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State Legislators - Helena, Montana 9/18/89 [1]

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**REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989**

**GOVERNOR STEPHENS, SENATOR BURNS, CONGRESSMAN
MARLENEE, REPRESENTATIVE PECK, SPEAKER VINCENT, SENATE
PRESIDENT GALT, LADIES AND GENTLEMEN. GOOD AFTERNOON,
AND THANK YOU FOR THAT INTRODUCTION. AND LET ME SAY
WHAT A PLEASURE IT IS TO ADDRESS THIS FIVE-STATE
CONFERENCE.**

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**YOU KNOW, BEING HERE IN HELENA REMINDS ME OF A TV
SERIES A FEW MONTHS BACK. MAYBE YOU SAW IT. "LONESOME
DOVE." ABOUT A CATTLE DRIVE WHICH STARTED DOWN IN
TEXAS AND WOUND UP IN MONTANA. WELL, THIS IS ONE TEXAN
WHO'S FOLLOWED SUIT. AND WHO BECAUSE OF YOUR
HOSPITALITY, IS FEELING ANYTHING BUT "LONESOME."**

- 3 -

IN RETURN, I'D LIKE TO SHARE A FEW WORDS OF APPRECIATION. THEY'RE FROM HENRY DAVID THOREAU, WHO SAID, "EASTWARD I GO ONLY BY FORCE; BUT WESTWARD I GO FREE." THOSE WORDS HIT HOME ON A DAY LIKE THIS. FOR IT'S FREEDOM THAT MOVES THE MIND AND SPIRIT AS YOU TRAVEL WEST FROM WASHINGTON.

YOU SEE THE MISSISSIPPI, MIGHTY AND MEANDERING. AND THE GREAT PLAINS, FROM AIR FORCE ONE A GIANT, SPRAWLING CHECKERBOARD.

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AND THEN THE ROCKIES, A SAMPLING OF SOME OF GOD'S BEST HANDIWORK. AND YOU'RE FREE TO ENJOY THE BIG SKY -- AND DREAM DREAMS AS BIG AS ALL AMERICA.

BUT AS WE DREAM, WE MUST ALSO ACT. ACT AS WISE STEWARDS OF THIS GENERATION -- FOR ALL THE GENERATIONS TO COME.

A FEW MOMENTS AGO I SPOKE TO THE MONTANA CENTENNIAL CELEBRATION. WHERE I TALKED OF ONE KIND OF STEWARDSHIP -- THE SAFEGUARDING OF OUR NATIONAL RESOURCES.

THE GREAT OUTDOORS IS PRECIOUS, BUT FRAGILE. TO PRESERVE IT, WE MUST PROTECT IT.

NOW, IN SAYING THIS, I'LL CONFESS: I FEEL LIKE A STUDENT ADVISING HIS TEACHER. FOR I NEEDN'T TELL YOU ABOUT HUNTING, HIKING, AND RAFTING. AND LIKE ME, YOU NEVER MET A FISH YOU DIDN'T LIKE [PAUSE] . . . OF COURSE, AFTER MY RECENT VACATION IN MAINE, THERE ARE SOME WHO SAY I NEVER MET A FISH, PERIOD. [PAUSE]

STEWARDSHIP CAN MEAN PRESERVING THE PURITY OF OUR LIVING ENVIRONMENT. FOR AMERICA CAN ONLY BE AS BEAUTIFUL AS HER PEOPLE ARE VIGILANT. BUT STEWARDSHIP CAN ALSO MEAN PRESERVING OUR TEACHING AND LEARNING ENVIRONMENT. FOR AMERICA CAN ONLY BE AS GREAT AS HER CHILDREN ARE EDUCATED.

IT'S THIS KIND OF STEWARDSHIP I'D LIKE TO BRIEFLY TALK ABOUT AND IT'S THE REASON EACH OF YOU IS HERE TODAY IN HELENA -- MANY OF YOU FROM CENTENNIAL STATES.

SHARING IDEAS AND RESPONSIBILITY TO HELP SHAPE THE NEXT HUNDRED YEARS OF AMERICAN EDUCATION.

WE HEAR A LOT TODAY ABOUT EDUCATION'S PROBLEMS. AND WE SHOULD. FOR THE PROBLEMS ARE REAL. A TOO-HIGH DROP-OUT RATE. TOO LITTLE PARENTAL INVOLVEMENT. ERRATIC STANDARDS. TOO LITTLE ACCOUNTABILITY -- BY TEACHERS, AND STUDENTS. SCHOOLS THAT ARE UNSAFE AND WRACKED BY DRUG USE AND TRAFFICKING. KIDS ILL-EQUIPPED TO READ, WRITE, OR UNDERSTAND NEW TECHNOLOGIES.

THESE PROBLEMS MUST HAVE SOLUTIONS. THIS CONFERENCE HOPES TO FIND THEM. BECAUSE WHEN IT COMES TO EDUCATION, WASHINGTON DOESN'T KNOW BEST. THE PEOPLE DO. NOWHERE IS THAT TRUER THAN HERE IN THE AMERICAN WEST WHERE LOCAL VALUES AND SCHOOL AUTONOMY ARE AS REVERED AS LOVE OF FREEDOM AND OF COUNTRY. AND PERHAPS NOWHERE IS IT MORE EMBODIED THAN IN THE PAINTING JUST BEHIND ME.

IT HAS BEEN CALLED CHARLES M. RUSSELL'S GREATEST WORK, ENTITLED "LEWIS AND CLARK MEETING THE FLATHEAD INDIANS AT ROSS' HOLE." AND IT SAYS A LOT: ABOUT THE WEST AND, STRANGELY ENOUGH, ABOUT WESTERN EDUCATION. TO THE RIGHT STAND LEWIS AND CLARK. ASKING QUESTIONS ABOUT A STRANGE WORLD. WILLING AND NEEDING TO LEARN. AND IN THE CENTER ARE THE INDIANS. READY TO SHARE KNOWLEDGE, AND LEAD LEWIS AND CLARK ALONG UNKNOWN TERRAIN.

FOR DECADES AFTER, THIS SPIRIT OF FREEDOM AND DISCOVERY SPURRED THE WEST. YES, LIFE WAS HARD. THERE WERE HOMES TO BE BUILT. AND SCHOOLS TO BE CONSTRUCTED, SO THAT KIDS COULD LEARN. HOW DID THESE PIONEERS DO IT? THE WAY THE WEST HAS ALWAYS DONE IT. THEY WERE SELFLESS. INDEPENDENT. THEY WERE RESOLUTE. UNAFRAID.

LET ME TAKE A FEW MOMENTS TO REMEMBER HOW IT WAS. NOT AS A TRIP DOWN MEMORY LANE. BUT AS A PROFILE IN THE STEWARDSHIP OF EDUCATION.

A PROFILE OF COURAGE AND SELF-DISCIPLINE -- LESSONS AS
TIMELY TO 1989 AS TO THE PIONEERS OF 1889.

REMEMBER, FIRST, THE SCHOOLS THEMSELVES. NAMES
LIKE DRY RUN, SITTING UP, CROCUS HILL. AND THEIR
CONDITION. SMALL, OFTEN WITH ONLY ONE ROOM. DIRT
FLOORS. AND LOG WALLS.

AND REMEMBER THE COMMUNITIES THAT BUILT THEM. WHAT
A TASK IT WAS. OFTEN, SUPPLIES WERE LIMITED -- BUT
THERE WERE ALWAYS ENOUGH HANDS.

FOR COMMUNITIES PITCHED IN -- LUMBERJACK, CARPENTER,
MASON. WHATEVER IT TOOK, THOSE KIDS WOULD HAVE THEIR
SCHOOL.

REMEMBER, TOO, THE STUDENTS -- JUST GETTING TO
SCHOOL COULD BE MISSION IMPOSSIBLE. IN CHINOOK,
MONTANA, ALMOST A HUNDRED YEARS AGO, 10-YEAR-OLD
LILLIAN MILLER NEEDED STURDY SHOES; HER LITTLE LOG
SCHOOL WAS SEVEN MILES FROM HOME. AND ONCE AT SCHOOL,
HERE'S WHAT SHE AND OTHERS FOUND.

MAKESHIFT FURNITURE: STUDENTS SAT ON BOXES, OR BENCHES. BOOKS? THEY WERE MORE ELUSIVE THAN PROSPECTORS' GOLD. FOUR OR FIVE KIDS STUDYING FROM A SINGLE VOLUME.

JUST THINK OF IT. THINK OF HOW THOSE STUDENTS MUST HAVE LOVED TO LEARN -- FOR LOOK WHAT THEY ENDURED. AND WHEN IT CAME TO LOVE, OR ENDURANCE, NO ONE ECLIPSED THEIR TEACHERS. THEY WERE THE FIRST STEWARDS OF AMERICAN EDUCATION.

TO BEGIN WITH, THINK OF THEIR PROBLEMS. LEAKING ROOFS. ROOMS FULL OF KIDS OF ALL AGES. AND SKUNKS BENEATH THE SCHOOLHOUSE -- IMAGINE WHAT THAT DID FOR STUDENT DISCIPLINE. THINK, THEN, OF THEIR PAY -- THAT WAS REALLY A PROBLEM: LESS THAN \$30 A MONTH. AND PRIVACY? WHAT PRIVACY? TEACHERS WERE OFTEN BOARDED IN SMALL HOMES WITH LARGE FAMILIES. AND THEY OFTEN DOUBLED AS COMMUNITY LEADER.

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THEN, THERE WERE THE PARENTS. THEY HAD TO RUN A FARM, RAISE A FAMILY, AND FIGHT OFF EVERYTHING FROM CLAIM-JUMPERS TO BEARS. WHAT'S MORE, THEY HOUSED KIDS FROM DISTANT FAMILIES -- CARING FOR THEM LIKE THEIR OWN -- SO THAT EVERY CHILD MIGHT HAVE THE CHANCE TO LEARN. FOR THEY REALIZED THE FUTURE LAY IN THEIR CHILDREN, THROUGH EDUCATION.

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THESE PIONEERS KNEW, AS WE DO, THAT EDUCATION CAN CARVE A BETTER LIFE. AND THEY KNEW THAT TRUE LEARNING -- BASICS LIKE READING, WRITING, AND ARITHMETIC -- DON'T STEM FROM TRENDY CURRICULA. RATHER, TRUE LEARNING STEMS FROM VALUES THAT ARE ALWAYS IN STYLE. VALUES LIKE "DO UNTO OTHERS." VALUES THAT TELL KIDS WHY DRUGS ARE PUBLIC ENEMY NUMBER 1 -- AND DETAIL A PROGRAM, AS OUR ADMINISTRATION HAS, TO DEFEAT THAT ENEMY.

- 17 -

IN THAT CONTEXT, LET ME SAY: THIS NATIONAL STRATEGY NEEDS YOUR HELP. WE NEED THE STATES TO TOUGHEN THEIR LAWS: MANDATORY TIME FOR WEAPONS OFFENDERS. NO PLEA-BARGAINING ON GUNS. THE DEATH PENALTY FOR HEINOUS DRUG CRIMES. AND MORE POLICE, PROSECUTORS, AND PRISONS SO THAT VICIOUS THUGS WILL BE PURSUED, PROSECUTED, AND PUT AWAY FOR GOOD.

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THESE STEPS WILL HELP MAKE TRUE LEARNING POSSIBLE -- AND ALLOW TEACHERS TO TEACH VALUES LIKE SELF-RESPECT, GOOD CITIZENSHIP AND PATRIOTISM. VALUES AS CENTRAL TO THE AMERICAN WEST AS THE BRAVERY THAT TAMED ITS FRONTIER.

NO GOVERNMENT PLANNER TOLD THESE PIONEERS HOW TO STRUCTURE COURSES. OR HOW LONG THE SCHOOL YEAR SHOULD BE. THEY DECIDED, RIGHT HERE. THEY DIDN'T NEED WASHINGTON TO KNOW THAT THOSE CLOSEST TO THE COMMUNITY BEST UNDERSTAND ITS PRIORITIES. NOR DO YOU TODAY. I'M TALKING ABOUT LOCAL SCHOOL BOARDS, TEACHERS, AND PARENTS WORKING WITH EACH OTHER IN A PARTNERSHIP WITH ALL LEVELS OF GOVERNMENT.

AS A PARTNER, I PLEDGE TO YOU: OUR ADMINISTRATION WILL LISTEN. I MEANT IT WHEN I SAID EARLIER, "WASHINGTON DOESN'T KNOW BEST -- THE PEOPLE DO." FOR I REJECT -- IMPLICITLY -- THE NOTION OF FEDERAL MANDATES -- FEDERAL BULLYING -- IN EDUCATION. INSTEAD, WHAT WE NEED -- WHAT I'M ASKING FOR -- ARE LOCAL IDEAS, LOCAL CREATIVITY, AND MORE LOCAL AUTONOMY.

THE PLAIN TRUTH IS THAT OUR EDUCATIONAL SYSTEM IS NOT MAKING THE GRADE. IN A RECENT COMPARISON OF 13-YEAR-OLD STUDENTS IN THE UNITED STATES AND 5 OTHER NATIONS, AMERICA PLACED LAST IN MATHEMATICS AND NEAR LAST IN SCIENCE. SPENDING MORE MONEY ON EDUCATION THAN MOST OTHER COUNTRIES, WE'RE GETTING LESS RETURN ON THE INVESTMENT. IT IS TIME FOR CHANGE -- PERHAPS RADICAL CHANGE -- TO FIND NEW WAYS TO IMPROVE EDUCATIONAL PERFORMANCE.

THAT IS WHY OVER THE PAST SEVERAL MONTHS, I HAVE MET WITH GROUPS FROM THE AMERICAN FEDERATION OF TEACHERS TO THE NATIONAL ASSOCIATION OF SCHOOL BOARDS, AND FROM MAYORS TO ELECTED OFFICIALS TO MANY STATE LEGISLATORS. AND IT'S WHY WE'RE MEETING TODAY.

FOR I KNOW HOW IMPORTANT STATE LEGISLATORS ARE. YOU APPROPRIATE THE MONEY. YOU MAKE PROGRAMS POSSIBLE. AND YOU ARE OFTEN EXPERTS ON EDUCATION. YET YOU CAN'T DO IT ALONE. ANY MORE THAN WASHINGTON.

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ONLY THROUGH PARTNERSHIPS -- GOVERNMENT SERVING AS A CATALYST -- CAN WE MAKE AMERICAN EDUCATION NUMBER ONE.

ACCORDINGLY, IN APRIL I SENT TO THE CONGRESS THE "EDUCATIONAL EXCELLENCE ACT OF 1989." OUR PROGRAM HAS FOUR OBJECTIVES. FIRST, TO REWARD EXCELLENCE. SECOND, TO SEE THAT FEDERAL DOLLARS HELP THOSE MOST IN NEED. THIRD, OUR PROGRAM DEMANDS EDUCATIONAL ACCOUNTABILITY. AND FOURTH, IT SUPPORTS GREATER FLEXIBILITY AND CHOICE.

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WE WANT TO CREATE A \$500 MILLION PROGRAM TO REWARD SCHOOLS THAT IMPROVE THE MOST. AND A NEW MAGNET SCHOOLS OF EXCELLENCE PROGRAM -- HELPING PARENTS CHOOSE WHICH PUBLIC SCHOOLS THEIR CHILDREN WILL ATTEND. THEN, THERE'S "ALTERNATIVE CERTIFICATION" ALLOWING TALENTED AMERICANS TO TEACH IN THE CLASSROOM. AND SPECIAL PRESIDENTIAL AWARDS FOR THE BEST TEACHERS.

AND THROUGH A NEW INITIATIVE OF NATIONAL SCIENCE SCHOLARS, WE WANT TO INCREASE INCENTIVE TO EXCEL IN SCIENCE, MATHEMATICS, AND ENGINEERING.

THE 1989 EDUCATION ACT SEEKS TO INVEST IN THE KIDS, AND THEIR KIDS, WHO WILL TRULY SHAPE "THE NEXT ONE HUNDRED YEARS."

THIS CONFERENCE CAN ADVANCE THAT GOAL. AS CAN THE IDEAS OF CITIZENS FROM MAINE TO CALIFORNIA. AND SO CAN AN UNPRECEDENTED EVENT WHICH OCCURS NEXT WEEK -- THE NATION'S FIRST PRESIDENTIAL EDUCATION SUMMIT. WE WILL GATHER TO TALK. THINK. EXCHANGE IDEAS.

IDEAS ABOUT HOW TO BOOST TEACHER RECRUITMENT AND RETENTION. AND INCREASE THE CHOICES FOR PARENTS AND STUDENTS. IDEAS ON HOW BEST TO COORDINATE THE ROLE OF FEDERAL, STATE, AND LOCAL GOVERNMENTS.

AND INSTILL A DRUG-FREE AND CRIME-FREE ENVIRONMENT IN OUR SCHOOLS. IN SHORT, IDEAS ON HOW TO SPUR EDUCATIONAL REFORM. AND RETURN POWER TO THE PEOPLE.

OUR SUMMIT WILL BE AS WIDE-RANGING AS THE WEST. SO LET YOUR GOVERNORS KNOW PRECISELY WHAT YOU THINK. IF YOU DO, SUMMIT PARTICIPANTS WILL REAFFIRM THE CENTRAL LESSON OF THE CENTENNIAL PIONEERS -- THAT ONLY TOGETHER CAN WE TRULY EDUCATE AMERICA'S CHILDREN.

FOR EDUCATION IS OUR MOST ENDURING LEGACY, VITAL TO EVERYTHING WE ARE AND CAN BECOME.

WHAT A LEGACY THEY HAVE GIVEN US -- THESE PIONEERS OF A CENTURY AGO. AND WHAT A RESPONSIBILITY WE HAVE. LET US MEET IT. SO THAT A HUNDRED YEARS FROM NOW, FUTURE GENERATIONS WILL SAY OF US: THEY TAUGHT THEIR CHILDREN WELL.

THANK YOU FOR THE PRIVILEGE OF SHARING THIS OCCASION, GOD BLESS YOU, AND GOD BLESS AMERICA.

Mont Leg.

Steph -

parents working
of government.

As a partner
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best -- the peop
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on Legislators (p. 6 cards 14 & 15)
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made.
Thanks
Blessey

Instead, what we need -- what I'm asking for -- are local ideas,
local creativity, and more local autonomy.

The plain truth is that our educational system is not making
the grade. In a recent comparison of 13-year-old students in the
United States and 11 other Nations, America placed last in
Mathematics and near last in Science. Spending more money on
education than most other countries, we're getting less return on
the investment. It is time for change -- perhaps radical change
-- to find new ways to improve educational performance.

That is why over the past several months, I have met with
groups from the American Federation of Teachers to the National
Association of School Boards, and from mayors to elected
officials to many State legislators. And it's why we're meeting
today.

For I know how important State legislators are. You
appropriate the money. You make programs possible. And you are
often experts on education. Yet you can't do it alone. Any more
than Washington. Only through partnerships -- government serving
as a catalyst -- can we make American education Number One.

← How can we "keep"
it No. 1 if we
come in last

Mont. Leg.

w/ changes 6

parents working with each other in a partnership with all levels of government.

As a partner, I pledge to you: Our Administration will listen. I meant it when I said earlier, "Washington doesn't know best -- the people do." For I reject -- implicitly -- the notion of Federal mandates -- Federal bullying -- in education. Instead, what we need -- what I'm asking for -- are local ideas, local creativity, and more local autonomy.

The plain truth is that our educational system is not making the grade. In a recent comparison of 13-year-old students in the United States and 5 other Nations, America placed last in Mathematics and near last in Science. Spending more money on education than most other countries, we're getting less return on the investment. It is time for change -- perhaps radical change -- to find new ways to improve educational performance.

That is why over the past several months, I have met with groups from the American Federation of Teachers to the National Association of School Boards, and from mayors to elected officials to many State legislators. And it's why we're meeting today.

For I know how important State legislators are. You appropriate the money. You make programs possible. And you are often experts on education. Yet you can't do it alone. Any more than Washington. Only through partnerships -- government serving as a catalyst -- can we make American education Number One.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/14/89 ACTION/CONCURRENCE/COMMENT DUE BY: 9/15/89 NOON

SUBJECT: STATE LEGISLATURES, HELENA, MONTANA

	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 type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input checked="" 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"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than NOON, Friday, September 15, with a copy to my office. Thank you.

RESPONSE:

89 SEP 15 48:19

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

(Smith/Blessey)
Draft Four
September 14, 1989
MONTANA

09 SEP 14 P7:09

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

Governor Stevens, Representative Peck, Speaker Vincent, Senate President Galt, Ladies and Gentlemen. Good afternoon, and thank you for that kind introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is one Texan who's followed suit. And who because of your hospitality, is feeling anything but "lonesome."

In return, I'd like to share a few words of appreciation. They're from Henry David Thoreau, who said, "Eastward I go only by force. Westward I go free." Those words hit home on a day like this. For it's freedom that moves the mind and spirit as you travel West from Washington.

You see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, a sampling of God's handiwork. And you're free to enjoy the Big Sky -- and dream dreams as big as all America.

But as we dream, we must also act. Act as wise stewards of this generation -- for all the generations to come.

A few moments ago I spoke to the Montana Centennial Celebration. Where I talked of one kind of stewardship -- the safeguarding of our national resources. The great outdoors is precious, but fragile. To preserve it, we must protect it.

Now, in saying this, I'll confess: I feel like a student advising his teacher. For I don't have to tell you about hunting, hiking, and rafting. And like me, you never met a fish you didn't like [PAUSE] . . . Of course, after my recent vacation up in Maine, there are some who say I never met a fish, period. [PAUSE]

Stewardship can mean preserving the purity of our living environment. For America can only be as beautiful as her people are vigilant. But stewardship can also mean preserving our teaching and learning environment. For America can only be as great as her children are educated.

It's this kind of stewardship I'd like to briefly talk about and it's the reason each of you is here today in Helena -- many of you from Centennial States. Sharing ideas and responsibility to help shape the next one hundred years of American education.

We hear a lot today about education's problems. And we should. For the problems are real. A rising drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

These problems must have solutions. This Conference hopes to find them. Because when it comes to education, Washington Doesn't Know Best. The people do. Nowhere is that truer than here in the American West where local values and school autonomy are as revered as love of freedom and of country. The America of Brigham Young, Mike Mansfield, and Charles M. Russell. And perhaps nowhere is it more embodied than in the painting just behind me.

It has been called Russell's greatest work, entitled "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." Russell painted it in 1911. But it preserves a moment from 1805. And it says a lot: About the West and, strangely enough, about Western education. To the right stand Lewis and Clark. Asking questions about a strange world. Willing and needing to learn. And in the center are the Indians. Ready to share knowledge, and lead Lewis and Clark along unknown terrain.

For decades, this spirit has spurred the West -- the spirit of freedom and discovery. And made possible today's Centennial observations. For as life was arduous in 1805, so it was in the 1880s and '90s. There were homes to be built, and villages to be created. And schools to be constructed, so that kids could learn. How did they do it -- these Centennial pioneers? The way the West has always done it. They were selfless. Independent. They were resolute. Unafraid.

Let me take a few moments to remember how it was. Not as a trip down memory lane. But as a profile in the stewardship of

education. A profile of courage, self-discipline, and above all, sacrifice -- lessons as timely to 1989 as to the pioneers of 1889.

Remember, first, the schools themselves. Names like Dry Run, Sitting Up, Crocus Hill. And their condition. Small, often with only one room. Dirt floors. And log walls.

Remember, next, the communities that built the schools. And what a task it was. Often, lumber was limited -- and had to be carried for miles. Often, funds were scarce -- but there were always enough hands. For communities pitched in -- lumberjack, village smithy, carpenter, mason -- giving of their time, and of their talents. In one place, a school opened in an abandoned stable; the kids sat on the manger. In another, the school opened above a saloon. No endeavor was too great -- no sacrifice too large. Whatever it took -- however it took -- those kids would have their school.

Remember, then, the students -- just getting to school could be mission impossible. In __, __-year-old __ had to walk three miles each way; her only companions were the blizzards and the wolves. And in South Dakota, two boys had an even longer round-trip -- 24 miles. And once at school, here's what they found. Makeshift furniture: Students sat on boxes, or benches. Often, no paper. Or blackboards. At best -- Shell Creek, Wyoming -- a blackboard made of two rubber boots, split open and tacked on the wall. Books? They were more elusive than prospectors' gold. Four or five kids studying from a single volume. And fun? It

was even more remote. Kids were told to keep their feet still. That way, they wouldn't raise the dust [PAUSE] . . . when you get home, try telling that to your kids.

Just think of it. Think of how those students must have loved to learn -- for look what they endured. And when it came to love, or endurance, no one eclipsed their teachers. They were the first stewards of American education.

I'm sure you've heard the old expression, "Problems are really opportunities in disguise." Well, teachers a century ago must have seen more opportunities running around than they really deserved. Leaking roofs. Rooms full of kids of all ages and abilities. And skunks beneath the schoolhouse -- imagine what that did for student discipline. Teachers were poorly paid -- less than \$30 a month. And often lacked a desk: One teacher took an organ, removed the keys, and built drawers under the top. Privacy? What privacy? Teachers were often boarded in small homes with large families. And they doubled as community leader -- since the school might serve as town church, social hall, dance parlor, and balloting place.

Then, there were the parents. And talk about double jeopardy. They had to run a farm, raise a family, and fight off everything from claim-jumpers to bears. And if that wasn't enough, they housed kids from distant families -- caring for them and their own -- without pay. So that every child might have the chance to learn. Tough to do -- but they did it. For they were

also stewards. And they realized where the future lay: In their children, through education.

These Centennial pioneers knew, as we do, that education can carve a better life -- for the son, hoping to be a cattle man, or that daughter, who wanted to teach the next generation. What's more, they knew that true learning -- basics like reading, writing, and arithmetic -- doesn't stem from trendy curricula. Rather, true learning stems from values that are always in style. Values like voluntary prayer and "Do unto others. Values that tell kids why drugs are Public Enemy Number 1 -- and detail a program, as we have, to defeat that enemy. Values like courtesy, self-respect, and discipline, good citizenship and patriotism. Values as central to the American West as the bravery that tamed its wild frontier.

No government planner told these pioneers how to structure courses. They did it on their own. Or how long the school year should be. Or whether in Nebraska -- for instance -- the Territorial librarian could serve as superintendent of education. They decided, right here. They didn't need Washington to know that those closest to the community best understand its priorities. Nor do you today. I'm talking about local school boards, teachers, and parents working with each other and all levels of government.

In a real sense, that's why you're here. For you know -- like the Centennial pioneers -- how education can inspire. As legislators and members of the Commission, you want to increase

academic standards and accountability. And spur local flexibility and choice. For you know that excellence breeds achievement, and achievement should be rewarded. And so from adult learning to K through 12 funding to rural development, you're taking that grass-roots message to the community. As your forefathers did a century ago. And as America must do today.

This Conference says: "We in the West will do our part." Well, our Administration will do its part. We, too, must be stewards. We, too, know education can be a ladder. That is why in April, I sent to the Congress the "Educational Excellence Act of 1989." It seeks to reward improving schools, increase parental choice, and enhance academic standards. And to invest in the kids, and their kids, who will truly shape "the next one hundred years."

The 1989 Education Act can advance that goal. As can this Conference. And so can an event which occurs next week -- the first Educational Summit Conference in our history.

I have asked all 50 Governors and each Cabinet official to meet with me. To talk. Think. Exchange ideas. Ideas about how to spur educational reform. And return power to the people.

A prediction: Our Summit will be as wide-ranging as the West. And a belief: Summit participants will reaffirm the central lesson of the Centennial pioneers -- only together can we truly educate America's children. For education is our most enduring legacy . . . vital to everything we are and can become.

What a legacy they have given us -- these pioneers of a century ago. And what a responsibility we have. Let us meet it. So that a hundred years from now, future generations will say of us: They taught their children well.

Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

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US Burns
Congress
Marlenee
Mar la. ~~ll~~
(ay)

(Smith/Blessey)
Draft Three
September 13, 1989
MONTANA

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

ph
Governor Stevens

Governor Stevens, Representative Peck, Speaker Vincent, Senate President Galt, Ladies and Gentlemen. Good afternoon, and thank you for that kind introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is one Texan who's followed suit. And who because of your hospitality, is feeling anything but "lonesome."

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You see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, a sampling of God's handiwork. And you're free to enjoy the Big Sky -- and dream dreams as big as all America.

But as we dream, we must also act. Act as wise stewards of this generation -- for all the generations to come.

A few moments ago I spoke to the Montana Centennial Celebration. Where I talked of one kind of stewardship -- the safeguarding of our national resources. The great outdoors is precious, but fragile. To preserve it, we must protect it.

Now, in saying this, I'll confess: I feel like a student advising his teacher. For I don't have to tell you about hunting, hiking, and rafting. And like me, you never met a fish you didn't like [PAUSE] . . . Of course, after my recent vacation up in Maine, there are some who say I never met a fish, period. [Pause]

Stewardship can mean preserving the purity of our living environment. For America can only be as beautiful as her people are vigilant. But stewardship can also mean preserving our teaching and learning environment. For America can only be as great as her children are educated.

It's this kind of stewardship I'd like to briefly talk about, ^{and its} The reason each of you is here today in Helena -- many of you from Centennial States. ^{sharing ideas} ~~Linking~~ creativity ~~→~~, and ~~sharing~~ responsibility ~~→~~ to help shape the next ~~one~~ hundred years of American education. ?

We hear a lot today about education's problems. And we should. For the problems are real. A rising drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

These problems ~~deserve~~ ^{must have} solutions. This Conference hopes to find them. Because when it comes to education, Washington Doesn't Know Best. The people do. Nowhere is that truer than here in the American West where local values and school autonomy are as revered as love of freedom and of country. The America of Brigham Young, Mike Mansfield, and Charles M. Russell. And perhaps nowhere is it more embodied than in the painting just behind me.

It has been called Russell's greatest work, ~~And it's called~~ ^{entitled} "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." Russell painted it in 1911. But it preserves a moment from 1805. And it says a lot: About the West and, strangely enough, about Western education. To the right stand Lewis and Clark. Asking questions about a strange world. Willing and needing to learn. And in the center are the Indians. Ready to share knowledge, and lead Lewis and Clark along unknown terrain.

For decades, this spirit has spurred the West -- the spirit of freedom and discovery. And made possible today's Centennial observations. For as life was arduous in 1805, so it was in the 1880s and '90s. There were homes to be built, and villages to be created. And schools to be constructed, so that kids could learn. How did they do it -- these Centennial pioneers? The way the West has always done it. They were selfless. Independent. They were resolute. Unafraid.

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I began my remarks by talking about stewardship of the environment and of education. Let me close by talking about one of the great stewards of any era, Theodore Roosevelt.

You know all the stories about T.R. the conservation President. How he loved the West -- America's cathedral of the outdoors. But you may not know that Teddy was also a great education President. He believed in challenge and self-discipline. And in the three R's. For he knew, as we do, *for* that education is our most enduring legacy . . . vital to everything we are and can become.

The stewardship of education. Now, and then. Generations ago, its stewards were men and women like T.R. and other frontier heroes. And our parents and grandparents. Today, the stewards of education must be the parents and grandparents of this generation of kids.

What a legacy they have given us -- these Centennial *of a century ago.* pioneers. And what a responsibility we have. *So,* let us meet it. *So* And so conduct ourselves *as hundred* that ~~100~~ years from now, future generations will say of us: *They taught their children well* They, too, were Centennial pioneers.

Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

#

(Smith/Blessey)
Draft Four
September 14, 1989
MONTANA

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

Governor Stephens, Senator Burns, Congressman Marlenee, Representative Peck, Speaker Vincent, Senate President Galt, Ladies and Gentlemen. Good afternoon, and thank you for that kind introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is one Texan who's followed suit. And who because of your hospitality, is feeling anything but "lonesome."

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It's this kind of stewardship I'd like to briefly talk about and it's the reason each of you is here today in Helena -- many of you from Centennial States. Sharing ideas and responsibility to help shape the next one hundred years of American education.

We hear a lot today about education's problems. And we should. For the problems are real. A too-high drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are

unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

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For decades, this spirit of freedom and discovery has spurred the West. And made possible today's Centennial observations. Yes, life was hard in 1805. So it was also in the 1880s and '90s. There were homes to be built then, and villages to be created. And schools to be constructed, so that kids could learn. How did they do it -- these Centennial pioneers? The way the West has always done it. They were selfless. Independent. They were resolute. Unafraid.

Let me take a few moments to remember how it was. Not as a trip down memory lane. But as a profile in the stewardship of education. A profile of courage, self-discipline, and above all, sacrifice -- lessons as timely to 1989 as to the pioneers of 1889.

Remember, first, the schools themselves. Names like Dry Run, Sitting Up, Crocus Hill. And their condition. Small, often with only one room. Dirt floors. And log walls.

Remember, next, the communities that built the schools. And what a task it was. Often, lumber was limited -- and had to be carried for miles. Often, funds were scarce -- but there were always enough hands. For communities pitched in -- lumberjack, village smithy, carpenter, mason -- giving of their time, and of their talents. In one place, a school opened in an abandoned stable; the kids sat on the manger. In another, the school opened above a saloon. No endeavor was too great -- no sacrifice too large. Whatever it took -- however it took -- those kids would have their school.

Remember, then, the students -- just getting to school could be mission impossible. In Chinook, Montana, almost a hundred years ago, 10-year-old Lillian Miller needed sturdy shoes; her little log school was seven miles from home. And in South Dakota, two boys had an even longer round-trip -- 24 miles. And once at school, here's what they found. Makeshift furniture: Students sat on boxes, or benches. Often, no paper. Or blackboards. At best -- Shell Creek, Wyoming -- a blackboard

made of two rubber boots, split open and tacked on the wall. Books? They were more elusive than prospectors' gold. Four or five kids studying from a single volume. And fun? It was even more remote. Kids were told to keep their feet still. That way, they wouldn't raise the dust [PAUSE] . . . when you get home, try telling that to your kids.

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Then, there were the parents. And talk about double jeopardy. They had to run a farm, raise a family, and fight off everything from claim-jumpers to bears. And if that wasn't enough, they housed kids from distant families -- caring for them

and their own -- without pay. So that every child might have the chance to learn. Tough to do -- but they did it. For they were also stewards. And they realized where the future lay: In their children, through education.

These Centennial pioneers knew, as we do, that education can carve a better life -- for the son, hoping to be a cattle man, or that daughter, who wanted to teach the next generation. What's more, they knew that true learning -- basics like reading, writing, and arithmetic -- doesn't stem from trendy curricula. Rather, true learning stems from values that are always in style. Values like voluntary prayer and "Do unto others." Values that tell kids why drugs are Public Enemy Number 1 -- and detail a program, as our Administration has, to defeat that enemy.

In that context, let me say: This Federal drug program needs your help. We need the States to toughen their laws: Mandatory time for weapons offenders. No plea-bargaining on guns. The death penalty for heinous crimes. And the kind of increased resources -- more police, prosecutors, and prisons -- that ensure vicious thugs will be pursued, prosecuted, and put away for good. These steps will help make true learning possible -- and allow teachers to teach values like self-respect, discipline, good citizenship and patriotism. Values as central to the American West as the bravery that tamed its wild frontier.

No government planner told these pioneers how to structure courses. They did it on their own. Or how long the school year should be. Or whether in Nebraska -- for instance -- the

Territorial librarian could serve as superintendent of education. They decided, right here. They didn't need Washington to know that those closest to the community best understand its priorities. Nor do you today. I'm talking about local school boards, teachers, and parents working with each other and all levels of government.

In a real sense, that's why you're here. For you know -- like the Centennial pioneers -- how education can inspire. As legislators and members of the Commission, you want to increase academic standards and accountability. And spur local flexibility and choice. For you know that excellence breeds achievement, and achievement should be rewarded. And so from adult learning to K through 12 funding to rural development, you're taking that grass-roots message to the community. As your forefathers did a century ago. And as America must do today.

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this summit will be the first time a President has asked all 50 Governors and each Cabinet official to meet on a single issue. To talk. Think. Exchange ideas. Ideas about how to spur educational reform. And return power to the people.

A prediction: Our Summit will be as wide-ranging as the West. And a belief: Summit participants will reaffirm the central lesson of the Centennial pioneers -- only together can we truly educate America's children. For education is our most enduring legacy, vital to everything we are and can become.

What a legacy they have given us -- these pioneers of a century ago. And what a responsibility we have. Let us meet it. So that a hundred years from now, future generations will say of us: They taught their children well.

Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

#

9/8

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/14/89 ACTION/CONCURRENCE/COMMENT DUE BY: 9/15/89 NOON

SUBJECT: STATE LEGISLATURES, HELENA, MONTANA

	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 type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT <i>N/C phone</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<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"/>	ANDERSON	<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 forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than NOON, Friday, September 15, with a copy to my office. Thank you.

RESPONSE:

89 SEP 15 10:46

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

(Smith/Blessey)
Draft Four
September 14, 1989
MONTANA

09 SEP 14 P7:09

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

plm
Senator Burns, Congressman MacLeese

Governor Stevens, Representative Peck, Speaker Vincent,
Senate President Galt, Ladies and Gentlemen. Good afternoon, and
thank you for that kind introduction. And let me say what a
pleasure it is to address this Five-State Conference. *stel*

You know, being here in Helena reminds me of a ~~TV~~ *stel* series a
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Remember, next, the communities that built the schools. And what a task it was. Often, lumber was limited -- and had to be carried for miles. Often, funds were scarce -- but there were always enough hands. For communities pitched in -- lumberjack, village smithy, carpenter, mason -- giving of their time, and of their talents. In one place, a school opened in an abandoned stable; the kids sat on the manger. In another, the school opened above a saloon. No endeavor was too great -- no sacrifice too large. Whatever it took -- however it took -- those kids would have their school.

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They changed Summit logo to include a comma, no periods. TINA

*in recent history that
the first time a President
has asked.*

*In fact, I believe this
summit will make ~~the~~
~~only the third time a~~
~~President~~*

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Insert into Montana re. what Pres. wants States to do on drugs
drug

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These steps reflect the values which make true learning possible -- values like self-respect, discipline, good citizenship, and patriotism.

2/2

1. by who is who
/ talk

THE WHITE HOUSE
WASHINGTON

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/14/89 ACTION/CONCURRENCE/COMMENT DUE BY: 9/15/89 NOON

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	ACTION FYI			ACTION FYI	
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SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
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DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<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 forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than NOON, Friday, September 15, with a copy to my office. Thank you.

RESPONSE:

*See comments
9/15/89
89 SEP 15 PM 2:21*

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

EDUCATION COMMENTS ON MONTANA SPEECH:

--General style does not fit the President's personality.

--The sections about education need to be more Montana-specific: i.e., talk about implementing choice through the statehouse in Helena; discussion of alternative certification, etc.

Currently, this area is too broad and only passing references are being made.

--Point should be made that summit with governors is only the beginning; broader involvement needed to make major improvements in education.

(Smith/Blessey)
Draft Four
September 14, 1989
MONTANA

09 SEP 14 P7:09

PRESIDENTIAL REMARKS: STATE LEGISLATURES
HELENA, MONTANA
MONDAY, SEPTEMBER 18, 1989

Governor Stevens, Representative Peck, Speaker Vincent, Senate President Galt, Ladies and Gentlemen. Good afternoon, and thank you for that kind introduction. And let me say what a pleasure it is to address this Five-State Conference.

You know, being here in Helena reminds me of a TV series a few months back. Maybe you saw it. "Lonesome Dove." About a cattle drive which started down in Texas and wound up in Montana. Well, this is one Texan who's followed suit. And who because of your hospitality, is feeling anything but "lonesome."

In return, I'd like to share a few words of appreciation. They're from Henry David Thoreau, who said, "Eastward I go only by force. Westward I go free." Those words hit home on a day like this. For it's freedom that moves the mind and spirit as you travel West from Washington.

You see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, a sampling of God's handiwork. And you're free to enjoy the Big Sky -- and dream dreams as big as all America.

But as we dream, we must also act. Act as wise stewards of this generation -- for all the generations to come.

A few moments ago I spoke to the Montana Centennial Celebration. Where I talked of one kind of stewardship -- the safeguarding of our national resources. The great outdoors is precious, but fragile. To preserve it, we must protect it.

Now, in saying this, I'll confess: I feel like a student advising his teacher. For I don't have to tell you about hunting, hiking, and rafting. And like me, you never met a fish you didn't like [PAUSE] . . . Of course, after my recent vacation up in Maine, there are some who say I never met a fish, period. [PAUSE]

Stewardship can mean preserving the purity of our living environment. For America can only be as beautiful as her people are vigilant. But stewardship can also mean preserving our teaching and learning environment. For America can only be as great as her children are educated.

It's this kind of stewardship I'd like to briefly talk about and it's the reason each of you is here today in Helena -- many of you from Centennial States. Sharing ideas and responsibility to help shape the next one hundred years of American education.

We hear a lot today about education's problems. And we should. For the problems are real. A rising drop-out rate. Too little parental involvement. Erratic standards. Too little accountability -- by teachers, and students. Schools that are unsafe and wracked by drug use and trafficking. Kids ill-equipped to read, write, or understand new technologies.

These problems must have solutions. This Conference hopes to find them. Because when it comes to education, Washington Doesn't Know Best. The people do. Nowhere is that truer than here in the American West where local values and school autonomy are as revered as love of freedom and of country. The America of Brigham Young, Mike Mansfield, and Charles M. Russell. And perhaps nowhere is it more embodied than in the painting just behind me.

It has been called Russell's greatest work, entitled "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." Russell painted it in 1911. But it preserves a moment from 1805. And it says a lot: About the West and, strangely enough, about Western education. To the right stand Lewis and Clark. Asking questions about a strange world. Willing and needing to learn. And in the center are the Indians. Ready to share knowledge, and lead Lewis and Clark along unknown terrain.

For decades, this spirit has spurred the West -- the spirit of freedom and discovery. And made possible today's Centennial observations. For as life was arduous in 1805, so it was in the 1880s and '90s. There were homes to be built, and villages to be created. And schools to be constructed, so that kids could learn. How did they do it -- these Centennial pioneers? The way the West has always done it. They were selfless. Independent. They were resolute. Unafraid.

Let me take a few moments to remember how it was. Not as a trip down memory lane. But as a profile in the stewardship of

education. A profile of courage, self-discipline, and above all, sacrifice -- lessons as timely to 1989 as to the pioneers of 1889.

Remember, first, the schools themselves. Names like Dry Run, Sitting Up, Crocus Hill. And their condition. Small, often with only one room. Dirt floors. And log walls.

Remember, next, the communities that built the schools. And what a task it was. Often, lumber was limited -- and had to be carried for miles. Often, funds were scarce -- but there were always enough hands. For communities pitched in -- lumberjack, village smithy, carpenter, mason -- giving of their time, and of their talents. In one place, a school opened in an abandoned stable; the kids sat on the manger. In another, the school opened above a saloon. No endeavor was too great -- no sacrifice too large. Whatever it took -- however it took -- those kids would have their school.

Remember, then, the students -- just getting to school could be mission impossible. In __, __-year-old __ had to walk three miles each way; her only companions were the blizzards and the wolves. And in South Dakota, two boys had an even longer round-trip -- 24 miles. And once at school, here's what they found. Makeshift furniture: Students sat on boxes, or benches. Often, no paper. Or blackboards. At best -- Shell Creek, Wyoming -- a blackboard made of two rubber boots, split open and tacked on the wall. Books? They were more elusive than prospectors' gold. Four or five kids studying from a single volume. And fun? It

was even more remote. Kids were told to keep their feet still. That way, they wouldn't raise the dust [PAUSE] . . . when you get home, try telling that to your kids.

Just think of it. Think of how those students must have loved to learn -- for look what they endured. And when it came to love, or endurance, no one eclipsed their teachers. They were the first stewards of American education.

I'm sure you've heard the old expression, "Problems are really opportunities in disguise." Well, teachers a century ago must have seen more opportunities running around than they really deserved. Leaking roofs. Rooms full of kids of all ages and abilities. And skunks beneath the schoolhouse -- imagine what that did for student discipline. Teachers were poorly paid -- less than \$30 a month. And often lacked a desk: One teacher took an organ, removed the keys, and built drawers under the top. Privacy? What privacy? Teachers were often boarded in small homes with large families. And they doubled as community leader -- since the school might serve as town church, social hall, dance parlor, and balloting place.

Then, there were the parents. And talk about double jeopardy. They had to run a farm, raise a family, and fight off everything from claim-jumpers to bears. And if that wasn't enough, they housed kids from distant families -- caring for them and their own -- without pay. So that every child might have the chance to learn. Tough to do -- but they did it. For they were

also stewards. And they realized where the future lay: In their children, through education.

These Centennial pioneers knew, as we do, that education can carve a better life -- for the son, hoping to be a cattle man, or that daughter, who wanted to teach the next generation. What's more, they knew that true learning -- basics like reading, writing, and arithmetic -- doesn't stem from trendy curricula. Rather, true learning stems from values that are always in style. Values like voluntary prayer and "Do unto others. Values that tell kids why drugs are Public Enemy Number 1 -- and detail a program, as we have, to defeat that enemy. Values like courtesy, self-respect, and discipline, good citizenship and patriotism. Values as central to the American West as the bravery that tamed its wild frontier.

No government planner told these pioneers how to structure courses. They did it on their own. Or how long the school year should be. Or whether in Nebraska -- for instance -- the Territorial librarian could serve as superintendent of education. They decided, right here. They didn't need Washington to know that those closest to the community best understand its priorities. Nor do you today. I'm talking about local school boards, teachers, and parents working with each other and all levels of government.

In a real sense, that's why you're here. For you know -- like the Centennial pioneers -- how education can inspire. As legislators and members of the Commission, you want to increase

academic standards and accountability. And spur local flexibility and choice. For you know that excellence breeds achievement, and achievement should be rewarded. And so from adult learning to K through 12 funding to rural development, you're taking that grass-roots message to the community. As your forefathers did a century ago. And as America must do today.

This Conference says: "We in the West will do our part." Well, our Administration will do its part. We, too, must be stewards. We, too, know education can be a ladder. That is why in April, I sent to the Congress the "Educational Excellence Act of 1989." It seeks to reward improving schools, increase parental choice, and enhance academic standards. And to invest in the kids, and their kids, who will truly shape "the next one hundred years."

The 1989 Education Act can advance that goal. As can this Conference. And so can an event which occurs next week -- the first Educational Summit Conference in our history.

I have asked all 50 Governors and each Cabinet official to meet with me. To talk. Think. Exchange ideas. Ideas about how to spur educational reform. And return power to the people.

A prediction: Our Summit will be as wide-ranging as the West. And a belief: Summit participants will reaffirm the central lesson of the Centennial pioneers -- only together can we truly educate America's children. For education is our most enduring legacy . . . vital to everything we are and can become.

What a legacy they have given us -- these pioneers of a century ago. And what a responsibility we have. Let us meet it. So that a hundred years from now, future generations will say of us: They taught their children well.

Thank you for the privilege of sharing this occasion, God bless you, and God bless America.

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WHITE HOUSE STAFFING MEMORANDUM

9/14/89

9/15/89 NOON

DATE: _____ ACTION/CONCURRENCE/COMMENT DUE BY: _____

SUBJECT: STATE LEGISLATURES, HELENA, MONTANA

	ACTION		FYI			ACTION		FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Tempfic *All minor comment*

RESPONSE:

89 SEP 15 ALL: 13

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

(Smith/Blessey)
Draft Four
September 14, 1989
MONTANA

09 SEP 14 P7:09

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[possible ^{news} insert on Education Summit]

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