or break the future of this and every other country.

And I have two concerns about those young minds that I want to just share briefly this evening. The young people of will have to be better educated than the previous generation. And to be so, they've got to be free of the scourge of drug abuse. You know, it's -- no matter what the problems we face, as I look at our country today and really, indeed, internationally look around, this terrible scourge of drug abuse has got to be in the forefront.

standard of living enjoyed by its people will demand the best kind of collective effort. All of us must get involved.

I want to launch a crusade for excellence in American education. And, yes, we are living in a time of cramped resources, but we've got to do it. The crusade has to be driven largely by local energy and initiative, drawing on people from both the public and the private sectors, and determined to establish a culture of high expectations in our schools.

At the federal level, I've made some proposals. I want to reward excellence and success by rewarding superior teachers, recognizing these Presidential Merit Scholars that make real progress in these merit schools. We will establish benchmarks for achievement and both commend and reward teachers and schools that succeed. I want to establish a National Science Scholars program, to encourage students to succeed in science.

It is incumbent upon us to restore the honor, indeed, the nobility, of good teaching in this country. And it won't escape the eyes of the young if we can show them how much we value learning in the way we value teachers.

And secondly, I want to put resources where they count. Targeting federal dollars to help those most in need to places where support can really make a difference.

We will also use funds in ways that build the right links between the university and government and industry, research labs -- to promote scientific education and basic research. And I intend to hold firm in our effort to double the National Science Foundation's budget by 1993.

And third, I want to promote choice and flexibility by devoting \$100 million in new funding for magnet schools -- these are the schools that increase choice, who expand opportunities for children, and generate healthy competition among the schools.

And lastly, I'm going to push for greater accountability at all levels -- among students, among teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

And for this is what excellence demands. It means setting high standards -- standards that the rest of the world are going to look to. And it means constantly measuring yourself against those standards and not resting until you meet the standards.

It means discipline -- says, if we don't get it right the first time, we're going to try again and again until we do get it right.

But excellence in education will not be fully realized until we free our young people from that second problem I mentioned, the scourge of drugs -- drugs that kill hopes and ambitions and kill kids. And to rid our schools and our streets of this scourge, I've proposed nearly a billion dollars in new outlays for antidrug

seniors. In fact, student usage of almost every illegal drug, as well as alcohol, appears to be on the decline. So in our schools the message is beginning to get out. But we have no reason to be complacent. The drug problem is much worse among high school dropouts. And international cultivation of the opium poppy and coca leaf increased sharply last year.

So when I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. And the Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on this drug problem. And I've heard great things about the conference that you all held on drug trafficking in the Americas last fall. And the proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

Sadly, the cores of many societies have been permeated by drug gangs and cartels and organized crime. Consider it economic, call it social, call it cultural -- but consider it an international peril. And if we're to stop it, we've got to stop it together. And I encourage you in this great institution to continue searching for long-term solutions.

In a city that's preoccupied by short-term policy issues, the Wilson Center encourages the longer view. And in a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and the private sectors.

And in this nation's efforts to educate its young and see them clear of the threat of drugs, you're in a position to help us make our battles winning ones. We need our young people to succeed. Our ability to empower them will reflect our character and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a democracy," he said, "is that you never can tell when a youngster is born what he's going to do, and that, no matter how humbly he's born, he has got a chance to master the minds and lead the imaginations of the whole country."

Well, I guess our challenge will be to give all young people the chance to fulfill their highest ambitions and their God-given potential. And I think it falls to us -- and maybe more heavily on you all, interested in this marvelous center -- to prove that Woodrow Wilson is right.

Thank you all. God bless you. Now the souffle, and then Pat Moynihan. You've got it made. Thank you all very much.  
(Applause.)

END

9:25 P.M. EST

WHITE HOUSE STAFFING MEMORANDUM

DATE: 3/4/89 ACTION/CONCURRENCE/COMMENT DUE BY: -----

SUBJECT: PRESIDENTIAL REMARKS: WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

(Lange)  
March 3, 1989  
1563 NWR - 11:00 p.m.  
11:53

PRESIDENTIAL REMARKS: THE WOODROW WILSON  
INTERNATIONAL CENTER FOR SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. Well, Woodrow Wilson once served as President of Princeton University.

And legend has it that one day a worried mother approached him, and questioned him closely about what Princeton could do for her son.

He is said to have answered, "Madam, we guarantee satisfaction -- or you will get your son back."

Well, in the interest of accountability, historians tell me that that legendary line was in fact delivered by the man who preceded Wilson as Princeton's President.

I guess I know how Wilson felt. He knew how important it is not to outshine former Presidents, when delivering one-liners. Sometimes you have to keep star quality under wraps.

I'm very glad to be back among Wilson Scholars again. It's an honor to be with you, to celebrate the anniversary of this great institution.

The law establishing this national memorial to Woodrow Wilson called for a "living institution" to express his ideals and concerns. This one truly does.

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues confronting mankind -- Woodrow Wilson's ideals find their highest and most effective expression.

The pursuit of knowledge and understanding that the Wilson Center is committed to, will be all the more crucial in the coming years. We will depend more than ever on the counsel of learned men and women, in a world that is changing rapidly -- a world connected like never before in history.

New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

The highest praise the next generation might bestow upon us is that we understood the changes occurring in the world -- and we prepared them for the challenges we knew they would face.

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that young minds will make or break the future of this and every other country.

I have two concerns about those young minds, that I'd like you to consider this evening: The young people of America will have to be better educated than any previous generation. And to be so, they must be free of the scourge of drug abuse.

These are fundamental concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation and the Department of Education put American

seventh-graders at the bottom of an international comparison of math and science skills.

Who's to blame is not the issue. We all must be accountable for the quality of education in America.

To assure a competitive future -- whether in specific technologies like high-definition television, or in the overall standard of living enjoyed by the citizens of this nation -- all of us must get involved.

I intend to launch a crusade for excellence in American education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to establish a culture of high expectations in our schools.

At the Federal level, I have proposed a program that will be driven by four principles:

First, I want to reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make real progress. We will establish benchmarks for achievement -- and both commend and reward the teachers and schools that succeed. We will establish a National Science Scholars program, to encourage students to succeed in science.

It is incumbent upon us to restore the honor -- the nobility -- of good teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, I want to put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

We will also use funds in ways that build the right links between university, government, and industry research labs, to promote scientific education and basic research. I intend to hold firm in our effort to double the National Science Foundation's budget by 1993.

Third, I want to promote choice and flexibility, by devoting \$100 million in new funding for magnet schools -- schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, I will push for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

For this is what excellence demands. It means setting

high standards -- standards that the rest of the world will look to. It means constantly measuring yourself against those standards. And not resting until you meet those standards.

It means discipline: the discipline that says, "If we don't get it right the first time, we'll try again. And again. Until we do get it right."

But excellence in education will not be fully realized until we free our young people from the grip of drugs -- drugs that kill hopes, kill ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs. With the help of Bill Bennett, my choice as America's first Drug Czar, I will be implementing a comprehensive national drug control strategy.

Our strategy will deal with both supply and demand, by educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, use of cocaine declined among high school seniors. In fact,

student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline.

The message is getting out. We have reason to be encouraged -- but by no means complacent. International cultivation of opium poppy and coca leaf increased sharply last year.

When I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. The Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on the drug problem.

I've heard great things about the conference you held on drug trafficking in the Americas last fall. The proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

Sadly, the cores of many societies have been permeated by drug mafias. Their trouble is our trouble. Consider it economic, social, or cultural -- but consider it an international peril. If we are to stop it, we must stop it together. I encourage you to continue searching for long-term solutions.

In a city preoccupied by short-term policy issues, the Wilson Center encourages the longer view.

In a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and private sectors.

In this nation's efforts to educate its young -- and see them clear of the threat of drugs -- you are in a position to help us make our battles winning ones.

We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.

**DRAFT I**

Document No. 013172

### WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/02/89 ACTION/CONCURRENCE/COMMENT DUE BY: 1:00 pm Friday 03/03

SUBJECT: PRESIDENTIAL REMARKS: THE WOODROW WILSON CENTER FOR INTERNATIONAL SCHOLARS  
(03/02 6:45 p.m. draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>MCCLURE</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>NEWMAN</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>SCOWCROFT</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>PORTER</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>DARMAN</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>STUDDERT</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>BATES</b> <i>No Comments</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>UNTERMAYER</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BREEDEN</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>PINKERTON</b> <i>by 5:00</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>BENNETT</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
<b>GRAY</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

**REMARKS:**

Please provide any comments/recommendations directly to Chriss Winston (Rm. 122 x2930) by 1:00 p.m. on Friday 03/03, with an info copy to my office. Thanks.

**RESPONSE:**

James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

(Lange)  
1989 MAR -2 March 2, 1989  
6:45 p.m.  
7:00

PRESIDENTIAL REMARKS: THE WOODROW WILSON CENTER FOR  
INTERNATIONAL SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. But I recently learned that the namesake of this great organization had his own ideas about that.

When Woodrow Wilson was president of Princeton University, a worried mother approached him, and questioned him closely about what Princeton could do for her son.

Wilson answered, "Madam, we guarantee satisfaction -- or you will get your son back."

Well, I'm very glad to be back among Wilson Scholars again. It's an honor to be with you, to celebrate the anniversary of this great institution.

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New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

One issue that exemplifies the intricacy of this new world tapestry is the argument over international standards for high-definition television.

Those hotly-contested industry standards are being debated by technicians from Europe, Japan, and North America. Clearly, a great deal is at stake. And you might wonder, in whose ballpark will the game be played out?

Well, last month a neutral site was offered for testing competing standards, to determine -- without fear of prejudice or favoritism -- which system to adopt worldwide. And that neutral site was the Soviet Union.

Ten years ago, no one would have seen that coming.

Ten years from now, the highest praise they might bestow upon us is that we understood the changes in our midst -- and we worked effectively, to make change positive.

I would hope they'd say that we used power -- whether the power of the individual mind, or the power of collective will -- to turn change to advantage.

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that the young minds of America will make or break this country's future.

I have two concerns about those young minds, that I'd like you to consider this evening: I believe our young people will have to be better educated than any previous generation. And I insist that to be so, they will have to be free of the scourge of drug abuse.

These are fundamental, bipartisan concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation put U.S. students at the bottom of an international comparison of math and science skills. South Korean students performed in higher mathematics at four times the rate of U.S. students.

Who's to blame is not the issue. We all must be accountable for the quality of education in America.

To assure a competitive future -- whether in specific technologies like high-definition television, or in the overall standard of living enjoyed by the citizens of this nation -- all of us must get involved.

We are going to launch a crusade for excellence in American public education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to build a culture of high expectations in our schools.

At the Federal level, we are building a program that will be driven by four principles:

First, we will reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make substantial progress. We will establish benchmarks for achievement -- and both commend and compensate the teachers and schools that succeed.

It is incumbent upon us to restore the honor -- the nobility -- of teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, our program will put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

Third, we will promote choice and flexibility. We intend to devote \$100 million in new funding for magnet schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, we will be pushing for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

For this is what excellence demands. It means setting high standards. Constantly measuring yourself against those standards. And not resting until you meet those standards.

But that work will not be fully realized until we free our young people from the grip of drugs -- drugs that kill time, kill hopes and ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs. With the help of the new Drug Czar, Bill Bennett, I will be implementing a coherent national drug control strategy -- a strategy that deals with both supply and demand, in four areas:

educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, for the first time, use of crack cocaine declined among high school seniors. In fact, student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline. The message is getting out. We have reason to be encouraged, but by no means complacent. International cultivation of opium and cocaine increased sharply last year.

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We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.

## WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/02/89 ACTION/CONCURRENCE/COMMENT DUE BY: 1:00 pm Friday 03/03

SUBJECT: PRESIDENTIAL REMARKS: THE WOODROW WILSON CENTER FOR INTERNATIONAL SCHOLARS  
(03/02 6:45 p.m. draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BENNETT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

**REMARKS:**  
 Please provide any comments/recommendations directly to Chriss Winston (Rm. 122 x2930) by 1:00 p.m. on Friday 03/03, with an info copy to my office. Thanks.

**RESPONSE:**  
*Comments not included - need after remarks were sent to P.*

**James W. Cicconi**  
 Assistant to the President  
 and Deputy to the Chief of Staff  
 Ext. 2702

(Lange)  
1989 MAR 2 6:45 p.m.  
MAR -2 7:03

PRESIDENTIAL REMARKS: THE WOODROW WILSON CENTER FOR  
INTERNATIONAL SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. But I recently learned that the namesake of this great organization had his own ideas about that.

When Woodrow Wilson was president of Princeton University, a worried mother approached him, and questioned him closely about what Princeton could do for her son.

Wilson answered, "Madam, we guarantee satisfaction -- or you will get your son back."

Well, I'm very glad to be back among Wilson Scholars again. It's an honor to be with you, to celebrate the anniversary of this great institution.

The law establishing this national memorial to Woodrow Wilson called for a "living institution" to express his ideals and concerns. This one truly does.

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues confronting mankind -- Woodrow Wilson's ideals find their highest and most effective expression.

The pursuit of knowledge and understanding that the Wilson Center is committed to will be all the more crucial in the coming years. We will depend more than ever on the counsel of learned men and women, in a world that is changing rapidly -- a world connected like never before in history.

New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

One issue that exemplifies the intricacy of this new world tapestry is the argument over international standards for high-definition television.

Those hotly-contested industry standards are being debated by technicians from Europe, Japan, and North America. Clearly, a great deal is at stake. And you might wonder, in whose ballpark will the game be played out?

By whom? What is the point?

Well, last month a neutral site was offered for testing competing standards, to determine -- without fear of prejudice or favoritism -- which system to adopt worldwide. And that neutral site was the Soviet Union.

???

Ten years ago, no one would have seen that coming.

Ten years from now, the highest praise they might bestow upon us is that we understood the changes in our midst -- and we worked effectively, to make change positive.

I would hope they'd say that we used power -- whether the power of the individual mind, or the power of collective will -- to turn change to advantage.

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that the young minds of America will make or break this country's future.

I have two concerns about those young minds, that I'd like you to consider this evening: I believe our young people will have to be better educated than any previous generation. And I insist that to be so, they will have to be free of the scourge of drug abuse.

These are fundamental, bipartisan concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation put U.S. students at the bottom of an international comparison of math and science skills. South Korean students performed in higher mathematics at four times the rate of U.S. students.

Who's to blame is not the issue. We all must be accountable for the quality of education in America.

To assure a competitive future -- whether in specific technologies like high-definition television, or in the overall standard of living enjoyed by the citizens of this nation -- all of us must get involved.

We are going to launch a crusade for excellence in American public education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to build a culture of high expectations in our schools.

At the Federal level, we are building a program that will be driven by four principles:

First, we will reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make substantial progress. We will establish benchmarks for achievement -- and both commend and compensate the teachers and schools that succeed.

It is incumbent upon us to restore the honor -- the nobility <sup>excellence in</sup> -- of teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, our program will put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

Third, we will promote choice and flexibility. We intend to devote \$100 million in new funding for magnet schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, we will be pushing for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

For this is what excellence demands. It means setting high standards. Constantly measuring yourself against those standards. And not resting until you meet those standards. *It means hard work and the self discipline to ~~push~~ persevere until a subject is mastered.*

But that work will not be fully realized until we free our young people from the grip of drugs -- drugs that kill time, kill hopes and ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs. With the help of the new Drug Czar, Bill Bennett, I will be implementing a coherent national drug control strategy -- a strategy that deals with both supply and demand, in four areas:

educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, for the first time, use of crack cocaine declined among high school seniors. In fact, student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline. The message is getting out. We have reason to be encouraged, but by no means complacent. International cultivation of opium and cocaine increased sharply last year.

When I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. The Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on the drug problem.

I've heard great things about the conference you held on drug trafficking in the Americas last fall. The proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

~~The core of many of our neighboring societies~~ <sup>friends</sup> ~~has~~ <sup>other</sup> ~~been~~ <sup>have</sup> been permeated by drug mafias. Their trouble is our trouble.

Consider it economic, social, or cultural -- but consider it an international peril of unprecedented proportions. Know that if we are to stop it, we must stop it together. I encourage you to continue searching for long-term solutions.

In a city preoccupied by short-term policy issues, the Wilson Center encourages the longer view.

In a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and private sectors.

In this nation's efforts to educate its young -- and see them clear of the threat of drugs -- you are in a position to help us make our battles winning ones.

We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.

THE WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS  
WASHINGTON, D.C.

TUESDAY, MARCH 7, 1989

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DRAFT

YOU KNOW, EVER SINCE I ANNOUNCED THAT I INTENDED TO BECOME THE EDUCATION PRESIDENT, I'VE HAD MORE THAN A FEW THINGS TO SAY ABOUT ACCOUNTABILITY IN EDUCATION. WELL, WOODROW WILSON ONCE SERVED AS PRESIDENT OF PRINCETON UNIVERSITY.

- 2 -

AND LEGEND HAS IT THAT ONE DAY A WORRIED MOTHER APPROACHED HIM, AND QUESTIONED HIM CLOSELY ABOUT WHAT PRINCETON COULD DO FOR HER SON.

HE IS SAID TO HAVE ANSWERED -- THOUGH HISTORIANS DISPUTE THIS -- QUOTE, "MADAM, WE GUARANTEE SATISFACTION -- OR YOU WILL GET YOUR SON BACK."

I'M VERY GLAD TO BE BACK AMONG WILSON SCHOLARS. IT'S AN HONOR TO BE WITH YOU, TO CELEBRATE THE ANNIVERSARY OF THIS GREAT INSTITUTION.

- 3 -

THE LAW ESTABLISHING THIS NATIONAL MEMORIAL TO WOODROW WILSON CALLED FOR A "LIVING INSTITUTION" TO EXPRESS HIS IDEALS AND CONCERNS. THIS ONE TRULY DOES.

IN THIS ALLIANCE OF SCHOLARS -- NOW WORLD-RENOWNED FOR EXPLORING SOME OF THE MOST VITAL ISSUES CONFRONTING MANKIND -- WOODROW WILSON'S IDEALS FIND THEIR HIGHEST AND MOST EFFECTIVE EXPRESSION.

- 4 -

THE PURSUIT OF KNOWLEDGE AND UNDERSTANDING THAT THE WILSON CENTER IS COMMITTED TO, WILL BE ALL THE MORE CRUCIAL IN THE COMING YEARS. WE WILL DEPEND MORE THAN EVER ON THE COUNSEL OF LEARNED MEN AND WOMEN, IN A WORLD THAT IS CHANGING RAPIDLY -- A WORLD INTERCONNECTED AS NEVER BEFORE IN HISTORY.

NEW IDEAS AND NEW TECHNOLOGIES -- AND THE DIPLOMATIC AND TRADING RELATIONS THEY SPAWN -- ARE DEVELOPING AT AN ASTOUNDING PACE.

WE WEAVE A TAPESTRY OF SHARED CONCERNS AND RELATIONS, WORLDWIDE. ITS THREADS ARE MANY -- SOCIAL, ECONOMIC, ENVIRONMENTAL, GEOPOLITICAL -- AND IT GROWS BROADER DAILY.

MUCH OF WHAT IS OCCURRING IN THE WORLD PRESENTS US WITH REMARKABLE OPPORTUNITIES.

CHINA CONTINUES TO EXPERIMENT IN FREE-MARKET CAPITALISM. WE ARE CAREFULLY, BUT OPTIMISTICALLY, WATCHING INTERNAL CHANGES IN THE SOVIET UNION.

JUST AS OUR FREE TRADE AGREEMENT WITH CANADA ESTABLISHES THE LARGEST OPEN MARKET IN THE WORLD, THE 1992 AGREEMENT TO UNIFY MARKETS IN THE EC CONFIRMS OUR PRINCIPLES OF FREE AND OPEN TRADE.

- 7 -

ALL OVER THE WORLD, OPPORTUNITIES ARE ARISING FOR NEW DIRECTIONS IN FOREIGN POLICY AND TRADING ARRANGEMENTS -- AND NEW CHALLENGES ARE BEING ISSUED TO OUR COMPETITIVE STATUS IN WORLD MARKETS.

DURING MY RECENT TRIP TO THE FAR EAST, I HAD MANY OPPORTUNITIES TO OBSERVE AND THINK ABOUT COMPETITIVENESS. AND TRADE QUOTAS, BARRIERS, AND SANCTIONS WON'T GET TO THE CORE OF THE ISSUE.

- 8 -

NO, MUCH OF WHAT IS BEHIND THE SUCCESS STORY OF EACH OF THOSE ASIAN NATIONS HAS HAPPENED THROUGH THE EFFORTS OF A HIGHLY SKILLED, MOTIVATED, EDUCATED WORKFORCE.

THE HIGHEST PRAISE THE NEXT GENERATION MIGHT BESTOW UPON US IS THAT WE UNDERSTOOD THE CHANGES OCCURRING IN THE WORLD -- AND WE PREPARED THEM FOR THE CHALLENGES WE KNEW THEY WOULD FACE.

YOU WHO COMPRISE THE WILSON CENTER ARE DEVOTED TO THE LIFE OF THE MIND.

- 9 -

AND I IMAGINE YOU'LL AGREE WITH ME, IF I SAY THAT YOUNG MINDS WILL MAKE OR BREAK THE FUTURE OF THIS AND EVERY OTHER COUNTRY.

I HAVE TWO CONCERNS ABOUT THOSE YOUNG MINDS, THAT I'D LIKE YOU TO CONSIDER THIS EVENING: THE YOUNG PEOPLE OF AMERICA WILL HAVE TO BE BETTER EDUCATED THAN ANY PREVIOUS GENERATION. AND TO BE SO, THEY MUST BE FREE OF THE SCOURGE OF DRUG ABUSE.

- 10 -

THESE ARE FUNDAMENTAL CONCERNS. THEY AFFECT US ALL. THEIR SOLUTION IS NOT A QUESTION OF "WHETHER" -- IT IS A QUESTION OF "WHEN."

SO I WOULD LIKE YOU TO THINK OF TONIGHT AS A CELEBRATION, YES -- BUT ALSO AS A CHALLENGE: CONSIDER WHAT WE MUST DO, TOGETHER, TO START TO SOLVE THOSE PROBLEMS, NOW.

WHERE THE STATE OF THE SCHOOLS IS CONCERNED, YOU'VE ALL HEARD THE SURVEYS.

- 11 -

LAST MONTH'S REPORT FROM THE NATIONAL SCIENCE FOUNDATION AND THE DEPARTMENT OF EDUCATION PUT AMERICAN SEVENTH-GRADERS AT THE BOTTOM OF AN INTERNATIONAL COMPARISON OF MATH AND SCIENCE SKILLS.

"WHO'S TO BLAME" IS NOT THE ISSUE. WE ALL MUST BE ACCOUNTABLE FOR THE QUALITY OF EDUCATION IN AMERICA.

- 12 -

TO ASSURE THE COMPETITIVE FUTURE OF THIS NATION -- AND THE OVERALL STANDARD OF LIVING ENJOYED BY ITS PEOPLE -- WILL DEMAND THE BEST KIND OF COLLECTIVE EFFORT. ALL OF US MUST GET INVOLVED.

I INTEND TO LAUNCH A CRUSADE FOR EXCELLENCE IN AMERICAN EDUCATION. A CRUSADE DRIVEN BY LOCAL ENERGY AND INITIATIVE. DRAWING ON PEOPLE FROM BOTH THE PUBLIC AND PRIVATE SECTORS. AND DETERMINED TO ESTABLISH A CULTURE OF HIGH EXPECTATIONS IN OUR SCHOOLS.

- 13 -

AT THE FEDERAL LEVEL, I HAVE PROPOSED A PROGRAM THAT WILL BE BASED ON FOUR GOALS:

FIRST, I WANT TO REWARD EXCELLENCE AND SUCCESS, BY REWARDING SUPERIOR TEACHERS, AND RECOGNIZING PRESIDENTIAL MERIT SCHOOLS THAT MAKE REAL PROGRESS. WE WILL ESTABLISH BENCHMARKS FOR ACHIEVEMENT -- AND BOTH COMMEND AND REWARD THE TEACHERS AND SCHOOLS THAT SUCCEED. WE WILL ESTABLISH A NATIONAL SCIENCE SCHOLARS PROGRAM, TO ENCOURAGE STUDENTS TO SUCCEED IN SCIENCE.

- 14 -

IT IS INCUMBENT UPON US TO RESTORE THE HONOR -- THE NOBILITY -- OF GOOD TEACHING IN THIS COUNTRY. IT WON'T ESCAPE THE EYES OF THE YOUNG, IF WE CAN SHOW THEM HOW MUCH WE VALUE LEARNING, IN THE WAY WE VALUE TEACHERS.

SECOND, I WANT TO PUT RESOURCES WHERE THEY COUNT. WE WILL TARGET FEDERAL DOLLARS TO HELP THOSE MOST IN NEED -- TO PLACES WHERE SUPPORT CAN MAKE A REAL DIFFERENCE.

WE WILL ALSO USE FUNDS IN WAYS THAT BUILD THE RIGHT LINKS BETWEEN UNIVERSITY, GOVERNMENT, AND INDUSTRY RESEARCH LABS, TO PROMOTE SCIENTIFIC EDUCATION AND BASIC RESEARCH. I INTEND TO HOLD FIRM IN OUR EFFORT TO DOUBLE THE NATIONAL SCIENCE FOUNDATION'S BUDGET BY 1993.

THIRD, I WANT TO PROMOTE CHOICE AND FLEXIBILITY, BY DEVOTING \$100 MILLION IN NEW FUNDING FOR MAGNET SCHOOLS -- SCHOOLS THAT INCREASE CHOICE, EXPAND OPPORTUNITIES FOR CHILDREN, AND GENERATE HEALTHY COMPETITION AMONG SCHOOLS.

AND FINALLY, I WILL PUSH FOR GREATER ACCOUNTABILITY  
AT ALL LEVELS -- AMONG STUDENTS, TEACHERS,  
ADMINISTRATORS, AND PRINCIPALS -- TO ASSURE THAT  
STUDENTS ARE ACTUALLY RECEIVING THE HIGHEST QUALITY  
EDUCATION.

FOR THIS IS WHAT EXCELLENCE DEMANDS. IT MEANS  
SETTING HIGH STANDARDS -- STANDARDS THAT THE REST OF  
THE WORLD WILL LOOK TO.

IT MEANS CONSTANTLY MEASURING YOURSELF AGAINST THOSE  
STANDARDS. AND NOT RESTING UNTIL YOU MEET THOSE  
STANDARDS.

IT MEANS DISCIPLINE: THE DISCIPLINE THAT SAYS, "IF  
WE DON'T GET IT RIGHT THE FIRST TIME, WE'LL TRY AGAIN.  
AND AGAIN. UNTIL WE DO GET IT RIGHT."

- 19 -

**BUT EXCELLENCE IN EDUCATION WILL NOT BE FULLY REALIZED UNTIL WE FREE OUR YOUNG PEOPLE FROM THE GRIP OF DRUGS -- DRUGS THAT KILL HOPES, KILL AMBITIONS, AND KILL KIDS.**

**TO RID OUR SCHOOLS AND OUR STREETS OF THIS SCOURGE, I'VE PROPOSED NEARLY \$1 BILLION IN NEW OUTLAYS FOR ANTI-DRUG PROGRAMS.**

- 20 -

**WITH THE HELP OF BILL BENNETT, MY CHOICE AS AMERICA'S FIRST DRUG CZAR, I WILL BE IMPLEMENTING A COMPREHENSIVE NATIONAL DRUG CONTROL STRATEGY.**

**OUR STRATEGY WILL DEAL WITH BOTH SUPPLY AND DEMAND, BY EDUCATING AND INSPIRING IN OUR YOUNG AN ATTITUDE OF "ZERO TOLERANCE"; RECLAIMING LIVES, THROUGH MORE EFFECTIVE TREATMENT; STOPPING DRUGS AT THEIR SOURCE; AND ENFORCING TOUGHER PENALTIES.**

- 21 -

LAST WEEK WE GOT SOME GOOD NEWS ON THE DRUG FRONT. IN 1988, USE OF COCAINE DECLINED AMONG HIGH SCHOOL SENIORS. IN FACT, STUDENT USAGE OF ALMOST EVERY ILLEGAL DRUG -- AS WELL AS ALCOHOL -- APPEARS TO BE ON THE DECLINE.

SO IN OUR SCHOOLS, THE MESSAGE IS GETTING OUT. BUT WE HAVE NO REASON TO BE COMPLACENT: THE DRUG PROBLEM IS MUCH WORSE AMONG HIGH SCHOOL DROPOUTS.

- 22 -

AND INTERNATIONAL CULTIVATION OF OPIUM POPPY AND COCA LEAF INCREASED SHARPLY LAST YEAR.

WHEN I TALK ABOUT A WAR ON DRUGS, I MEAN MORE THAN A RHETORICAL WAR. I SEEK ENGAGEMENT ON ALL FRONTS. THE WILSON CENTER IS KNOWN AS A VITAL POINT OF CONTACT BETWEEN THE THINKERS AND THE DOERS OF THIS COUNTRY, AND A NUMBER OF SCHOLARS HAVE SHED NEW LIGHT ON THE DRUG PROBLEM.

I'VE HEARD GREAT THINGS ABOUT THE CONFERENCE YOU HELD ON DRUG TRAFFICKING IN THE AMERICAS LAST FALL. THE PROCEEDINGS OF THAT CONFERENCE PROVOKED A GREAT DEAL OF THOUGHT -- AND FOR MY PART, THE THOUGHTS ARE HAUNTING.

SADLY, THE CORES OF MANY SOCIETIES HAVE BEEN PERMEATED BY DRUG GANGS, CARTELS, AND ORGANIZED CRIME. CONSIDER IT ECONOMIC, SOCIAL, OR CULTURAL -- BUT CONSIDER IT AN INTERNATIONAL PERIL.

IF WE ARE TO STOP IT, WE MUST STOP IT TOGETHER. I ENCOURAGE YOU TO CONTINUE SEARCHING FOR LONG-TERM SOLUTIONS.

IN A CITY PREOCCUPIED BY SHORT-TERM POLICY ISSUES, THE WILSON CENTER ENCOURAGES THE LONGER VIEW.

IN A CITY PREOCCUPIED BY POLITICS, YOU DRAW SUPPORT FROM ALL PARTIES AND ALL QUARTERS, WITH FUNDING FROM BOTH THE PUBLIC AND PRIVATE SECTORS.

**IN THIS NATION'S EFFORTS TO EDUCATE ITS YOUNG -- AND SEE THEM CLEAR OF THE THREAT OF DRUGS -- YOU ARE IN A POSITION TO HELP US MAKE OUR BATTLES WINNING ONES.**

**WE NEED OUR YOUNG PEOPLE TO SUCCEED. OUR ABILITY TO EMPOWER THEM WILL REFLECT OUR CHARACTER, AND OUR IDEALS AS A NATION.**

**WOODROW WILSON PUT IT THIS WAY. "THE BEAUTY OF A DEMOCRACY," HE SAID, "IS THAT YOU NEVER CAN TELL, WHEN A YOUNGSTER IS BORN, WHAT HE IS GOING TO DO ... AND THAT, NO MATTER HOW HUMBLY HE IS BORN ... HE HAS GOT A CHANCE TO MASTER THE MINDS AND LEAD THE IMAGINATIONS OF THE WHOLE COUNTRY."**

- 27 -

OUR CHALLENGE WILL BE TO GIVE ALL YOUNG PEOPLE THE  
CHANCE TO FULFILL THEIR HIGHEST AMBITIONS, AND THEIR  
GOD-GIVEN POTENTIAL.

IT FALLS TO US, TO PROVE WOODROW WILSON RIGHT.

THANK YOU, AND GOD BLESS YOU.

# # #

Monday March 6<sup>th</sup> pm - Jim Cicconi addition to  
Woodrow Wilson Speech

2

The pursuit of knowledge and understanding that the Wilson Center is committed to, will be all the more crucial in the coming years. We will depend more than ever on the counsel of learned men and women, in a world that is changing rapidly -- a world inter-connected as never before in history.

New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

¶ Much of what is occurring in the world presents us with remarkable opportunities. China continues to experiment in free-market capitalism. We are carefully, but optimistically, watching internal changes in the Soviet Union.

Just as our Free Trade Agreement with Canada establishes the largest open market in the world, the 1992 agreement to unify markets in the EC confirms our principles of free and open trade.

All over the world, opportunities are arising for new directions in foreign policy and trading arrangements -- and new challenges are being issued to our competitive status in world markets.

During my recent trip to the Far East, I had many

opportunities to observe and think about competitiveness. <sup>There are</sup> ~~many theories about the reasons for the industrial success~~ <sup>And</sup> ~~some of our Asian~~ <sup>trade quotas, barriers, and sanctions won't get to the core of</sup> ~~the issue.~~ <sup>friends are today enjoying. But no one questions the importance of one factor</sup> ~~the issue.~~ <sup>No, much of what is behind the success story of each</sup> ~~the~~ <sup>the highly skilled, motivated and educated workforce in those countries.</sup>  
Out of the devastation of war, they had the courage to recognize how <sup>their</sup> ~~the~~ future was tied to the quality of education their nations provided. As this ~~the~~ country prepares to enter the next century, we too must recognize how essential the education of <sup>the</sup> ~~the~~ next generations has become to our economic future.

of those Asian nations has happened through the efforts of a highly skilled, motivated, educated workforce. *II*

~~And~~ <sup>perhaps</sup> The highest praise <sup>coming</sup> ~~the next~~ generation <sup>is</sup> might bestow upon us is that we understood the changes occurring in the world -- and we prepared them for the challenges we knew they would face.

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that young minds will make or break the future of this and every other country.

I have two concerns about those young minds, that I'd like you to consider this evening: The young people of America will have to be better educated than any previous generation. And to be so, they must be free of the scourge of drug abuse.

These are fundamental concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation and the Department of Education put American seventh-graders at the bottom of an international comparison of math and science skills.

"Who's to blame" is not the issue. We all must be accountable for the quality of education in America.

---

THE WHITE HOUSE  
WASHINGTON

March 6, 1989

OK.

TO: Bob Gates

FROM: Chriss Winston

Please review the new language inside  
the double brackets on page 2 & 3 and  
return any comments or changes  
as soon as possible.

We need to have these remarks on  
cards for the President immediately  
after receiving your comments.

Thank you.

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THE WHITE HOUSE  
WASHINGTON

Chriss Winston

122 OEOB

~~~~~

(Lange)  
March 6, 1989  
12:00 p.m.

PRESIDENTIAL REMARKS: THE WOODROW WILSON  
INTERNATIONAL CENTER FOR SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. Well, Woodrow Wilson once served as President of Princeton University.

And legend has it that one day a worried mother approached him, and questioned him closely about what Princeton could do for her son.

He is said to have answered -- though historians dispute this -- quote, "Madam, we guarantee satisfaction -- or you will get your son back."

I'm very glad to be back among Wilson Scholars. It's an honor to be with you, to celebrate the anniversary of this great institution.

The law establishing this national memorial to Woodrow Wilson called for a "living institution" to express his ideals and concerns. This one truly does.

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues confronting mankind -- Woodrow Wilson's ideals find their highest and most effective expression.

The pursuit of knowledge and understanding that the Wilson Center is committed to, will be all the more crucial in the coming years. We will depend more than ever on the counsel of learned men and women, in a world that is changing rapidly -- a world inter-connected as never before in history.

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During my recent trip to the Far East, I had many opportunities to observe and think about competitiveness. And trade quotas, barriers, and sanctions won't get to the core of the issue. No, much of what is behind the success story of each

of those Asian nations has happened through the efforts of a highly skilled, motivated, educated workforce. ]]

The highest praise the next generation might bestow upon us is that we understood the changes occurring in the world -- and we prepared them for the challenges we knew they would face.

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"Who's to blame" is not the issue. We all must be accountable for the quality of education in America.

To assure the competitive future of this nation -- and the overall standard of living enjoyed by its people -- will demand the best kind of collective effort. All of us must get involved.

I intend to launch a crusade for excellence in American education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to establish a culture of high expectations in our schools.

At the Federal level, I have proposed a program that will be based on four goals:

First, I want to reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make real progress. We will establish benchmarks for achievement -- and both commend and reward the teachers and schools that succeed. We will establish a National Science Scholars program, to encourage students to succeed in science.

It is incumbent upon us to restore the honor -- the nobility -- of good teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, I want to put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

We will also use funds in ways that build the right links between university, government, and industry research labs, to promote scientific education and basic research. I intend to

hold firm in our effort to double the National Science Foundation's budget by 1993.

Third, I want to promote choice and flexibility, by devoting \$100 million in new funding for magnet schools -- schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, I will push for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

For this is what excellence demands. It means setting high standards -- standards that the rest of the world will look to. It means constantly measuring yourself against those standards. And not resting until you meet those standards.

It means discipline: the discipline that says, "If we don't get it right the first time, we'll try again. And again. Until we do get it right."

But excellence in education will not be fully realized until we free our young people from the grip of drugs -- drugs that kill hopes, kill ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs. With the help of Bill Bennett, my choice as America's first Drug Czar, I will be implementing a comprehensive national drug control strategy.

Our strategy will deal with both supply and demand, by educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, use of cocaine declined among high school seniors. In fact, student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline.

So in our schools, the message is getting out. But we have no reason to be complacent: The drug problem is much worse among high school dropouts. And international cultivation of opium poppy and coca leaf increased sharply last year.

When I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. The Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on the drug problem.

I've heard great things about the conference you held on drug trafficking in the Americas last fall. The proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

Sadly, the cores of many societies have been permeated by drug gangs, cartels, and organized crime. Consider it economic, social, or cultural -- but consider it an international peril. If we are to stop it, we must stop it together. I encourage you to continue searching for long-term solutions.

In a city preoccupied by short-term policy issues, the Wilson Center encourages the longer view.

In a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and private sectors.

In this nation's efforts to educate its young -- and see them clear of the threat of drugs -- you are in a position to help us make our battles winning ones.

We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.

(Lange)  
March 3, 1989  
11:00 p.m.

PRESIDENTIAL REMARKS: THE WOODROW WILSON  
INTERNATIONAL CENTER FOR SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. Well, Woodrow Wilson once served as President of Princeton University.

And legend has it that one day a worried mother approached him, and questioned him closely about what Princeton could do for her son.

He is said to have answered, "Madam, we guarantee satisfaction -- or you will get your son back."

Well, in the interest of accountability, historians tell me that that legendary line was in fact delivered by the man who preceded Wilson as Princeton's President.

I guess I know how Wilson felt. He knew how important it is not to outshine former Presidents, when delivering one-liners. Sometimes you have to keep star quality under wraps.

I'm very glad to be back among Wilson Scholars again. It's an honor to be with you, to celebrate the anniversary of this great institution.

The law establishing this national memorial to Woodrow Wilson called for a "living institution" to express his ideals and concerns. This one truly does.

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues confronting mankind -- Woodrow Wilson's ideals find their highest and most effective expression.

The pursuit of knowledge and understanding that the Wilson Center is committed to, will be all the more crucial in the coming years. We will depend more than ever on the counsel of learned men and women, in a world that is changing rapidly -- a world connected like never before in history.

New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

The highest praise the next generation might bestow upon us is that we understood the changes occurring in the world -- and we prepared them for the challenges we knew they would face.

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that young minds will make or break the future of this and every other country.

I have two concerns about those young minds, that I'd like you to consider this evening: The young people of America will have to be better educated than any previous generation. And to be so, they must be free of the scourge of drug abuse.

These are fundamental concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation and the Department of Education put American

seventh-graders at the bottom of an international comparison of math and science skills.

Who's to blame is not the issue. We all must be accountable for the quality of education in America.

To assure a competitive future -- whether in specific technologies like high-definition television, or in the overall standard of living enjoyed by the citizens of this nation -- all of us must get involved.

I intend to launch a crusade for excellence in American education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to establish a culture of high expectations in our schools.

At the Federal level, I have proposed a program that will be driven by four principles:

First, I want to reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make real progress. We will establish benchmarks for achievement -- and both commend and reward the teachers and schools that succeed. We will establish a National Science Scholars program, to encourage students to succeed in science.

It is incumbent upon us to restore the honor -- the nobility -- of good teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, I want to put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

We will also use funds in ways that build the right links between university, government, and industry research labs, to promote scientific education and basic research. I intend to hold firm in our effort to double the National Science Foundation's budget by 1993.

Third, I want to promote choice and flexibility, by devoting \$100 million in new funding for magnet schools -- schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, I will push for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

For this is what excellence demands. It means setting

high standards -- standards that the rest of the world will look to. It means constantly measuring yourself against those standards. And not resting until you meet those standards.

It means discipline: the discipline that says, "If we don't get it right the first time, we'll try again. And again. Until we do get it right."

But excellence in education will not be fully realized until we free our young people from the grip of drugs -- drugs that kill hopes, kill ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs. With the help of Bill Bennett, my choice as America's first Drug Czar, I will be implementing a comprehensive national drug control strategy.

Our strategy will deal with both supply and demand, by educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, use of cocaine declined among high school seniors. In fact,

student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline.

The message is getting out. We have reason to be encouraged -- but by no means complacent. International cultivation of opium poppy and coca leaf increased sharply last year.

When I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. The Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on the drug problem.

I've heard great things about the conference you held on drug trafficking in the Americas last fall. The proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

Sadly, the cores of many societies have been permeated by drug mafias. Their trouble is our trouble. Consider it economic, social, or cultural -- but consider it an international peril. If we are to stop it, we must stop it together. I encourage you to continue searching for long-term solutions.

In a city preoccupied by short-term policy issues, the Wilson Center encourages the longer view.

In a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and private sectors.

In this nation's efforts to educate its young -- and see them clear of the threat of drugs -- you are in a position to help us make our battles winning ones.

We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.

*Mater* INCORPORATES DARMAN STAFF'S MAJOR COMMENT ON MATV -- REWRITE OF NIKSON JOKE -- AND KATE MOORE'S LATEST. M.F. E

(Lange)  
March 3, 1989  
5:45 p.m.

PRESIDENTIAL REMARKS:

THE WOODROW WILSON CENTER FOR INTERNATIONAL SCHOLARS WASHINGTON, D.C. TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. ~~But I recently learned that the namesake of this great organization had his own ideas about that.~~ *Well, ~~Woodrow~~ Woodrow Wilson once served as President of Princeton University.*

*And legend has it that one day*  
When Woodrow Wilson was president of Princeton University, a worried mother approached him, and questioned him closely about what Princeton could do for her son.

*He is said to have*  
Wilson answered, "Madam, we guarantee satisfaction -- or you will get your son back."

*historians tell me*  
Well, in the interest of accountability, that legendary line was actually delivered by the man who preceeded Wilson as <sup>Princeton's</sup> President. I guess I know how the man felt.

He knew how important it is not to outshine former Presidents, *when delivering one-liners.* ~~with your outrageous sense of humor.~~ You have to keep ~~that~~ star quality under wraps. *express his ideals and concerns. This one truly does.*

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues confronting mankind -- Woodrow Wilson's ideals find their highest and most effective expression.

The pursuit of knowledge and understanding that the Wilson Center is committed to will be all the more crucial in the coming years. We will depend more than ever on the counsel of learned men and women, in a world that is changing rapidly -- a world connected like never before in history.

New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

One issue that exemplifies the intricacy of this new world tapestry is the argument over international standards for high-definition television.

Those hotly-contested industry standards are being debated by technicians from Europe, Japan, and North America. Clearly, a great deal is at stake. ~~And you might wonder, in whose ballpark will the game be played out?~~

~~over by a cooperation~~

✓ Pan Vatt  
x3285

(Scow)

Well, last month a neutral site was offered for testing competing standards, to determine ~~without fear of prejudice or favoritism~~ which system to adopt worldwide. And that neutral site was <sup>offered by</sup> the Soviet Union.

~~Now, we haven't taken a position on that offer - and I'm not ready to endorse it.~~

~~Ten years ago, no one would have seen that coming. But the issue suggests how truly intricate trade, diplomacy, and competitiveness have become. The next generation ten years from now, the highest praise they might bestow upon us is that we understood the changes occurring in the world -- and we worked effectively, to make change positive. made the American agenda a positive force for change. prepared the next generation for the challenges that world will hold.~~

~~I would hope they'd say that we used power -- whether the power of the individual mind, or the power of collective will -- to turn change to advantage. find advantage in world events.~~

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that ~~the~~ young minds of America will make or break <sup>the future of</sup> this ~~country's~~ <sup>and</sup> every other ~~country's~~ <sup>country.</sup> future.

(Scow)

I have two concerns about those young minds, that I'd like you to consider this evening: I ~~believe~~ <sup>the</sup> ~~our~~ <sup>of America</sup> young people will have to be better educated than any previous generation. And I ~~insist~~ <sup>must</sup> that to be so, they will have to be free of the scourge of drug abuse.

These are fundamental, ~~bipartisan~~ concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation put U.S. students at the bottom of an ~~international~~ <sup>world-wide</sup> comparison of math and science skills. South Korean students performed in higher mathematics <sup>NAS</sup> at four times ~~the rate of U.S.~~ <sup>higher than their American peers.</sup> ~~students.~~ (Porter)

Who's to blame is not the issue. We all must be accountable for the quality of education in America.

To assure a competitive future -- whether in specific technologies like high-definition television, or in the overall standard of ~~living~~ enjoyed by the citizens of this nation -- all of us must get involved.

To build the right links between university, government, and industry research labs -- and promote scientific education and basic research -- I intend to hold firm in our effort to double the National Science Foundation's budget by 1993.

*I intend to*

~~We are going to~~ launch a crusade for excellence in American  
~~public~~ education. A crusade driven by local energy and  
initiative. Drawing on people from both the public and private  
sectors. And determined to ~~build~~ *establish* a culture of high expectations  
in our schools.

*I have proposed*

At the Federal level, ~~we are building~~ a program that will be  
driven by four principles:

*I want to*

First, ~~we will~~ reward excellence and success, by rewarding  
superior teachers, and recognizing Presidential Merit Schools  
that make ~~substantial~~ *real* progress. We will establish benchmarks for  
achievement -- and both commend and ~~compensate~~ *reward* the teachers and  
schools that succeed. *We will establish a National Science Scholars program.*  
*to encourage students to succeed in science.*

It is incumbent upon us to restore the honor -- the nobility  
-- of ~~teaching~~ *good* in this country. It won't escape the eyes of the  
young, if we can show them how much we value learning, in the way  
we value teachers.

~~Second, our program will~~ *I want to*

Second, our program will put resources where they count.  
We will target Federal dollars to help those most in need -- to  
places where support can make a real difference.

*I want to*  
 Third, ~~we will~~ promote choice and flexibility. We intend to devote \$100 million in new funding for magnet schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, ~~we will be~~ pushing for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

*standards the rest of the world will look to.*  
 For this is what excellence demands. It means setting high standards. *It means* constantly measuring yourself against those standards. And not resting until you meet those standards.

*It means discipline: the discipline that says, "If you don't get it right, try again. And again. Until you do get it right."*  
*excellence in education*  
 But ~~that work~~ will not be fully realized until we free our young people from the grip of drugs -- drugs that kill ~~time~~, *hopes* kill ~~hopes and~~ ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs.

With the help of ~~the new Drug Czar, Bill Bennett,~~ *(my choice as America's first Drug Czar)* I will be implementing a *comprehensive* coherent national drug control strategy -- a strategy that deals with both supply and demand, in four areas:

educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, ~~for the first time~~, use of ~~crack~~ cocaine declined among high school seniors. In fact, student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline. The message is getting out. We have reason to be encouraged, but by no means complacent. International cultivation of opium, <sup>Poppy</sup> and cocaine <sup>leaf</sup> increased sharply last year.

When I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. The Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on the drug problem.

I've heard great things about the conference you held on drug trafficking in the Americas last fall. The proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

<sup>Sally</sup> The core <sup>S</sup> of many ~~of our neighboring~~ societies have been permeated by drug mafias. Their trouble is our trouble.

Consider it economic, social, or cultural -- but consider it an international peril of unprecedented proportions. ~~Know that~~ if we are to stop it, we must stop it together. I encourage you to continue searching for long-term solutions.

In a city preoccupied by short-term policy issues, the Wilson Center encourages the longer view.

In a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and private sectors.

In this nation's efforts to educate its young -- and see them clear of the threat of drugs -- you are in a position to help us make our battles winning ones.

We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.

## WHITE HOUSE CORRESPONDENCE TRACKING WORKSHEET

- O - OUTGOING
  - H - INTERNAL
  - I - INCOMING
- Date Correspondence Received (YY/MM/DD)   1  /  1  /

Name of Correspondent: James Cicconi

MI Mail Report      User Codes: (A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_

Subject: Presidential Remarks: The Woodrow Wilson Center for International Scholars

| ROUTE TO:                  | ACTION         | DISPOSITION               |                  |      |                                  |
|----------------------------|----------------|---------------------------|------------------|------|----------------------------------|
| Office/Agency (Staff Name) | Action Code    | Tracking Date<br>YY/MM/DD | Type of Response | Code | Completion Date<br>YY/MM/DD      |
| <u>Cicco</u>               | ORIGINATOR     | <u>89103103</u>           |                  |      | <u>  1  /  1  /  </u>            |
|                            | Referral Note: |                           |                  |      |                                  |
| <u>Cuat 03</u>             | <u>R</u>       | <u>89103103</u>           |                  |      | <u>89103103</u><br><u>1:00pm</u> |
|                            | Referral Note: |                           |                  |      |                                  |
|                            | —              | <u>  1  /  1  /  </u>     |                  |      | <u>  1  /  1  /  </u>            |
|                            | Referral Note: |                           |                  |      |                                  |
|                            | —              | <u>  1  /  1  /  </u>     |                  |      | <u>  1  /  1  /  </u>            |
|                            | Referral Note: |                           |                  |      |                                  |
|                            | —              | <u>  1  /  1  /  </u>     |                  |      | <u>  1  /  1  /  </u>            |
|                            | Referral Note: |                           |                  |      |                                  |

- ACTION CODES:**
- A - Appropriate Action
  - C - Comment/Recommendation
  - D - Draft Response
  - F - Furnish Fact Sheet to be used as Enclosure
  - I - Info Copy Only/No Action Necessary
  - R - Direct Reply w/Copy
  - S - For Signature
  - X - Interim Reply
- DISPOSITION CODES:**
- A - Answered
  - B - Non-Special Referral
  - C - Completed
  - S - Suspended
- FOR OUTGOING CORRESPONDENCE:**
- Type of Response = Initials of Signer
  - Code = "A"
  - Completion Date = Date of Outgoing

**Comments:** Orgl clear due to time 3/3/89 1:30pm  
Michael J. Astrue

this worksheet attached to the original incoming letter.  
 All routing updates to Central Reference (Room 75, OEOB).  
 Return completed correspondence record to Central Files.  
 Questions about the correspondence tracking system to Central Reference, ext. 2590.

**WHITE HOUSE STAFFING MEMORANDUM**

**DATE:** 03/02/89      **ACTION/CONCURRENCE/COMMENT DUE BY:** 1:00 pm Friday 03/03

**SUBJECT:** PRESIDENTIAL REMARKS: THE WOODROW WILSON CENTER FOR INTERNATIONAL SCHOLARS (03/02 6:45 p.m. draft)

|                | ACTION FYI                          |                                     |            | ACTION FYI                          |                                     |
|----------------|-------------------------------------|-------------------------------------|------------|-------------------------------------|-------------------------------------|
| VICE PRESIDENT | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | MCCLURE    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| SUNUNU         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | NEWMAN     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| SCOWCROFT      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | PORTER     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| DARMAN         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | STUDDERT   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| BATES          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | UNTERMAYER | <input type="checkbox"/>            | <input type="checkbox"/>            |
| BREEDEN        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | WINSTON    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| CARD           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | ROGERS     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| CICCONI        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | PINKERTON  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| DEMAREST       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | BENNETT    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| FITZWATER      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| GRAY           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| HAGIN          | <input type="checkbox"/>            | <input type="checkbox"/>            |            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**REMARKS:**

Please provide any comments/recommendations directly to Chriss Winston (Rm. 122 x2930) by 1:00 p.m. on Friday 03/03, with an info copy to my office. Thanks.

**RESPONSE:**

**James W. Cicconi**  
**Assistant to the President**  
**and Deputy to the Chief of Staff**  
**Ext. 2702**

(Lange)  
1989 MAR 2 6:45 p.m.  
MARCH 2 1989

PRESIDENTIAL REMARKS: THE WOODROW WILSON CENTER FOR  
INTERNATIONAL SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

You know, ever since I announced that I intended to become the Education President, I've had more than a few things to say about accountability in education. But I recently learned that the namesake of this great organization had his own ideas about that.

When Woodrow Wilson was president of Princeton University, a worried mother approached him, and questioned him closely about what Princeton could do for her son.

Wilson answered, "Madam, we guarantee satisfaction -- or you will get your son back."

Well, I'm very glad to be back among Wilson Scholars again. It's an honor to be with you, to celebrate the anniversary of this great institution.

The law establishing this national memorial to Woodrow Wilson called for a "living institution" to express his ideals and concerns. This one truly does.

In this alliance of scholars -- now world-renowned for exploring some of the most vital issues confronting mankind -- Woodrow Wilson's ideals find their highest and most effective expression.

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New ideas and new technologies -- and the diplomatic and trading relations they spawn -- are developing at an astounding pace. We weave a tapestry of shared concerns and relations, worldwide. Its threads are many -- social, economic, environmental, geopolitical -- and it grows broader daily.

One issue that exemplifies the intricacy of this new world tapestry is the argument over international standards for high-definition television.

Those hotly-contested industry standards are being debated by technicians from Europe, Japan, and North America. Clearly, a great deal is at stake. And you might wonder, in whose ballpark will the game be played out?

Well, last month a neutral site was offered for testing competing standards, to determine -- without fear of prejudice or favoritism -- which system to adopt worldwide. And that neutral site was the Soviet Union.

Ten years ago, no one would have seen that coming.

Ten years from now, the highest praise they might bestow upon us is that we understood the changes in our midst -- and we worked effectively, to make change positive.

I would hope they'd say that we used power -- whether the power of the individual mind, or the power of collective will -- to turn change to advantage.

You who comprise the Wilson Center are devoted to the life of the mind. And I imagine you'll agree with me, if I say that the young minds of America will make or break this country's future.

I have two concerns about those young minds, that I'd like you to consider this evening: I believe our young people will have to be better educated than any previous generation. And I insist that to be so, they will have to be free of the scourge of drug abuse.

These are fundamental, bipartisan concerns. They affect us all. Their solution is not a question of "whether" -- it is a question of "when."

So I would like you to think of tonight as a celebration, yes -- but also as a challenge: Consider what we must do, together, to start to solve those problems, now.

Where the state of the schools is concerned, you've all heard the surveys. Last month's report from the National Science Foundation put U.S. students at the bottom of an international comparison of math and science skills. South Korean students performed in higher mathematics at four times the rate of U.S. students.

Who's to blame is not the issue. We all must be accountable for the quality of education in America.

To assure a competitive future -- whether in specific technologies like high-definition television, or in the overall standard of living enjoyed by the citizens of this nation -- all of us must get involved.

We are going to launch a crusade for excellence in American public education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to build a culture of high expectations in our schools.

At the Federal level, we are building a program that will be driven by four principles:

First, we will reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make substantial progress. We will establish benchmarks for achievement -- and both commend and compensate the teachers and schools that succeed.

It is incumbent upon us to restore the honor -- the nobility -- of teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, our program will put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

Third, we will promote choice and flexibility. We intend to devote \$100 million in new funding for magnet schools that increase choice, expand opportunities for children, and generate healthy competition among schools.

And finally, we will be pushing for greater accountability at all levels -- among students, teachers, administrators, and principals -- to assure that students are actually receiving the highest quality education.

For this is what excellence demands. It means setting high standards. Constantly measuring yourself against those standards. And not resting until you meet those standards.

But that work will not be fully realized until we free our young people from the grip of drugs -- drugs that kill time, kill hopes and ambitions, and kill kids.

To rid our schools and our streets of this scourge, I've proposed nearly \$1 billion in new outlays for anti-drug programs. With the help of the new Drug Czar, Bill Bennett, I will be implementing a coherent national drug control strategy -- a strategy that deals with both supply and demand, in four areas:

educating and inspiring in our young an attitude of "zero tolerance"; reclaiming lives, through more effective treatment; stopping drugs at their source; and enforcing tougher penalties.

Last week we got some good news on the drug front. In 1988, for the first time, use of crack cocaine declined among high school seniors. In fact, student usage of almost every illegal drug -- as well as alcohol -- appears to be on the decline. The message is getting out. We have reason to be encouraged, but by no means complacent. International cultivation of opium and cocaine increased sharply last year.

When I talk about a war on drugs, I mean more than a rhetorical war. I seek engagement on all fronts. The Wilson Center is known as a vital point of contact between the thinkers and the doers of this country, and a number of scholars have shed new light on the drug problem.

I've heard great things about the conference you held on drug trafficking in the Americas last fall. The proceedings of that conference provoked a great deal of thought -- and for my part, the thoughts are haunting.

The core of many of our neighboring societies has been permeated by drug mafias. Their trouble is our trouble.

Consider it economic, social, or cultural -- but consider it an international peril of unprecedented proportions. Know that if we are to stop it, we must stop it together. I encourage you to continue searching for long-term solutions.

In a city preoccupied by short-term policy issues, the Wilson Center encourages the longer view.

In a city preoccupied by politics, you draw support from all parties and all quarters, with funding from both the public and private sectors.

In this nation's efforts to educate its young -- and see them clear of the threat of drugs -- you are in a position to help us make our battles winning ones.

We need our young people to succeed. Our ability to empower them will reflect our character, and our ideals as a nation.

Woodrow Wilson put it this way. "The beauty of a Democracy," he said, "is that you never can tell, when a youngster is born, what he is going to do... and that, no matter how humbly he is born... he has got a chance to master the minds and lead the imaginations of the whole country."

Our challenge will be to give all young people the chance to fulfill their highest ambitions, and their God-given potential.

It falls to us, to prove Woodrow Wilson right.

Thank you, and God bless you.