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# FOIA MARKER

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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:** 13478-004

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**Folder Title:**  
Woodrow Wilson Scholars, 3/7/89 [2]

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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

March 3, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM:

ROGER B. PORTER *RBP*

SUBJECT:

Presidential Remarks: The Woodrow Wilson Center  
for International Scholars

The draft remarks are well written. I have only one editorial suggestion. The meaning of the last sentence in the third paragraph on page four is unclear, "South Korean students performed in higher mathematics at four times the rate of U.S. students." The sentence doesn't really make sense. I suggest striking the sentence and perhaps using another statistic.

cc: James W. Cicconi

## 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"/>
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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 March 2, 1989  
6:45 p.m.  
14 7:06

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?

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.

## WHITE HOUSE STAFFING MEMORANDUM

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

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**REMARKS:**

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**RESPONSE:**

no comment

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

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Thank you, and God bless you.

THE WHITE HOUSE  
WASHINGTON



March 3, 1989

Memorandum to Chriss Winston

From:

Jim Pinkerton

Re:

Comments on Wilson Center speech

I think is a gracefully written speech, especially the first couple of pages and the last two. However, it is not quite clear to me what new point we are trying to get across here. I gather that the President is linking US competitiveness and the quality of US education with drug use. However, the nexus with the President is not adequately emphasized. For example, on the top of page 5 the text refers to "we." I think the President should be saying "I." And I would also say "I have already begun a crusade..." The idea being that George Bush began to build momentum during the campaign, when he declared his intention to be The Education President.

Nothing I am arguing here diminishes one whit from the importance of "local energy and initiative," as alluded to in the second line on page 5. All we need to do is assign, in our own heads, who does what. The President, the possessor of the Bully Pulpit, sets the national agenda and leads. Everyone else, at their respective position, does what he or she can to advance the cause. Everyone is vital and irreplaceable. But let's make sure that the President is always at the head of the parade.

I think this close rethinking of the President's role will help this speech become a strong showcase for his leadership, which will in turn help make news.

One other point: the excursion into HDTV and the Soviet Union mystified me and Bill Roper. Left as is, I'm afraid that this is our news -- "President expresses interest in Soviet role in HDTV."

I understand that you, me, and Bill are tentatively scheduled to sit down Monday. Perhaps we can review the news value of this speech at that time.

#

cc: Bill Roper

*Chriss -- done  
new edits, should  
take care of this.  
MF*

RECEIVED IN ONE

# WHITE HOUSE STAFFING MEMORANDUM

99 FEB 21 10:39

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

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Assistant to the President  
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Ext. 2702

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1989 MAR 2 6:45 p.m.  
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Please see  
Comments  
on page A

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X3080

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X3080

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↓ Hale  
X3120

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Consider it economic, social, or cultural -- but consider it an international peril of unprecedented proportions. ~~Know that~~ AC  
~~If~~ we are to stop it, we must stop it together. I encourage you X3080  
to continue searching for long-term solutions.

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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.

*Dan - after talking with NTIA, here is some justification for removing the discussion. Call me when you've reviewed.*

DMS staff have concerns about the discussion of the HDTV standards debate and the discussion of the Soviet Union offer of being a neutral testing site of competing standards.

*Eynon*

- o Extremely controversial policy issue.
- o No Administration position has been developed thus far.
- o Question of whether the USSR would in fact be neutral is not known -- the extent to which USSR might have competing standard has not been determined / also Ex. Branch concern over sending this technology to the USSR. Additionally, at this time there is little to indicate that "neutral" testing will resolve this standard question.
- o Could be read as an endorsement of the "neutral" Soviet Union test site.
- o Commerce secretary Mosbacher is testifying the day following the date of this speech. This reference could be in press and construed by congress as an Administration position which Secretary Mosbacher would be asked to defend.

For these reasons, staff would recommend these paragraphs be deleted from the speech.

(DMS staff did consult with the National Telecommunications and Information Administration.)

*Page A  
(Dan Taff  
4/3/85)*

5730

CHRISS --

*CONVERSATION W/ DAN TAFF (5:45 p.m. 3/3)  
CLEARS THE HDTV STORY, PROVIDED NEW SENTENCE IS ADDED. (see Large draft 3/3, 5:45 p.m.)*

# 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"/>
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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.

*Smf*

**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.  
7:03

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.

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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.

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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 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:

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Thank you, and God bless you.

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

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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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**REMARKS:**

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**RESPONSE:**

March 3, 1989

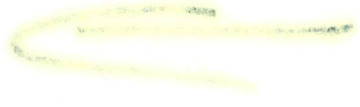
TO: CHRISS WINSTON

NSC comments indicated on attached

*Not a great speech for this audience*  
Brent Scowcroft

cc: James Cicconi

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



89 MAR 3 A 7: 36

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

PRESIDENTIAL REMARKS:

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

X

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I have two concerns about those young minds, that I'd like you to consider this evening: I believe <sup>the</sup> ~~our~~ young people <sup>of America</sup> 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.

No!

The audience includes many foreign scholars. Not sure they'll be interested in this topic, unless it's given more of an international cast.

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(Lange)  
March 2, 1989  
6:45 p.m.

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INTERNATIONAL SCHOLARS  
WASHINGTON, D.C.  
TUESDAY, MARCH 7, 1989

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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:**

*Okay (JW)*

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

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

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?

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.

*Chris -- new language in brackets, file  
for your approval. All*  
[pps 1, 2-3, 4, 6]

(Lange)  
March 6, 1989  
2:00 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 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.

[ 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. 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.

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 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 has worsened 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.

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