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Folder Title:
State Legislators - Helena, Montana 9/18/89 [2]

Stack:	Row:	Section:	Shelf:	Position:
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(Smith/Blessey)
Draft Three
September 13, 1989
MONTANA

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

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."

For that, my gratitude. And I'd like to share a few words in 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 freed -- as is all the West -- to enjoy the Big Sky, meet big hearts, and dream dreams as big as all America.

As Americans, we must use that freedom wisely. By acting as stewards of this generation -- and of all the generations to come.

A few moments ago I spoke to the Montana Centennial. Where I talked of how stewardship can involve serving, and conserving, 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 the West is justly famous for 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.

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. The same stewardship which brought you to Helena. Legislative members from five States. WICHE members from seven States. Sharing creativity -- and responsibility -- to help American education "look to the future."

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.

Such answers deserve solutions. For our children's sake, and the Nation's. And the engagement of each of us. For when it comes to education, Washington Doesn't Know Best. The people do. Nowhere is that truer than in the America where local values and school autonomy are as revered as love of country and of God. 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 painting ~~work~~. And it's named "Lewis and Clark Meeting the Flathead Indians at Ross' Hole." Russell painted it in 1911. But it etches 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 more of themselves than of a universe of others. And in the center are the Indians. Proud. Self-reliant. Each a steward of his private destiny.

For centuries, those very qualities have sustained the West. And make 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 you do it? The way the West has always done it. You were independent. You sacrificed. You were resolute. Unafraid.

Let me take just 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 one-room. Dirt floors. Log walls. And the people who inhabited them, and made them possible. The kids -- the future stewards of American education. And the current stewards -- the parents and, yes, the teachers.

For the students, just getting to school could be mission improbable. One girl had to walk three miles each way; her only companions were the blizzards and the wolves. Another two South Dakota boys had an even longer round-trip -- 24 miles. And once at school, what did they find? 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 the Holy Grail. And often as elusive. As many as 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] . . . try telling that to kids today.

Stewards, yes. And how they must have loved to learn -- for look what they endured. As did their teachers. Remember how they were stewards of 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 tame a wild frontier. And if that wasn't enough, often they boarded kids from distant families -- teaching those kids, and their own -- in the home, without pay. Tough to do -- but they did it. For they were also stewards. And they realized where the future lay: In their kids, through education.

They knew, as we do, that education can carve a better life -- for that son, hoping to be a cattle man, or that daughter, already in love with the law. Moreover, they knew that true learning -- the learning of discipline, and challenge -- stems not from trendy curricula or kooky courses. Instead, true learning stems from things that are always in style. Things like reading, writing, and arithmetic. Like good citizenship and patriotism. Things like civility, voluntary prayer, and "Do unto others." Things as central to the American West as football's Broncos are to Denver.

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 district school boards. And local residents 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 raise academic standards and increase 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, are stewards. We, too, know education can be a ladder. That is why ___ months ago, I sent to the Congress the "Educational Excellence Act of 1989." It seeks to reward improving schools, increase parental choice, and say "Yes" to standards. Most of all, it

invests in our most precious resource -- the stewards of tomorrow.

You know, there's a story about how a talented student was once examined for his doctorate. On emerging from the oral exam, the teacher said, "I got out of there just in time. He was beginning to ask me questions."

Well, we want our kids to ask questions -- good questions, informed questions -- and hopefully, to know the answers. We want more Willa Cathers in literature. More Father Flanigans in religion. More Mike Mansfields in government. Westerners all. This Conference can advance that dream. So can our Education Act. And so can an event which occurs next week -- the first-ever Educational Summit Conference linking all 50 Governors. We're going to talk about returning more power to the people. For no lesson of the Centennial pioneers is more clear than this: Only together -- parents, teachers, students, and local school administrators -- can we truly educate America's children.

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 sprawling West -- America's cathedral of the outdoors. But you may not know that T.R. was also a great education President. He talked of character and devotion. And kids learned that in the classroom. And as

President, the three R's were more revered than even McGuffey's Reader.

Once, Teddy talked of what he termed "real success." It meant, he said, "bearing ourselves as that your children will bless you for having done all that was in your power to bring them up to an honored name." He spoke those words in Rifle, Colorado, more than eighty years ago.

My friends, let us too "bear ourselves" as stewards of education, and the future. So that our children will bless us for what we've done. Doing right by the "honored name" of the United States of America.

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

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(Smith/Blessey)
Draft Five
September 16, 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 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; 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. 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.

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.

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.

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. 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 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 keep American education Number One.

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.

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EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

NOTICE:

Enclosed are comments from staff members of the Office of Management and Budget (OMB). Such comments do not necessarily represent the official position of the Director of OMB or of the Office of Management and Budget. If you wish to have the Director's personal comments, please let me know -- and contact me if you have any questions.

A handwritten signature in black ink, appearing to read "David J. Haun".

David J. Haun
Executive Assistant
to the Director

89 SEP 15 PM 12:44

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"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<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:

See comments

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]

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Helena
#5178

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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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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.

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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.

~~WAS~~ 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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THE WHITE HOUSE
WASHINGTON

September 15, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: JEFFREY R. HOLMSTEAD *JRH*
Assistant Counsel to the President

SUBJECT: State Legislatures, Helena, Montana

Counsel's office has reviewed the above-referenced draft and we have no legal objections.

I have one minor editorial suggestion for you to take or leave. In the first sentence of the first full paragraph on page 6, the draft refers to "the son, hoping to be a cattle man, or that daughter, who wanted to teach the next generation." I'm afraid that some people who are on the constant lookout for "sexist stereotypes" might find them here. Perhaps it would be advisable to avoid any such possibility.

Thank you for the opportunity to comment on the draft.

cc: James W. Cicconi

89 SEP 15 10:56

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"/>	<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:

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.

#

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"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
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REMARKS:

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RESPONSE:

Montana congressional delegation with the President - Senator Burns, Congressman Marlence - should be included in the introduction. Please see ^{suggestions} ~~other~~ on p. 1 (Lonesome Dave book reference), p. 3, ~~and~~ p. 7.

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

~~Copy to Aff~~
 - Rob Pantone
 9/15/89

(Smith/Blessey)

Draft Four

September 14, 1989

MONTANA

09 SEP 14 P7:09

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

*Senator Burns,
Congressman Marlowe*

✓ 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." *works and ✓*

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
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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]

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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.

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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. *In fact, I believe this summit will mark the first time in recent history when a President was asked*

~~I have asked~~ all 50 Governors and each Cabinet official to *mark the first time in recent history* meet ~~with me~~ *on an 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.

#

THE WHITE HOUSE

Office of the Press Secretary
Helena, Montana

For Immediate Release

September 18, 1989

REMARKS BY THE PRESIDENT
TO STATE LEGISLATURES

Helena, Montana

2:23 P.M. MDT

THE PRESIDENT: Thank you, Governor Stephens. Thank you, Governor, very much, once again, for the warm welcome to your state. Maybe four-fifths of this crowd out here, inasmuch as it's a five-state conference, will join me in thanking you for your hospitality. And then your own troops -- you can take care of them any way you want. (Laughter.)

But I am delighted to be here. My respects to Representative Peck and Speaker Vincent, Senate President Galt, and ladies and gentlemen. Thank you again, Governor, and to everybody involved in all the arrangements for a trip of this nature. It's a pleasure to address this five-state conference, and it's timely.

You know, being here reminds me of that TV series a few months back. Remember "Lonesome Dove"? Cattle drive -- started down in Texas and wound up in Montana. Well, here's one Texan who's followed suit today. And, who, because of your hospitality, is feeling anything but "lonesome." I don't know if your slave driver leaders of the conference let you go outside, but I was really deeply moved by that wonderful reception and wonderful meeting out there in the front of this lovely capital.

So I'm delighted to be here. I'm sorry Barbara is not. She happens to be in the Panhandle of Texas today, in Amarillo, and so is not with us, but she would have loved it, too.

Let me just share a few words of appreciation. Henry David Thoreau, who said, "Eastward I go only by force; but westward I go free." And 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.

And you see the Mississippi, mighty and meandering. And the Great Plains, from Air Force One a giant, sprawling checkerboard. And then the Rockies, and a sampling of some of God's best handiwork. And you're free to enjoy this 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.

Speaking at the Montana Centennial Celebration a few minutes ago, 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. And let me again say here, as I said outside, I'm very proud to have Bill Reilly, the head of EPA, doing his job, and traveling with me here today, too. He's an outstanding environmentalist, a very sensible man, and already I think he's making a real difference.

In saying -- talking about the preservation, yet protection, I'll confess -- I sometimes feel like a student advising his teacher. For I needn't tell the people in this audience from these five states about hunting and hiking and rafting and fishing.

MORE

I had a terrible streak in Maine this summer on the fishing, but -- stewardship can mean preserving the purity of our living environment. For America can only be as beautiful as her people are vigilant. Stewardship can also mean -- and this is what this meeting is about -- preserving our teaching and learning environment. For America can only be as great as her children are educated.

And it's this kind of stewardship that I just want to talk to you briefly about. And it's the reason, of course, that each one of you is here -- 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 our education problems. And we should. Because 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 drug trafficking. Kids ill-equipped to read, write, or understand new technologies.

And these problems must have solutions. This conference hopes to find some. Because when it comes to education, I really feel strongly Washington does not know best. The people do. And nowhere is that truer than here in the American West where local values and school autonomy are as revered as love of freedom and love of country. And perhaps nowhere is it more embodied than in the painting -- this magnificent painting just behind me -- a Russell.

It has been called Charles 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. And yes, it was tough. Life was hard. And there were homes to be built. And schools to be constructed, so that kids could learn. And how did these pioneers do it? The way the West has always done it. They were selfless and independent. And they were resolute and unafraid.

Let me take just a couple of minutes to remember how it was. Not as some 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 and Sitting Up, Crocus Hill. And their condition. Small, often only one room. Dirt floors, 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.

And remember, too, the students -- just getting in to school -- we know that from our history -- mission impossible. In Chinook, Montana, almost a hundred years ago, a 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. And 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 houses with large families. And they often doubled as a community leader.

And then there were the parents. And they had to run a farm, raise a family, fight off everything from claim-jumpers to bears. And 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.

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 One -- and detail a program, as our administration has, to defeat that enemy.

And in that context, let me say: This national strategy needs your help. We need the states to toughen their laws: Mandatory time for weapon offenders. No plea-bargaining on guns. The death penalty for heinous drug criminals. And more police, prosecutors, and prisons so that vicious thugs will be pursued, prosecuted, put away for good. And these steps will help make 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.

I guess the bottom line is that no government planner told these pioneers how to structure courses. Or how long the school year should be. They decided, right there. They didn't need Washington to know that those closest to the community best understand its priorities. And nor do you today. I'm talking about local school boards, teachers, parents working with each other or in a partnership with all levels of government.

As a partner, let me 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 mandates back telling the state legislatures or the governor what they have to do. I reject federal mandates, federal bullying -- in education. Instead, what we need -- and 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 five 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 our investment. And it's time, then -- and you sense this -- it's time, then, for change -- perhaps radical change -- to find new ways to improve educational performance. And that's 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 the programs possible. And you are often experts on education. And 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.

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.

We want to create a \$500 million program to reward schools that improve the most. And a new Magnet Schools or Excellence program -- helping parents choose which public schools their children will attend. And then, there's "Alternative Certification" allowing talented Americans to teach in the classroom. And then special presidential awards for the best teachers. And through a new initiative of the National Science Scholars, we want to increase incentive to excel in science, math, and in engineering. The 1989 Education Act seeks to invest in the kids, and their kids, who will truly shape "the next 100 years."

This conference, I believe, can help advance that goal, as can 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, to think, to 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. And 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. So let us meet it. So that a hundred years from now, future generations will say of us: They taught their children well.

I am impressed with what you're doing. Five states, a room full of committed people. You really can make a difference, and we want to work with you. Thank you for the privilege of sharing this occasion, God bless you for your commitment, and God bless this great state, and God bless the United States of America. Thank you all very, very much. (Applause.)

END

2:40 P.M. MDT

THE WHITE HOUSE
WASHINGTON

September 15, 1989

Memorandum to Chriss Winston

From:

Jim Pinkerton *J*

Re:

State Legislatures speech draft

I think this is a good speech that really captures the flavor of life on the frontier, in the West.

However, I think we should do more in this forum to "make the sale" to the audience. In the 3rd graf on pg. 6 and the 2nd graf on pg. 7 we allude to important ideas of credentialism and choice in public schools, but we never home in and drill the message in to the listener.

It's all amorphous enough so that when the text moves to the bottom of pg. 7, re: the Summit, there's no particular idea that the President has communicated, and that he proposes to communicate again to the governors in Charlottesville.

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