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

OA/ID Number: 13504
Folder ID Number: 13504-009

Folder Title:
Opening Address-Education Summit 9/27/89 [OA 4390]

Stack:	Row:	Section:	Shelf:	Position:
G	25	6	5	3

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/26/89 ACTION/CONCURRENCE/COMMENT DUE BY: --
 PRESIDENTIAL REMARKS: OPENING ADDRESS FOR THE EDUCATION SUMMIT
 OLD CABEL HALL
 SUBJECT: WEDNESDAY, SEPTEMBER 27, 1989

(9/22 - draft five)

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

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

THE WHITE HOUSE
WASHINGTON

25 P7: 19

September 25, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *ow*

FROM: MARY KATE GRANT *MKG*

SUBJECT: OPENING STATEMENT FOR EDUCATION SUMMIT

I. SUMMARY

Attached for your review are proposed remarks for the opening session of the Education Summit. You will deliver the speech on cards in Old Cabell Hall, before the Governors, members of the Cabinet and the press. It will also be broadcast outside on the Lawn to students.

II. DISCUSSION

This will be the only Wednesday event from the Education Summit timed to make the network news. As a result, we have tried to 1) point out the problems in education without invoking "crisis" language; 2) spell out the goals of the Education Summit with respect to these problems; and 3) include the governors in the solution.

Because the students will be outside Cabell Hall, listening to the address on the Lawn, we have added a few lines to get them cheering. There will be protestors among them, and we'd like to take the wind out of their sails if we can.

((Grant/Martin))
September 22, 1989
Draft five
A:opening

REMARKS: OPENING ADDRESS
EDUCATION SUMMIT
OLD CABELL HALL
WEDNESDAY, SEPTEMBER 27, 1989
3:30 P.M.

[Members of the Cabinet, Governor Bradstad, Governors Clinton and Campbell, distinguished Governors, President O'Neill, members of the faculty, and friends ... Thank you and welcome.]

Welcome to "Mr. Jefferson's University," the alma mater of President Woodrow Wilson; Virginia's gracious governor, Gerry Baliles; and both of its U.S. Senators.

I call it "Mr. Jefferson's University," as nearly everyone does in Charlottesville. In fact, President William Howard Taft said once that they still spoke of Mr. Jefferson here as though he were in the next room -- his spirit more real than the painting of Plato and Aristotle behind me, or the statue of Homer outside on the Lawn.

Although his ideas on individual freedom, humanism, and the inalienable rights of man stand alone in the history of this Republic, Mr. Jefferson had one overriding vision that he did not see realized in his lifetime. But one which has, over the past 200 years, been fulfilled: a vision of a strong public education system in this country. It is a system that has brought Americans from all walks of life together, and enabled all citizens to build better lives for themselves ... a system that

has given us Neil Armstrong, Martin Luther King, Jonas Salk and Sandra Day O'Connor ... a system unparalleled in the world.

But today, millions of Americans cannot read. Some never even make it to graduation, dropping out of school and society. Drugs have invaded our classrooms, and violence has entered our schoolyards. Clearly, the enlightened America dreamed of by Thomas Jefferson still eludes us.

And so you have accepted my invitation to come together for open and candid discussions about the future of American education. I am grateful to each of you, and I appreciate the depth of commitment shown by everyone assembled here today. Education isn't a Republican or a Democratic issue. It's an American issue, and everyone in this room is committed to educational excellence. We all know too much is at stake to let partisanship get in the way of progress.

The call was sounded in 1983, when the Reagan Administration warned in its historic education report that we were "A Nation at Risk." That report awakened Americans to the situation in our schools, and the alarm bells rang. Everyone now knows what the problems are -- and no one is here to point fingers. But for the good of our children's education, for the good of the country, we must decide on a course of action. **The time for study is over.**

There are real problems right now in our educational system, but there is no one federal solution. Yes, the federal government has an important role to play -- which is why I am here, and why my Cabinet is here. We will work with you, to help

find answers. But I firmly believe that the key will be found at the state and local levels.

You are the ones, as governors, who are on the firing line. You see what goes on in the classrooms, in the local school boards, and in your state-level policymaking sessions. Truly, the states are the laboratories of reform in this country, and you are the experts.

But we must work together, the States -- governors, mayors, state legislators -- and the Federal government. We must work together over the next two days ... but more importantly, over the next few years. We will talk about many issues -- most importantly, choice, competitiveness, teaching quality, and improving the learning environment.

Accountability, flexibility, tougher standards and a results-oriented system -- all of these must be on the table. **What I am seeking at this summit is not just dialogue but a new sense of direction.** We've got to challenge the education system if we are to meet the challenge of educational excellence. It's time to stop debating over commissions and studies -- and set priorities. **It's time to get on with it.**

Shortly, we will leave this hall and walk down the Lawn to the Rotunda, for the first of our working group meetings. On the way, we will walk past Pavilion VII, known as the Colonnade Club. The cornerstone of that building was laid by three great Americans ... Presidents Jefferson, Madison and Monroe.

As you walk past the Colonnade Club, let us think of these three men and what they envisioned for this Republic. Think of the schools the Founders sought to establish to develop the character of students, with values like honesty, discipline and public service. Let us work together these next two days in frankness and honesty -- and let us not be afraid, as Mr. Jefferson said, to follow truth wherever it may lead. God bless you and thank you.

#

THE WHITE HOUSE
WASHINGTON

TO: Kim

FROM: PETER BRIGHTBILL
Legislative Affairs

The Office of Legislative Affairs has
no comment on:

- 1) Opening address at the Education
summit
- 2) World Bank/IMF speech

Per Rob Portman
Thank you

cc. Jim Cicconi

THE WHITE HOUSE
WASHINGTON

SEP 25 1989 7:19

OK

September 25, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:

CHRISS WINSTON *CW*

FROM:

MARY KATE GRANT *MKG*

SUBJECT:

OPENING STATEMENT FOR EDUCATION SUMMIT

OK
9-26

I. SUMMARY

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((Grant/Martin))
September 22, 1989
Draft five
A:opening

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EDUCATION SUMMIT
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WEDNESDAY, SEPTEMBER 27, 1989
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But we must work together, the States -- governors, mayors, state legislators -- and the Federal government. We must work together over the next two days ... but more importantly, over the next few years. We will talk about many issues -- most importantly, choice, competitiveness, teaching quality, and improving the learning environment.

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#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/22/89 ACTION/CONCURRENCE/COMMENT DUE BY: 9/25/89 - 2:00 P.M.

SUBJECT: PRESIDENTIAL REMARKS: OPENING ADDRESS EDUCATION SUMMIT
OLD CABELL HALL
WEDNESDAY, SEPTEMBER 27, 1989
(9/22 - draft three)

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE <i>N/C</i>	<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</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"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input 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 2:00 P.M., Monday, September 25, with a copy to my office. Thank you.

RESPONSE:

89 SEP 25 P1:13

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

((Grant))
September 22, 1989
Draft three
A:opening

89 SEP 22 P3:16

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OLD CABELL HALL

WEDNESDAY, SEPTEMBER 27, 1989
(9/22 - draft three)

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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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RESPONSE:

89 SEP 25 P 3:09
See Comments 9/25/89.

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



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

September 25, 1989

MEMORANDUM

To: Denise Schwartz
Office of Cabinet Affairs

From: Chino Chapa *CC.*
Acting Chief of Staff

Subject: The President's Opening Address on September 27

Overall the comments are very good. The only change to be made is on page 2 where the report, "A Nation at Risk" is mentioned. The year of its release is 1983 and not 1984. ✓

Thanks.

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-0100

09.25.89 10:57 AM * SECRETARY/DEPT EDUC. PO1

((Grant))
September 22, 1989
Draft three
A:opening

99 SEP 22 P3:16

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THE WHITE HOUSE

(Charlottesville, Virginia)

For Immediate Release

September 27, 1989

REMARKS BY THE PRESIDENT
IN WELCOMING ADDRESS TO GOVERNORS

Old Cabell Hall
University of Virginia
Charlottesville, Virginia

3:15 P.M. EDT

THE PRESIDENT: Thank you all for that warm welcome. Secretary Cavazos, thank you, sir, and to the other members of the Cabinet. And Governor Branstad, and Governors Clinton and Campbell, all the governors. President O'Neil especially, who is moving out of his house so Barbara and I can stay there -- beyond the call of duty. Members of the faculty and friends, thank you. And let me say, as I guess the host of this, welcome -- welcome to Mr. Jefferson's university -- the alma mater of President Woodrow Wilson. To Virginia's gracious Governor, Jerry Baliles, my thanks to you, sir. Our Senators -- I don't know if they made it -- Chuck Robb and John Warner, but I know they plan to come. And, of course, Congressman for this district, French Slaughter.

I call it Mr. Jefferson's university, as nearly everyone else does in this marvelous city of Charlottesville. In fact, President Taft said once that they still spoke about Mr. Jefferson as though he were in the next room -- his spirit more real than the painting of Plato and Aristotle behind me, or the statue of Homer outside on the lawn.

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But today millions of Americans cannot read. Some never even make it to graduation, dropping out of school and society as well. Drugs have invaded our classrooms, violence has entered our school yards, and clearly the enlightened America dreamed of by Thomas Jefferson still eludes us.

And so, the Governors have accepted my invitation to come together for open and candid discussions about the future of American education. And I am grateful to each and every one of you, and I appreciate the depth of commitment shown by everyone assembled here today.

This is not a Republican or a Democratic issue. And it's not administration versus the Governors. It's an American issue. And everyone in this room is committed -- or you wouldn't be here -- to educational excellence. And we all know too much is at stake to let partisanship get in the way of progress.

This call was sounded in 1983, in the previous administration, in the Reagan administration, when warned in its

MORE

historic education report that we are indeed a nation at risk. And that report awakened Americans to the situation in our schools, and then those alarm bells began to ring. And everyone now knows what the problems are. And no one came here to point fingers. But for the good of our children's education, for the good of the country, if you will, we must decide on a course of action. The time for study is over.

There are real problems right now in our educational system, but there is no one federal solution. The federal government of course has a very important role to play, which is why I'm here and why so many members of our Cabinet are here. And we're going to work with you to help find answers.

But I firmly believe that the key will be found at the state and local levels. You are the ones, as Governors, who are out there on the firing line. And you see what goes on in the classrooms and in the local school boards and in your state policymaking sessions. Truly, the states are the laboratories of reform in this country and you are the experts.

But we've got to work together -- the states, Governors, mayors, state legislators and the federal government. We must work together over the next two days. But more importantly, over the next several years.

We're going to talk about many issues -- most importantly, choice and competitiveness and teaching quality and improving the learning environment. Accountability, flexibility, tougher standards, a results-oriented system -- all of these have got to be out there on the table.

And what I'm seeking at this summit is not just dialogue, but a new sense of direction. We've got to challenge the education system if we're to meet the challenge of educational excellence. It's time to stop debating over commissions and studies and set priorities, and it's time to get on with it.

Shortly we're going to leave this hall and walk down the lawn to the Rotunda for the first of our working group meetings. On the way we will pass -- walk past Pavillion Seven, known as the Colonnade Club. The cornerstone of that building was laid by three great Americans -- Presidents Jefferson, Madison and Monroe. And as you walk past that Colonnade Club, let us think of these three men and what they envisioned for the Republic. Think of the schools the founders sought to establish to develop the character of students with values like honesty and discipline and public service. And let us work together these next two days in a spirit of total frankness, total honesty. And let's not be afraid, as Mr. Jefferson said, to follow truth, wherever it may lead.

Thank you all very much for coming. And Governors, I look forward to working with you over the next couple of days here. Thank you very much. (Applause.)

END

3:20 P.M. EDT



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

01:24 25 SEP 69

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/22/89 ACTION/CONCURRENCE/COMMENT DUE BY: 9/25/89 - 2:00 P.M.

SUBJECT: PRESIDENTIAL REMARKS: OPENING ADDRESS EDUCATION SUMMIT
OLD CABELL HALL

WEDNESDAY, SEPTEMBER 27, 1989
(9/22 - draft three)

	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>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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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 2:00 P.M., Monday, September 25, 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

((Grant))
September 22, 1989
Draft three
A:opening

9
SEP 22
P3:16

REMARKS: OPENING ADDRESS
EDUCATION SUMMIT
OLD CABELL HALL
WEDNESDAY, SEPTEMBER 27, 1989
3:30 P.M.

[Members of the Cabinet, Governors Clinton and Campbell, distinguished Governors, President O'Neill, members of the faculty, and friends ... Thank you and welcome.]

Welcome to "Mr. Jefferson's University," the alma mater of President Woodrow Wilson; Virginia's gracious governor, Gerry Baliles; and both ^{of} its U.S. Senators.

I call it "Mr. Jefferson's University," as nearly everyone does in Charlottesville. In fact, President William Howard Taft said once that they still spoke of Mr. Jefferson here as though he were in the next room -- his spirit more real than the painting of Plato and Aristotle behind me, or the statue of Homer outside on the Lawn.

Although his ideas on individual freedom, humanism, and the inalienable rights of man stand alone in the history of this Republic, Mr. Jefferson had one overriding vision that he did not see realized in his lifetime. But one which has, over the past 200 years, been fulfilled: a vision of a strong public education system in this country. It is a system that has brought Americans from all walks of life together, and enabled all citizens to build better lives for themselves ... a system that

has given us Neil Armstrong, Martin Luther King, Jonas Salk and Sandra Day O'Connor ... a system unparalleled in the world in which over 180 million Americans have been enrolled over the last century alone.

But today, millions of Americans cannot read. Some never even make it to graduation, dropping out of school and society. Drugs have invaded our classrooms, and violence has entered our schoolyards. Clearly, the enlightened America dreamed of by Thomas Jefferson still eludes us.

And so you have accepted my invitation to come together for open and candid discussions about the future of American education. I am grateful to each of you, and I appreciate the depth of commitment shown by everyone assembled here today. Education isn't a Republican or a Democratic issue. It's an American issue, and everyone in this room is committed to educational excellence. We all know too much is at stake to let partisanship get in the way of progress.

The call was sounded in 1984, when the Reagan Administration warned in its historic education report that we were "A Nation at Risk." That report awakened Americans to the situation in our schools, and the alarm bells rang. Everyone now knows what the problems are -- and no one is here to point fingers. But for the good of our children's education, for the good of the country, we must decide on a course of action. The time for study is over.

There are real problems right now in our educational system, but there is no one federal solution. Yes, the federal

government has an important role to play -- which is why I am here, and why my Cabinet is here. We will work with you, to help find answers. But I firmly believe that the key will be found at the state and local levels.

You are the ones, as governors, who are on the firing line. You see what goes on in the classrooms, in the local school boards, and in your state-level policymaking sessions. Truly, the states are the laboratories of reform in this country, and you are the experts.

But we must work together, the States and the Federal government. We must work together over the next two days. We will talk about many issues -- most importantly, choice, competitiveness, teaching quality, and improving the learning environment.

Accountability, flexibility, tougher standards and a results-oriented system -- all of these must be on the table. What I am seeking at this summit is not just dialogue but a new sense of direction.

We've got to challenge the education system if we are to meet the challenge of educational excellence. It's time to stop debating over commissions and studies -- and set priorities. It's time to get on with it.

Shortly, we will leave this hall and walk down the Lawn to the Rotunda, for the first of our working group meetings. On the way, we will walk past Pavilion VII, known as the Colonnade Club.

But more importantly,
over the
next
many
years.
Tracy
4844

The cornerstone of that building was laid by three great Americans ... Presidents Jefferson, Madison and Monroe.

As you walk past the Colonnade Club, let us think of these three men and what they envisioned for this Republic. Think of the schools the Founders sought to establish to develop the character of students, with values like honesty, discipline and public service. Let us work together these next two days in frankness and honesty -- and let us not be afraid, as Mr. Jefferson said, to follow truth wherever it may lead. God bless you and thank you.

#

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RESPONSE:

89 SEP 25 4 44

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

((Grant))
September 22, 1989
Draft three
A:opening

13 SEP 22 P3: 16

REMARKS: OPENING ADDRESS
EDUCATION SUMMIT
OLD CABELL HALL
WEDNESDAY, SEPTEMBER 27, 1989
3:30 P.M.

GOVERNOR DRANSFORD,

[Members of the Cabinet, Governors Clinton and Campbell, distinguished Governors, President O'Neill, members of the faculty, and friends ... Thank you and welcome.]

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#

THE WHITE HOUSE

Office of the Press Secretary
(Charlottesville, Virginia)

For Immediate Release

September 28, 1989

FAREWELL REMARKS BY THE PRESIDENT,
EDUCATION SECRETARY CAVAZOS,
GOVERNOR BRANSTAD, GOVERNOR GARDNER,
GOVERNOR CARRUTHERS AND GOVERNOR CLINTON

The Rotunda Steps
University of Virginia
Charlottesville, Virginia

3:07 P.M. EDT

SECRETARY CAVAZOS: Thank you very much. The past two days have been busy for all of us, but the enthusiasm has come to this meeting, discussions have borne our knowledge that we are doing vital and important work and that the results of our decisions will have an impact far beyond what we can imagine. We've made history at this education summit and I know that we will continue to make history in every state and every school across America.

It is an honor now to introduce the President of the United States, George Bush. (Applause.)

THE PRESIDENT: Thank you very much. My role is simply now, at the end of what I think we all agree was a very successful conference, to again thank the University of Virginia -- students, its faculty, its President -- to thank all of the governors. I want to single out those on the platform with me now. Governor Branstad, who is head of the Governors' Association; Governor Carruthers; Governor Booth Gardner of the State of Washington; and of course Bill Clinton, who looks a little tired, but took on an extra responsibility for hammering out a statement upon which there is strong agreement.

And we've reached agreement on the need for national performance goals, on the need for more flexibility and accountability, the need for restructuring and choice, and I agree with Governor Clinton that this is a major step forward in education. The need for letting parents, teachers, students and communities -- to encourage them to work together more and more and the need for more federal support for the pre-kindergarten education process normally identified with Head Start, but certainly other programs might fit that description.

But I want to thank each and every one of the governors and their families. This has been historic, and I pledge to you my determination to follow up in every way possible. We just cannot let it sit here and end here, and I promise you that I won't, that my Cabinet won't, and that our entire administration will not.

So with no further ado to all the governors here, my heartfelt thanks. (Applause.)

GOVERNOR BRANSTAD: Mr. President, on behalf of the National Governors Association, we thank you for calling us together in this very historic summit on education. I want to thank all of the governors that participated. We had better attendance than we even do at the National Governors Annual Meetings. There were open and frank discussions. A very significant agreement has been reached. This year, the National Governors Association has an agenda that calls for building a consensus for change to address some of the critical issues facing the United States of America -- the issues of

MORE

education and the environment.

And in the last two days here, we have made significant progress towards building that national consensus with the leadership of the President and the governors. In the area of setting national education goals, we unanimously agree that there is a need for the first time in this nation's history to have specific results-oriented goals. And we're talking about roles in the area of readiness of children to start school; in the area of performance of students in international achievement tests in the areas of math and science; in the reduction of the dropout rate and the improvement of academic performance, especially for at-risk children -- in the functional literacy of adult Americans, in the level of training necessary to guarantee a competitive work force, in the supply of qualified teachers with up-to-date technology, and the establishment of safe, disciplined and drug-free schools.

We recognize the need for both flexibility to state governments and to local school districts; but coupled with that, accountability for outcome-related results. I think significant progress has been made. We have committed to work together. The National Governors Association Task Force on Education and the people designated by the President to make specific goals and to reach those goals hopefully by the February meeting of the National Governors Association in the Nation's Capital.

It's a beautiful day in Charlottesville, Virginia. I'm proud that the President has invited us to be here. We appreciate the great hospitality of this great state and this great university, and I'm pleased to introduce my Vice Chairman for the National Governors Association, the Governor of the State of Washington, Governor Booth Gardner, to talk about some of the other goals that have been spelled out in this joint statement.

Governor Gardner. (Applause.)

GOVERNOR GARDNER: The report goes further, and I think one of the reasons that we're all so excited about the results of the last two days are that the report addresses the financial role of the federal government in education, albeit in a limited role, but an extremely important role. And the understanding is that the money that becomes available will be applied to the issue of early childhood education and Head Start and preparing young people for the day that they enter school that they will be on a parred and equity basis with other children and they're ready and able to perform.

And we also discussed and agreed that we have to continue to look at mandates from the federal government to make sure that those mandates do not impinge on the state's ability to provide its discretionary funds for education.

Then we have a very exciting statement on the commitment to restructuring. The President and the nation's governments have agreed that significant steps must be made in restructuring education in all states; a system of accountability that focuses on results rather than input; a decentralized authority and decision-making responsibility to the school site; empowerment to the principals and the teachers to carry out their mandates and citing challenges to face us in this country; and an educational system that develops first-rate teachers and supports those teachers with the technology, staff, and services that are necessary to allow them to be productive.

And lastly, we want to compliment the Secretary of Education and the President on agreeing that we will have a report card and that we will measure the schools, the state, and the federal government year by year to make sure that we remain committed to the agreements that we have reached in the past two days and the goals that will come out of the process for the next few months that we hope to agree on in February or March.

MORE

In the past few days, the President, his Cabinet, Secretary of Education, the governors and their staff have humbly walked the footsteps of Thomas Jefferson. We started down a promising path, and we have composed a Jeffersonian compact -- the beneficiaries of which will be the children of this country.

The children of this country today represent 25 percent of our population. Tomorrow, they are 100 percent of that population. (Applause.)

With that, I'd like to introduce the Governor of New Mexico and the Chairman of the Educational Commission of the States, Garrey Carruthers.

GOVERNOR CARRUTHERS: Thank you very much, Booth. We came to talk about sharing the responsibility for success, and we've done that. And to have success we need to have a vision, much higher expectations, and the President of the United States gave one of the finest speeches I've ever heard on education today at the convocation at the University of Virginia. (Applause.)

And it is from that speech and the work that we have to do afterwards that will develop the vision of education in this country. But I think also we came to talk about empowering people, and we talked a lot about empowering. We're going to empower parents by encouraging choice; we're going to empower teachers by letting them take over the classrooms again; we're going to empower those educational entrepreneurs that exist in all our communities by deregulating the educational system.

We need to empower the kids by making sure that before they're five years old they've been properly taken care of in every way, particularly with health. And we need to empower the private sector by inviting them into the school systems and getting their assistance and mentoring programs and the financial assistance they've always been willing to give us.

And then we need to empower all Americans very simply by having them join us in developing a set of national goals. It has been a wonderful conference and now I'd like to introduce you to Governor Bill Clinton who's one of the prime forces in developing this conference, the Summit, with the President of the United States. (Applause.)

GOVERNOR CLINTON: Thank you very much, Governor Carruthers, Mr. President, ladies and gentlemen.

This is a rather emotional moment for me. For one thing, I didn't get much sleep last night. We were up working on this statement.

I want to thank Governor Campbell, who is not here, and Governor Branstad, who is, and all the others who worked on this statement from the National Governors Association -- John Sununu and Roger Porter and others from the White House staff. And most important, Mr. President, I want to thank you for giving us the chance, the governors, after seven years of hard work on educational reform, to have a real national partnership in education.

The press will ask today, and maybe the people will when we get home, what really happened here that makes a difference. I would say there are three things.

This is the first time in the history of this country that we have ever thought enough of education and ever understood its significance to our economic future enough to commit ourselves to national performance goals. It has never happened in over 200 years. This is the first time, ever, any group of public officials have ever committed themselves to a national effort to restructure the schools

of the United States -- something every educator who studied it says is the single most significant thing we could do.

And this is the first time a president and governors have ever stood before the American people and said, not only are we going to set national performance goals, which are ambitious, not only are we going to develop strategies to achieve them, but we stand here before you and tell you we expect to be held personally accountable for the progress we make in moving this country to a brighter future. If that doesn't make this a happy day, I don't know what does. Thank you very much.

THE PRESIDENT: Thank you all. Well done, Bill. You did a wonderful job. Booth, thanks for everything.

END

3:20 P.M. EDT

REMARKS: OPENING ADDRESS
EDUCATION SUMMIT
OLD CABELL HALL
WEDNESDAY, SEPTEMBER 27, 1989
3:30 P.M.

FILE

[MEMBERS OF THE CABINET, GOVERNOR BRANSTAD,
GOVERNORS CLINTON AND CAMPBELL, DISTINGUISHED
GOVERNORS, PRESIDENT O'NEILL, MEMBERS OF THE FACULTY,
AND FRIENDS ... THANK YOU AND WELCOME.]

- 2 -

WELCOME TO "MR. JEFFERSON'S UNIVERSITY," THE ALMA
MATER OF PRESIDENT WOODROW WILSON; VIRGINIA'S GRACIOUS
GOVERNOR, GERRY BALILES; AND BOTH OF ITS U.S. SENATORS
JOHN WARNER AND CHUCK ROBB AND THE CONGRESSMAN FOR THIS
BEAUTIFUL AREA -- FRENCH SLAUGHTER.

I CALL IT "MR. JEFFERSON'S UNIVERSITY," AS NEARLY
EVERYONE DOES IN CHARLOTTESVILLE.

IN FACT, PRESIDENT WILLIAM HOWARD TAFT SAID ONCE THAT THEY STILL SPOKE OF MR. JEFFERSON HERE AS THOUGH HE WERE IN THE NEXT ROOM -- HIS SPIRIT MORE REAL THAN THE PAINTING OF PLATO AND ARISTOTLE BEHIND ME, OR THE STATUE OF HOMER OUTSIDE ON THE LAWN.

ALTHOUGH HIS IDEAS ON INDIVIDUAL FREEDOM, HUMANISM, AND THE INALIENABLE RIGHTS OF MAN STAND ALONE IN THE HISTORY OF THIS REPUBLIC, MR. JEFFERSON HAD ONE OVERRIDING VISION THAT HE DID NOT SEE REALIZED IN HIS LIFETIME. BUT ONE WHICH HAS, OVER THE PAST 200 YEARS, BEEN FULFILLED: A VISION OF A STRONG PUBLIC EDUCATION SYSTEM IN THIS COUNTRY.

- 5 -

IT IS A SYSTEM THAT HAS BROUGHT AMERICANS FROM ALL WALKS OF LIFE TOGETHER, AND ENABLED ALL CITIZENS TO BUILD BETTER LIVES FOR THEMSELVES ... A SYSTEM THAT HAS GIVEN US NEIL ARMSTRONG, MARTIN LUTHER KING, JONAS SALK AND SANDRA DAY O'CONNOR ... A SYSTEM UNPARALLELED IN THE WORLD.

BUT TODAY, MILLIONS OF AMERICANS CANNOT READ. SOME NEVER EVEN MAKE IT TO GRADUATION, DROPPING OUT OF SCHOOL AND SOCIETY.

- 6 -

DRUGS HAVE INVADED OUR CLASSROOMS, AND VIOLENCE HAS ENTERED OUR SCHOOLYARDS. CLEARLY, THE ENLIGHTENED AMERICA DREAMED OF BY THOMAS JEFFERSON STILL ELUDES US.

AND SO YOU HAVE ACCEPTED MY INVITATION TO COME TOGETHER FOR OPEN AND CANDID DISCUSSIONS ABOUT THE FUTURE OF AMERICAN EDUCATION. I AM GRATEFUL TO EACH OF YOU, AND I APPRECIATE THE DEPTH OF COMMITMENT SHOWN BY EVERYONE ASSEMBLED HERE TODAY. EDUCATION ISN'T A REPUBLICAN OR A DEMOCRATIC ISSUE.

- 7 -

IT'S AN AMERICAN ISSUE, AND EVERYONE IN THIS ROOM IS COMMITTED TO EDUCATIONAL EXCELLENCE. WE ALL KNOW TOO MUCH IS AT STAKE TO LET PARTISANSHIP GET IN THE WAY OF PROGRESS.

THE CALL WAS SOUNDED IN 1983, WHEN THE REAGAN ADMINISTRATION WARNED IN ITS HISTORIC EDUCATION REPORT THAT WE WERE "A NATION AT RISK." THAT REPORT AWAKENED AMERICANS TO THE SITUATION IN OUR SCHOOLS, AND THE ALARM BELLS RANG.

- 8 -

EVERYONE NOW KNOWS WHAT THE PROBLEMS ARE -- AND NO ONE IS HERE TO POINT FINGERS. BUT FOR THE GOOD OF OUR CHILDREN'S EDUCATION, FOR THE GOOD OF THE COUNTRY, WE MUST DECIDE ON A COURSE OF ACTION. THE TIME FOR STUDY IS OVER.

THERE ARE REAL PROBLEMS RIGHT NOW IN OUR EDUCATIONAL SYSTEM, BUT THERE IS NO ONE FEDERAL SOLUTION.

YES, THE FEDERAL GOVERNMENT HAS AN IMPORTANT ROLE TO PLAY -- WHICH IS WHY I AM HERE, AND WHY MY CABINET IS HERE. WE WILL WORK WITH YOU, TO HELP FIND ANSWERS. BUT I FIRMLY BELIEVE THAT THE KEY WILL BE FOUND AT THE STATE AND LOCAL LEVELS.

YOU ARE THE ONES, AS GOVERNORS, WHO ARE ON THE FIRING LINE. YOU SEE WHAT GOES ON IN THE CLASSROOMS, IN THE LOCAL SCHOOL BOARDS, AND IN YOUR STATE-LEVEL POLICY-MAKING SESSIONS.

TRULY, THE STATES ARE THE LABORATORIES OF REFORM IN THIS COUNTRY, AND YOU ARE THE EXPERTS.

BUT WE MUST WORK TOGETHER, THE STATES -- GOVERNORS, MAYORS, STATE LEGISLATORS -- AND THE FEDERAL GOVERNMENT. WE MUST WORK TOGETHER OVER THE NEXT TWO DAYS ... BUT MORE IMPORTANTLY, OVER THE NEXT FEW YEARS. WE WILL TALK ABOUT MANY ISSUES -- MOST IMPORTANTLY, CHOICE, COMPETITIVENESS, TEACHING QUALITY, AND IMPROVING THE LEARNING ENVIRONMENT.

- 11 -

ACCOUNTABILITY, FLEXIBILITY, TOUGHER STANDARDS AND A RESULTS-ORIENTED SYSTEM -- ALL OF THESE MUST BE ON THE TABLE. WHAT I AM SEEKING AT THIS SUMMIT IS NOT JUST DIALOGUE BUT A NEW SENSE OF DIRECTION. WE'VE GOT TO CHALLENGE THE EDUCATION SYSTEM IF WE ARE TO MEET THE CHALLENGE OF EDUCATIONAL EXCELLENCE. IT'S TIME TO STOP DEBATING OVER COMMISSIONS AND STUDIES -- AND SET PRIORITIES. IT'S TIME TO GET ON WITH IT.

- 12 -

SHORTLY, WE WILL LEAVE THIS HALL AND WALK DOWN THE LAWN TO THE ROTUNDA, FOR THE FIRST OF OUR WORKING GROUP MEETINGS. ON THE WAY, WE WILL WALK PAST PAVILION VII, KNOWN AS THE COLONNADE CLUB. THE CORNERSTONE OF THAT BUILDING WAS LAID BY THREE GREAT AMERICANS ... PRESIDENTS JEFFERSON, MADISON AND MONROE.

AS YOU WALK PAST THE COLONNADE CLUB, LET US THINK OF THESE THREE MEN AND WHAT THEY ENVISIONED FOR THIS REPUBLIC.

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THINK OF THE SCHOOLS THE FOUNDERS SOUGHT TO ESTABLISH
TO DEVELOP THE CHARACTER OF STUDENTS, WITH VALUES LIKE
HONESTY, DISCIPLINE AND PUBLIC SERVICE. LET US WORK
TOGETHER THESE NEXT TWO DAYS IN FRANKNESS AND
HONESTY -- AND LET US NOT BE AFRAID, AS MR. JEFFERSON
SAID, TO FOLLOW TRUTH WHEREVER IT MAY LEAD.

GOD BLESS YOU AND THANK YOU.

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PRESIDENTIAL ADDRESS: CONVOCATION, UNIV. OF VIRGINIA
THURSDAY, SEPT. 28, 11:30 A.M.

THANK YOU SECRETARY CAVAZOS, PRESIDENT O'NEIL,
GOVERNORS BALILES AND BRANSTAD.

IT'S A DELIGHT TO BE BACK IN CHARLOTTESVILLE.
((IMAGINE THIS -- YOU HAVE A PRESIDENT, THE CABINET AND
AMERICA'S GOVERNORS VISITING YOUR SCHOOL. AND THE BIG
MAN ON CAMPUS TODAY IS STILL SEAN MOORE.)) ////

AND THEN MY SON MARVIN AND DAUGHTER-IN-LAW
MARGARET ADVISE ME TO BE HUMBLE WHILE I'M AT U. HALL.
((YOU SEE, THEY TOLD ME YOU ONLY DO THE WAVE FOR RALPH
SAMPSON.)) ////

WELL, IT'S EASY TO BE HUMBLE AT A SCHOOL SO RICH
IN HISTORY AND EDUCATIONAL ENDEAVOR. AND I'VE ALSO
BEEN DEEPLY IMPRESSED BY THE COMMITMENT, THE CREATIVITY
AND THE KNOWLEDGE THAT MY FELLOW CHIEF EXECUTIVES FROM
THE STATES BRING TO EDUCATION REFORM. IN OUR MEETINGS
YESTERDAY, I LEARNED EXACTLY HOW MUCH YOU CARE ABOUT
THE CHILDREN OF YOUR STATES, AND THEIR FUTURE. IN
SHORT, I CAME TO CHARLOTTESVILLE WITH HIGH
EXPECTATIONS, AND YOU EXCEEDED THEM.

SO THE SPIRIT OF OUR SUMMIT IS NOT: "WHO WILL GET THE CREDIT?" THE SPIRIT OF THIS SUMMIT IS: "HOW CAN WE GET RESULTS." WE ARE HERE TO PUT PROGRESS BEFORE PARTISANSHIP, // THE FUTURE BEFORE THE MOMENT // AND OUR CHILDREN BEFORE OURSELVES. //

I'VE HEARD ELOQUENT ADVICE FROM MANY OF YOU, AND FROM SO MANY OTHERS, IN THE LAST FEW WEEKS. I'VE LISTENED. AND I AM DEEPLY APPRECIATIVE OF ALL THAT I HAVE LEARNED.

BUT I'VE ALSO LEARNED THAT WE SHOULD LISTEN TO OUR CHILDREN. THEY HAVE MUCH TO TELL US. IN MANY WAYS, THEY ARE THE LUCKIEST GENERATION IN HISTORY. JUST LAST MONTH, OUR CHILDREN OBSERVED, IN THE CLARITY OF VOYAGER'S SIGHT, THE HORIZONS OF NEW WORLDS, THE MAJESTY OF SPACE. THINK WHAT THESE IMAGES WOULD HAVE MEANT TO THE EVER-CURIOUS FOUNDER OF THIS UNIVERSITY, WHO COULD ONLY LOOK THROUGH A PRIMITIVE TELESCOPE AT FAINT PATCHES OF LIGHT AND WONDER.

BUT OUR CHILDREN ARE GROWING UP IN AN AGE WHERE WONDER IS COMMONPLACE, AND PEACE AND PROSPERITY ARE OFTEN TAKEN FOR GRANTED. OUR CHILDREN ARE ALSO THE BENEFICIARIES OF A NATION THAT LAVISHES UNSURPASSED RESOURCES ON THEIR SCHOOLING. SO IN MANY WAYS, WE ARE CLOSE TO FULFILLING THE ENLIGHTENMENT DREAM OF UNIVERSAL EDUCATION, A DREAM THAT BECAME A REALITY IN THE SHADOWS OF THE SHENANDOAHS, HERE AT MISTER JEFFERSON'S SCHOOL.//

EVERY STEP WE TAKE AT THIS UNIVERSITY IS TRULY A WALK IN THOMAS JEFFERSON'S FOOTSTEPS. WHEN HE FIRST CHARTED THE GROUND ON WHICH WE GATHER TODAY, THERE WAS JUST A FIELD OF GRASS, AND A HORIZON LIMITED ONLY BY THE BLUE MOUNTAINS BEYOND. BUT JEFFERSON SURVEYED A HORIZON NO ONE ELSE COULD SEE. HE SAW THE GRACEFUL DOME OF THE ROTUNDA, AND THE ELEGANCE OF THE LAWN AND ITS PAVILIONS. HE SAW MEETING ROOMS, LIBRARIES AND LECTURE HALLS TEEMING WITH PROFESSORS AND STUDENTS YET UNBORN.

JEFFERSON SET OUT TO FASHION HIS RARIFIED VISION INTO SOLID REALITY, BRICK BY BRICK, BOOK BY BOOK. AND IT IS HIS UNIVERSITY -- AND HIS DREAM -- THAT INSPIRES US TODAY TO FOLLOW IN HIS FOOTSTEPS.

THOMAS JEFFERSON, OUR FIRST EDUCATION PRESIDENT, WAS A RELENTLESS ADVOCATE FOR UNIVERSAL PUBLIC EDUCATION. "HE HAD A FUNDAMENTAL CONVICTION THAT ON THE 'GOOD SENSE OF' AN EDUCATED CITIZENRY, WE COULD BUILD AND DEFEND A COUNTRY OF LIBERTY AND JUSTICE."

I BORROWED THIS ASSESSMENT FROM A FRIEND OF MINE -- ANOTHER RENAISSANCE MAN, A MAN OF OUR TIME -- THE LATE A. BARTLETT GIAMATTI. //

LIKE JEFFERSON, BART'S LIFE WAS A METAPHOR FOR CIVILITY AND PUBLIC SERVICE. AND IT IS THIS COMMITMENT TO PUBLIC SERVICE THAT WE MUST CARRY ON. LET US MAKE THIS AN EDUCATION SOCIETY.

WE HAVE ALREADY COME CLOSE TO THIS JEFFERSONIAN IDEAL. OUR EDUCATIONAL SYSTEM IS, IN MANY WAYS, UNRIVALED IN ITS SCALE AND DIVERSITY; IN ITS COMMITMENT TO MEETING SPECIAL NEEDS AND INDIVIDUAL DIFFERENCES. WE ARE INSPIRED BY OUR BEST TEACHERS, WHO GIVE MORE THAN WE CAN RIGHTLY EXPECT; AND FROM OUR BEST STUDENTS, WHO SURPASS OUR HIGHEST EXPECTATIONS.

YET AFTER TWO CENTURIES OF PROGRESS, WE ARE STAGNANT. WHILE MILLIONS OF AMERICANS READ FOR PLEASURE, MILLIONS OF OTHERS DON'T READ AT ALL. WHILE MILLIONS GO TO COLLEGE, MILLIONS WILL NEVER GRADUATE FROM HIGH SCHOOL.

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS ESTIMATES THAT FEWER THAN ONE IN FOUR OF OUR HIGH SCHOOL JUNIORS CAN WRITE AN ADEQUATE, PERSUASIVE LETTER. ONLY HALF CAN MANAGE DECIMALS, FRACTIONS AND PERCENTAGES. BARELY ONE IN THREE CAN LOCATE THE CIVIL WAR IN THE CORRECT HALF-CENTURY. NO MODERN NATION CAN LONG AFFORD TO ALLOW SO MANY OF ITS SONS AND DAUGHTERS TO EMERGE INTO ADULTHOOD IGNORANT AND UNSKILLED. THE STATUS QUO IS A GUARANTEE OF MEDIOCRITY, SOCIAL DECAY AND NATIONAL DECLINE.//

EDUCATION IS OUR MOST ENDURING LEGACY, VITAL TO EVERYTHING WE ARE AND CAN BECOME. AND COME THE NEXT CENTURY -- JUST TEN YEARS AWAY -- WHAT WILL WE BE? WILL WE BE THE CHILDREN OF THE ENLIGHTENMENT, OR ITS ORPHANS?

SIX YEARS AGO, THE COMMISSION ON EXCELLENCE IN EDUCATION ISSUED ITS POWERFUL REPORT; AND YET TODAY, OUR NATION IS STILL AT RISK. THE EDUCATIONAL REFORM MOVEMENT HAS DONE WELL IN ARTICULATING ITS CRITICISMS. NOW IT IS TIME TO DEFINE GOALS. THIS IS A TIME FOR ACTION.//

I SENT MY PROPOSALS FOR FEDERAL ACTION IN EDUCATION TO CONGRESS LAST SPRING. THE EDUCATIONAL EXCELLENCE ACT OF 1989 INCLUDES WAYS TO RESHAPE AND EXPAND FEDERAL EFFORTS, TO RECOGNIZE EXCELLENCE, LIFT THE NEEDY, FOSTER FLEXIBILITY AND CHOICE, AND MEASURE AND REWARD PROGRESS. I REMAIN SOLIDLY COMMITTED TO THESE PRINCIPLES, AND I VALUE YOUR ADVICE AND IDEAS AS WE CONTINUE TO REFINE THE FEDERAL ROLE.

SOME OFFER A COMPLETELY DIFFERENT ANSWER -- TO SPEND MORE MONEY. AND AT THE FEDERAL LEVEL, WE HAVE ASKED CONGRESS TO PROVIDE NEARLY A HALF A BILLION DOLLARS IN NEW FUNDING FOR TEN WORTHY PROGRAMS. YOUR STATES MAY ALSO CHOOSE TO SPEND MORE. BUT TO THOSE WHO SAY THAT MONEY ALONE IS THE ANSWER, I SAY THAT THERE IS NO ONE ANSWER. IF ANYTHING, HARD EXPERIENCE TEACHES THAT WE ARE SIMPLY NOT GETTING OUR MONEY'S WORTH IN EDUCATION.// OUR FOCUS MUST NO LONGER BE ON RESOURCES. IT MUST BE ON RESULTS.//

THIS IS ONLY THE THIRD TIME IN OUR 200 YEARS AS A NATION THAT A PRESIDENT HAS CALLED A SUMMIT WITH THE GOVERNORS. I HAVE CALLED YOU TOGETHER BECAUSE YOU BEAR THE CONSTITUTIONAL RESPONSIBILITY FOR EDUCATION. AND I DID NOT ASK YOU TO SUCH AN HISTORIC OCCASION MERELY TO BEMOAN WHAT IS WRONG. WE ARE HERE TO WORK; TO WORK TOGETHER; TO ONCE AGAIN MAKE AN AMERICAN EDUCATION THE BEST IN THE WORLD. //

YOU ALREADY ARE CONSULTING WITH THE STATE
LEGISLATURES TO BETTER OUR SCHOOLS. OUR TEACHERS
ALREADY ARE GIVING THEIR HEART AND SOUL TO THEIR JOBS.
BUT WE HAVE NEVER BEFORE WORKED TOGETHER -- PRESIDENT
AND PRINCIPAL, GOVERNOR AND TEACHER -- TO ACHIEVE
RESULTS IN EDUCATION.

A SOCIAL COMPACT BEGINS TODAY IN CHARLOTTESVILLE,
A COMPACT BETWEEN PARENTS, TEACHERS, PRINCIPALS,
SUPERINTENDENTS, STATE LEGISLATORS, GOVERNORS AND THE
ADMINISTRATION. OUR COMPACT IS FOUNDED NOT ON
PROMISES, BUT ON CHALLENGES -- EACH ONE A RADICAL
DEPARTURE FROM TRADITION.

I CHALLENGE YOU TO JOIN ME, FOR THE FIRST TIME, TO
DEFINE NATIONAL GOALS IN EDUCATION. FROM THIS DAY
FORWARD, LET US BE AN AMERICA OF TOUGHER STANDARDS, //
AN AMERICA OF HIGHER GOALS// AND A LAND OF BIGGER
DREAMS.

AND OUR GOALS MUST BE "NATIONAL," NOT "FEDERAL."
THAT IS WHY I WELCOME THE INITIATIVES OF THE NATIONAL
GOVERNORS ASSOCIATION, FROM THE TIME FOR RESULTS REPORT
IN 1986, TO THE GOAL-SETTING PROJECT RECENTLY BEGUN
UNDER THE LEADERSHIP OF IOWA'S TERRY BRANSTAD, SOUTH
CAROLINA'S CARROLL CAMPBELL AND BILL CLINTON OF
ARKANSAS. MY ADMINISTRATION WILL WORK WITH YOU TO
BUILD ON THE NATIONAL ASSESSMENT PROGRAM'S FIRST STATE-
BY-STATE ACHIEVEMENT RESULTS. WE WILL WORK WITH YOU TO
FORMULATE NATIONAL GOALS. AND THEN WE WILL CHALLENGE
SUPERINTENDENTS AND PRINCIPALS TO MEET THESE HIGHER
GOALS.

IN RETURN, I ACCEPT YOUR CHALLENGE, AND WILL WORK
WITH YOU TO LOOSEN THE GRIP OF FEDERAL
RESTRICTIONS.//// HOW MANY GREAT IDEAS, HOW MANY GRAND
AND NOBLE EXPERIMENTS, HAVE BEEN IMPALED ON THE NARROW
SPIKE OF A FEDERAL DIRECTIVE? UNNECESSARY RESTRICTION
IS THE ENEMY OF THE BOLD. AND BOLD ACTION IS WHAT WE
NEED MOST OF ALL. //

I ASK CONGRESS TO ALLOW WASHINGTON TO BE MORE FLEXIBLE, BY PASSING REFORM LEGISLATION. AND I ASK YOU, IN TURN, TO EASE STATE RESTRICTIONS ON LOCAL BODIES.

THEN WE WILL JUDGE OUR EFFORTS NOT BY OUR INTENTIONS, BUT BY OUR RESULTS.

SO TO GET RESULTS, WE NEED NATIONAL GOALS, AND MORE FLEXIBILITY FROM FEDERAL AND STATE GOVERNMENT. TO GET RESULTS, WE WILL NEED A NEW SPIRIT OF COMPETITION BETWEEN STUDENTS, BETWEEN TEACHERS AND BETWEEN SCHOOLS -- A REPORT CARD FOR ALL. AND TO GET RESULTS, WE WILL NEED DISCIPLINE, STRUCTURE AND GOALS.

YET I DO NOT COUNSEL A NAIVE NOSTALGIA, A TAME ADHERENCE TO THE PAST. BUSINESS AS USUAL IS NOT GETTING US WHERE WE NEED TO GO. SO WHEN HALLOWED TRADITION PROVES TO BE HOLLOW CONVENTION, THEN WE MUST SHATTER TRADITION. THE POLLS SHOW WHAT EVERY P.T.A. BOARD MEMBER ALREADY KNOWS: THE AMERICAN PEOPLE ARE READY FOR RADICAL REFORMS. WE MUST// NOT// DISAPPOINT// THEM.//

I ENVISION TRADITION-SHATTERING REFORM IN FIVE AREAS.

FIRST, I SEE THE DAY WHEN EVERY STUDENT IS LITERATE. BUT LITERACY SHOULD MEAN MORE THAN THE "THREE R'S." WE MUST BE A READING NATION. WE MUST GRAPPLE WITH THE HARD SCIENCES. AND BECAUSE EDUCATION IS AS SPIRITUAL AS IT IS PRACTICAL, OUR CHILDREN MUST KNOW WHY AMERICANS DIED AT BUNKER HILL, AT GETTYSBURG AND AT MONTE CASSINO. THEY MUST DO MORE THAN IDENTIFY NAMES ON A MULTIPLE CHOICE QUESTION. THEY MUST UNDERSTAND THE GENEROSITY OF ANDREW CARNEGIE, THE GENIUS OF ALEXANDER GRAHAM BELL AND THE HEROISM OF ROSA PARKS. //

SOME YOUNGSTERS WILL NATURALLY TAKE LONGER THAN OTHERS. SOME WILL NEED MORE STUDY, AND EXTRA INSTRUCTION. BUT WE SHOULD NEVER SEND A STUDENT FROM SCHOOL JUST BECAUSE HE OR SHE HAS PASSED AN ARBITRARY BIRTHDAY.//

SECOND, I SEE A DAY WHEN OUR EDUCATIONAL SYSTEM WILL BE UNAFRAID OF DIVERSITY. OF COURSE, ALL SCHOOLS IN A STATE WILL SHARE A CORE CURRICULUM AND MINIMUM STANDARDS OF ACHIEVEMENT. BUT THE MEANS BY WHICH THAT CURRICULUM IS TAUGHT, AND THOSE GOALS MET, SHOULD BE AS DIVERSE AND VARIED AS AMERICA. LET THEM BLEND, IN MYRIAD WAYS, THE TRADITIONAL AND THE MODERN, THE HUMAN AND THE TECHNOLOGICAL. LET US GIVE OUR SCHOOLS AND OUR TEACHERS THE FREEDOM TO DO WHAT THEY DO BEST.

CHILDREN ALSO DIFFER -- IN THEIR INTERESTS, LEARNING STYLES AND CAPABILITIES. SO THIRD, I SEE THE DAY WHEN CHOICE AMONG SCHOOLS WILL BE THE NORM RATHER THAN THE EXCEPTION; WHEN PARENTS WILL BE FULL PARTNERS IN THE EDUCATION OF THEIR CHILDREN.

TOO MANY PARENTS HAVE COME TO SEE EDUCATION AS A SERVICE WE CAN HAND OVER TO THE SCHOOL BOARDS, IN MUCH THE SAME WAY WE EXPECT OUR CITIES TO PROVIDE ELECTRICITY OR WATER. BUT EDUCATION IS NOT A UTILITY, NOT SOMETHING TO BE DELEGATED. EDUCATION IS A WAY OF LIFE, AND EDUCATIONAL REFORM IS AN URGENT RESPONSIBILITY FOR EVERY PARENT, EVERY STUDENT, EVERY COMMUNITY. THOSE WHO DO NOT ADVANCE THE CAUSE OF EDUCATION, HINDER IT. PARENTS, STUDENTS AND PROFESSIONAL EDUCATORS MUST BE ACCOUNTABLE TO ONE ANOTHER, AS A COMMUNITY.

BUT TO BE ACCOUNTABLE, WE NEED TO KNOW JUST HOW MUCH PROGRESS WE'RE MAKING. SO FOURTH, I SEE THE DAY WHEN WE USE ACCURATE ASSESSMENTS, CAREFULLY LINKED TO OUR EDUCATIONAL GOALS. WE NEED TO FIRST KNOW WHERE WE ARE; THIS MEANS ACCEPTING THE BAD NEWS ALONG WITH THE GOOD. WE HAVE ALWAYS MEASURED OUR PROGRESS AGAINST OUR PAST PERFORMANCE. WE MUST NOW EVALUATE OURSELVES ON A TOUGHER GRADING CURVE -- ONE THAT INCLUDES THE OTHER MAJOR INDUSTRIAL NATIONS.

ACCOUNTABILITY ALSO MEANS WE MUST ACT ON WHAT WE DISCOVER. WEAK PERFORMANCE IN THE CLASSROOM, OR THE PRINCIPAL'S OFFICE, WILL NO LONGER BE TOLERATED. BUT NEITHER WILL INDIFFERENCE TOWARD GOOD EDUCATORS. SOCIETY HAS NO GREATER BENEFACTORS THAN OUTSTANDING TEACHERS AND PRINCIPALS. LET THEM GET WHAT THEY DESERVE -- GENEROUS PRAISE AND SOLID REWARDS.

FIFTH, I SEE AN EDUCATIONAL SYSTEM THAT NEVER SETTLES FOR THE MINIMUM, IN ACADEMICS OR IN BEHAVIOR. DECADES OF RESEARCH BEAR OUT WHAT THE BEST TEACHERS ALREADY KNOW: WHEN STANDARDS AND EXPECTATIONS ARE HIGH, EVERYONE DOES BETTER. THIS INCLUDES BOTH THE UNUSUALLY GIFTED, AND THOSE WITH SPECIAL NEEDS AND DISABILITIES. BUT IT MUST ALSO INCLUDE THE STUDENT WE TOO OFTEN FORGET, THE AVERAGE STUDENT. FOR I BELIEVE, THAT WITH A LITTLE CARE AND A LITTLE WORK, WE CAN UNLEASH WITHIN EACH OF THESE SO-CALLED ORDINARY CHILDREN AN EXTRAORDINARY POTENTIAL.

THIS SAME POTENTIAL CAN BE FOUND WITHIN EVERY DISADVANTAGED CHILD, THOSE FROM TROUBLED NEIGHBORHOODS: CHILDREN FOR WHOM OUR SCHOOLS MUST BE A BEACON OF EXCELLENCE; A SANCTUARY FROM VIOLENCE; A MODEL OF GOOD CHARACTER, SOUND VALUES AND EXEMPLARY ETHICS. LET NO CHILD IN AMERICA BE FORGOTTEN OR FORSAKEN.//

SOME OF OUR REFORMS AND EXPERIMENTS ARE SURE TO COME UP SHORT. BUT FOR TOO MANY OF OUR SCHOOLS, EXPERIMENTATION IS PREFERABLE TO THE STATUS QUO, BECAUSE THE STATUS QUO COULD SCARCELY BE WORSE. THE WORTHY AND THE USEFUL WILL WIN OUT ONLY IF WE GIVE OUR SCHOOLS THE FREEDOM THEY NEED.

SUCH FREEDOM WILL NOT LEAD TO A QUICK AND EASY SOLUTION. IT IS THE WORK OF YEARS. AND WE HAVE TAKEN SUCH A LONG-TERM VIEW IN OUR MEETINGS.

WE HAVE DISCUSSED THE NEED FOR EDUCATIONAL REFORM IN TERMS OF OUR NATIONAL COMPETITIVENESS, EVEN OUR NATIONAL FUTURE. BUT I AM SURE YOU AGREE THAT THERE IS MORE TO LEARNING THAN JUST OUR TRADE BALANCE OR THE GRAYING OF OUR WORK FORCE; IT IS BROADER THAN THE IMPORTANT, BUT NARROW, COMPASS OF ECONOMICS AND GOVERNMENT.

A SCHOLAR ONCE WROTE THAT GREAT BOOKS ARE NOT LIFELESS PAPER, BUT MINDS ALIVE ON THE SHELVES. HE OBSERVED THAT JUST AS THE TOUCH OF A BUTTON ON A STEREO WILL FILL A ROOM WITH MUSIC, SO BY TAKING DOWN ONE OF THESE VOLUMES, AND OPENING IT, ONE CAN CALL INTO RANGE THE VOICE OF A MAN FAR DISTANT IN TIME AND SPACE, AND HEAR HIM SPEAK, MIND TO MIND, HEART TO HEART.

AS A NATION, WE CAN AGAIN HEAR THESE VOICES, FEEL THIS ENCHANTMENT -- EVERY TIME A PARENT READS A BEDTIME STORY TO A SLEEPY CHILD; EVERY TIME A YOUNG SCHOLAR TURNS TO THE GREAT BOOKS. THE DAY MUST COME WHEN EVERY YOUNG AMERICAN CAN KNOW THE LIFE OF THE MIND.

THAT IS WHY WE HAVE GATHERED HERE, AT MISTER
JEFFERSON'S SCHOOL. HE WAS JUST ONE MAN, BUT LOOK AT
WHAT ONE MAN CAN DO. IMAGINE WHAT WE CAN DO, IF WE --
MORE THAN FIFTY STRONG -- ARE UNITED BY THIS GREAT
CAUSE. SO LET US DREAM. LET US TALK. IF NEED BE, LET
US ARGUE. BUT IN THE END, LET US WALK TOGETHER ON A
JOURNEY TO ENLIGHTENMENT, IN THE FOOTSTEPS OF THOMAS
JEFFERSON. ////

THANK YOU FOR YOUR HARD WORK AND DEDICATION. GOD
BLESS YOU ALL, AND GOD BLESS AMERICA.

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THE WHITE HOUSE
(Charlottesville, Virginia)

For Immediate Release

September 27, 1989

REMARKS BY THE PRESIDENT
IN WELCOMING ADDRESS TO GOVERNORS

Old Cabell Hall
University of Virginia
Charlottesville, Virginia

3:15 P.M. EDT

THE PRESIDENT: Thank you all for that warm welcome. Secretary Cavazos, thank you, sir, and to the other members of the Cabinet. And Governor Branstad, and Governors Clinton and Campbell, all the governors. President O'Neil especially, who is moving out of his house so Barbara and I can stay there -- beyond the call of duty. Members of the faculty and friends, thank you. And let me say, as I guess the host of this, welcome -- welcome to Mr. Jefferson's university -- the alma mater of President Woodrow Wilson. To Virginia's gracious Governor, Jerry Baliles, my thanks to you, sir. Our Senators -- I don't know if they made it -- Chuck Robb and John Warner, but I know they plan to come. And, of course, Congressman for this district, French Slaughter.

I call it Mr. Jefferson's university, as nearly everyone else does in this marvelous city of Charlottesville. In fact, President Taft said once that they still spoke about Mr. Jefferson as though he were in the next room -- his spirit more real than the painting of Plato and Aristotle behind me, or the statue of Homer outside on the lawn.

Although his ideas on individual freedom, humanism and the inalienable rights of man stand alone in the history of this Republic, Mr. Jefferson had one overriding vision that he did not see realized in his lifetime, but one which has over the past 200 years been fulfilled -- a vision of strong public education, a public education system in this country second to none. It's a system that has brought Americans from all walks of life together; enabled all citizens to build better lives for themselves; a system that has given us Neil Armstrong, and Martin Luther King, Jonas Salk, Sandra Day O'Connor -- a system unparalleled in the world.

But today millions of Americans cannot read. Some never even make it to graduation, dropping out of school and society as well. Drugs have invaded our classrooms, violence has entered our school yards, and clearly the enlightened America dreamed of by Thomas Jefferson still eludes us.

And so, the Governors have accepted my invitation to come together for open and candid discussions about the future of American education. And I am grateful to each and every one of you, and I appreciate the depth of commitment shown by everyone assembled here today.

This is not a Republican or a Democratic issue. And it's not administration versus the Governors. It's an American issue. And everyone in this room is committed -- or you wouldn't be here -- to educational excellence. And we all know too much is at stake to let partisanship get in the way of progress.

This call was sounded in 1983, in the previous administration, in the Reagan administration, when warned in its

MORE

historic education report that we are indeed a nation at risk. And that report awakened Americans to the situation in our schools, and then those alarm bells began to ring. And everyone now knows what the problems are. And no one came here to point fingers. But for the good of our children's education, for the good of the country, if you will, we must decide on a course of action. The time for study is over.

There are real problems right now in our educational system, but there is no one federal solution. The federal government of course has a very important role to play, which is why I'm here and why so many members of our Cabinet are here. And we're going to work with you to help find answers.

But I firmly believe that the key will be found at the state and local levels. You are the ones, as Governors, who are out there on the firing line. And you see what goes on in the classrooms and in the local school boards and in your state policymaking sessions. Truly, the states are the laboratories of reform in this country and you are the experts.

But we've got to work together -- the states, Governors, mayors, state legislators and the federal government. We must work together over the next two days. But more importantly, over the next several years.

We're going to talk about many issues -- most importantly, choice and competitiveness and teaching quality and improving the learning environment. Accountability, flexibility, tougher standards, a results-oriented system -- all of these have got to be out there on the table.

And what I'm seeking at this summit is not just dialogue, but a new sense of direction. We've got to challenge the education system if we're to meet the challenge of educational excellence. It's time to stop debating over commissions and studies and set priorities, and it's time to get on with it.

Shortly we're going to leave this hall and walk down the lawn to the Rotunda for the first of our working group meetings. On the way we will pass -- walk past Pavillion Seven, known as the Colonnade Club. The cornerstone of that building was laid by three great Americans -- Presidents Jefferson, Madison and Monroe. And as you walk past that Colonnade Club, let us think of these three men and what they envisioned for the Republic. Think of the schools the founders sought to establish to develop the character of students with values like honesty and discipline and public service. And let us work together these next two days in a spirit of total frankness, total honesty. And let's not be afraid, as Mr. Jefferson said, to follow truth, wherever it may lead.

Thank you all very much for coming. And Governors, I look forward to working with you over the next couple of days here. Thank you very much. (Applause.)

END

3:20 P.M. EDT