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Folder Title:
Education Convocation - University of Virginia 9/27/89 [OA 4390] [1]

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THE WHITE HOUSE
WASHINGTON



~~30 JUL 26 10:23~~

Sept. 26, 1989

MEMORANDUM FOR THE PRESIDENT

Through: CHRISS WINSTON *cw*

From: MARK DAVIS *MD*

Subject: Convocation Address/Education Summit

*I'd like to
have more
Governors
invited to the*

I. SUMMARY:

You will address the governors, your Cabinet, University of Virginia faculty, students and members of the Charlottesville community at University Hall, a sports arena. It is approximately 22 minutes in length, and will be **teleprompted**.

II. DISCUSSION:

This speech is both a philosophical overview of your approach to education, and a direct presentation of the results of the intensive two-day meeting: national goals, more flexibility from Washington and the states, and more accountability for all. It also presents five key areas Dr. Porter suggests for turning around our educational system.

*shorten
it if you can*

*This summit is
not about credit
it is about results
Party about
along
?*

Davis/Martin
Sept. 26, 1989
Draft: Seven
Title: eduprez

09 SEP 27 A10:20

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 have also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives from the states bring to education reform.

It is you -- the governors -- along with state legislators and school boards, leaders of business, parents and teachers -- those throughout this nation's vast decentralized education system, who face tough decisions. I've heard eloquent advice from many of you, and 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 say to us, too. 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 was a relentless advocate for universal public education. You might say he was our first education president. "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, ~~not just as an education President and as education governors, but as~~ ^{let us work to make ours} an education society.

We have come close to the 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.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the poor, compensating for all distinctions of class, race and background. ((A century ago, the poorest parents in the bleakest slum knew their children could go

anywhere, could be anything, if they could get an American education.))

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.

Too much is at stake not to act now. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy. 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 put the future before the moment, and progress before partisanship, once again to make **an American education** the **best** in the world. //

You already are consulting with the state legislatures to better our schools. Our teachers are already 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, at Monte Cassino and Inchon. 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 our children, our teachers and their communities. 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.**

This means enlisting the parents, grandparents and other adults who play large roles in children's lives in their formal, as well as their informal education. This means that parents, students and professional educators will 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 and 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 greying 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.

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Thank you for your hard work and dedication. God bless you all, and God bless America.

#

THE WHITE HOUSE

Office of the Press Secretary
(Charlottesville, Virginia)

For Immediate Release

September 27, 1989

REMARKS OF GOVERNOR TERRY BRANSTAD OF IOWA,
GOVERNOR CARROLL CAMPBELL OF SOUTH CAROLINA,
AND GOVERNOR BILL CLINTON OF ARKANSAS

Old Cabell Hall
University of Virginia
Charlottesville, Virginia

SECRETARY CAVAZOS: Ladies and gentlemen, it is now my privilege to introduce Governor Terry Branstad, Governor of Iowa, who is the Chairman of the National Governors Association.

Governor Branstad. (Applause.)

GOVERNOR BRANSTAD: Secretary Cavazos, Mr. President, Governor Sununu, members of the Cabinet, my colleagues in the National Governors Association, spouses and friends: As Chair of the National Governors Association, it's indeed a special pleasure for me to express our deep appreciation to President Bush for convening this historic education summit here in Charlottesville, Virginia.

Education must be a priority in America if we are to compete in the global economy.

Mr. President, you have established education as a priority for your administration. We as governors stand ready and willing to work with you in addressing the difficult problems facing American education today. And we are pledged to help you find solutions that will afford every child in America the opportunity to become a fulfilled and productive citizen.

We view this summit as a critical first step in that process. This year, I've appointed a task force on education. The goal of our task force is to build a national consensus on what we expect from education in this great country. I've appointed two distinguished governors to co-chair that task force, and I'm going to ask each of those governors to make a brief statement.

The first governor is the Governor of the great state of South Carolina, Governor Carroll Campbell.

Governor Campbell. (Applause.)

GOVERNOR CAMPBELL: Thank you very much. Mr. President, Secretary Cavazos, ladies and gentlemen, all of my fellow governors, it is indeed a pleasure for me to be here. And I want to thank you, Mr. President, for giving us this historic opportunity to discuss an issue that is vital to the nation's future if we are to indeed continue to lead the world.

I'm sorry that my attention has been somewhat focused on the aftermath of Hurricane Hugo, but my state has been devastated. We have a lot of people out of work and a lot of schools that are destroyed. It is a tragedy.

But there's another tragedy in this country, and that is the tragedy that we're not fulfilling the goals that have been set forth by our forefathers to provide that enlightened society that we all believe in.

The fact is the subject of this summit is critically

MORE

important. It's critically important to the people of my state today and to the quality of our lives tomorrow. We have found that we're pitiful when we stand against the forces of nature as men, but we know that we can stand against the forces of illiteracy and the forces of ignorance, and that we can prevail. For I see education as the great equalizer in America. It is education that opens opportunities for newcomers to this country. It is education that provides hope for the disadvantaged. And it is education that encourages each of us to expand our horizons of what we can accomplish with our lives.

For education to fulfill its potential in our society it must continue through a lifetime. Our international competition rests as much on our willingness to reeducate adults as on our capacity to educate our children. We need to view education as a continuous process -- a process that enables every American to adapt and benefit from rapidly changing circumstances.

Mr. President, I salute your goal to the education community, to the education of our children, and I salute your goal to be the Education President. The need is obvious. And there is a need, too, for each of us as governors. We need to be education governors. Revitalizing our education system demands a partnership among all government officials, as well as educators and business people, parents and students.

The governors bring a record of accomplishment and innovation to this summit, for it is the states that have been the cutting edge of education reform. Great education governors like Lamar Alexander, or Bill Winter, or my own predecessor, Dick Riley, pioneered the first round of education reform. Today's governors are building on that foundation. We recognize that education is and must remain primarily a state and local responsibility.

Thomas Jefferson, the first Education President, reminded us of that fact 172 years ago in a letter to Joseph Cabell, after whom this building is named. Jefferson argued that centralized control of schools made them ineffective. "It is surely better," he wrote, "to place each school at once under the care of those most interested in its conduct." Meaning, of course, parents and local officials. I agree with Thomas Jefferson.

Yet there is a role for the federal government, especially in encouraging creative state programs and ensuring equal educational opportunity in this country. To carry out that responsibility effectively, the federal government should provide sufficient flexibility to the states in the use of the federal money to meet widely differing needs.

And there is a vital role for you, sir, as President. You are the man that can play that role in helping to identify the national goals for student performance that must be attained.

While the means for reaching the goals should be left to the states, we need nationwide goals that specify the knowledge that any educated American should have in English and mathematics, science and history. We must recognize the need for a broad liberal arts foundation for our learned citizenry.

As we look ahead, this knowledge is going to be required for us to succeed as a nation and remain competitive. Our students must be able to think and to reason.

Mr. President, we come here today with high hopes, open minds, and ready hands to embark on the next decade of education reform. We offer and we seek a partnership with educators, with business, with parents, and especially with children. A partnership to restore the American educational system to international prominence.

Thank you. (Applause.)

GOVERNOR BRANSTAD: Governor Carroll Campbell, thank you very much. And now it's my privilege to introduce another great education governor -- co-chair of our education task force, Governor of the great state of Arkansas, Bill Clinton. (Applause.)

GOVERNOR CLINTON: Thank you very much, Governor Branstad. President and Mrs. Bush, distinguished members of the Cabinet, and my colleagues: I come here to applaud President Bush for calling this education summit. The stakes could not be higher and the summit is occurring not a minute too early.

As has already been said, the governors have been hard at work for better education at least since 1983, when the Nation At Risk report removed all doubt about the trouble our schools are in and the terrible economic consequences that will follow if we do not change that. Even before the Nation At Risk report, Mississippi and Florida had enacted major school reform programs. And since then, a whole litany of governors, both Republican and Democrat, have followed in the wake.

The states today provide well over 90 percent of the funding for education. In this regard, the federal role has been minor and, indeed, has declined in the decade of the '80s. I think it is fair to say that we do not expect a big increase in federal funding to flow out of this summit. We do appreciate the President's willingness to bring renewed national attention to this education problem on which we have worked so hard for so long. And we do appreciate his willingness to discuss forthrightly in the governance session to follow this opening ceremony what he believes his personal responsibility and the responsibility of the Congress is in dealing with educational problems. And we do hope that he will support a reduction in federal mandates and elimination of federal mandates that are unrelated to early childhood which take our state dollars away from the education purposes we would like to spend them on.

Although our schools have improved dramatically in some cases, by any measure we still have a long way to go before we can guarantee an education system sufficient to keep alive the American dream in the 21st century and to maintain America's position as a world economic power.

We consistently rank near the bottom in every international test of math and science ability and in other subjects critical to our future. We consistently demonstrate an inability to reduce the incredible loss of human potential when we have dropout rates, drug abuse rates, teen pregnancy rates far higher than that of any of our competitors. We are the only advanced country in the world that has no comprehensive system for guaranteeing that every five-year-old will be ready to start school and to succeed. We are the only advanced country in the world that has no comprehensive system to train the so-called forgotten half of our young people who don't go on to college and today are getting murdered in the international economy with alarming earnings declines. And we still do not have a system that guarantees that every child, whether poor or middle class, can have access to a higher education, even if some financial assistance is needed.

Only in our system of higher education are we genuinely internationally competitive. For there, we are still best in the world. But even there, increasing numbers of our degrees in the most difficult and critical areas are going to students who are not Americans, because our children either do not enter those courses or cannot make the grade.

These trends have developed at a time in our history when education is more important than ever before. In the 1980s, young high school dropouts and high school graduates have suffered astonishing earnings declines, and growing numbers of our school

children are coming from those very at-risk populations which guarantee a greater likelihood of future failure.

Indeed, I think the most dramatic change in America in my lifetime is the drastic alteration of the relationships between parents and their little children. And no government program can ever succeed unless we can find ways to reimpose fundamental parental responsibility and parental involvement in the raising of those little children, who have been cut adrift in a kind of earthly purgatory that will condemn us all to a second-class future unless we do something about it.

Teachers are increasingly in short supply. Why? Because they can make more money at jobs that are less stressful.

We have all these problems in an education system that we have invested more money in than ever before in the 1980s, but with still significant gaps in investment and performance. That's why this national performance goal of ours is so important.

As Governor Campbell has said, we don't want federal goals, we don't want national curriculum. But if we don't have national performance goals how will we ever know how we're doing against the competition? And whether we're keeping up with all those people around the world who also are investing in education and have made the future a moving target? Without national goals, we won't know that.

We also hope we can have a new federal-state partnership to greater flexibility in the money we're already getting from the federal government. There are all kinds of examples about how we can make that money go further.

And finally, let me say this. I hope when this is over, when the goals are established, when the strategies are developed, we will all be willing to assume personal responsibility for the future of this country through education, by saying that every year for the next decade we'll have a report card not just on every schoolchild, but on every school in America, on every state government in America, and on the national government to see if we're doing what we promised to do here, and whether we are doing what we ought to do to secure our future.

Thank you very much. (Applause.)

END

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/27/89 ACTION/CONCURRENCE/COMMENT DUE BY: -----

SUBJECT: PRESIDENTIAL REMARKS: CONVOCATION, UNIVERSITY OF VIRGINIA

| | ACTION FYI | | | ACTION FYI | |
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REMARKS:

The attached has been forwarded to the President.

RESPONSE:

89 SEP 27 All : 13

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

Davis/Martin
Sept. 26, 1989
Draft: Seven
Title: eduprez

PRESIDENTIAL ADDRESS: ²⁷ CONVOCATION, ^{10:20} 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.)) ////

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It is you -- the governors -- along with state legislators and school boards, leaders of business, parents and teachers -- those throughout this nation's vast decentralized education system, who face tough decisions. I've heard eloquent advice from many of you, and 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 say to us, too. In many ways, they are the luckiest generation in history. Just last month, our children observed, with 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.

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I borrowed this assessment from a friend of mine -- another Renaissance man, a man of **our** time -- the late A. Bartlett Giamatti. //

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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.

Too much is at stake not to act now. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy. 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 put the future before the moment, and progress before partisanship, once again to make **an American education** the **best** in the world. //

You already are consulting with the state legislatures to better our schools. Our teachers are already 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

Gettysburg, at Monte Cassino and Inchon. 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 our children, our teachers and their communities. 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

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

for every parent, every student, every community. Those who do not advance the cause of education, **hinder it.**

This means enlisting the parents, grandparents and other adults who play large roles in children's lives in their formal, as well as their informal education. This means that parents, students and professional educators will 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 and 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 greying 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.

#

Insert

In assessing the state of education in America today it is appropriate to note its many strengths and virtues: its scale and its diversity, the marvelous people who teach in many of its classrooms, the extraordinary achievements of its best students, its commitment to meeting special needs and accommodating individual differences, and the immense progress it has made in the past several decades in the quest to eliminate racial discrimination.

All this is true, and from it we can take much satisfaction. But I would be less than straightforward with you and the American people if I did not say that, in my judgment, the shortcomings of our education system today rival its accomplishments. [Six and one half years after the Commission on Excellence in Education issued its powerful, critical report, this nation is still at risk.]

The productivity of our economy is at risk; the quality of our technology and science is at risk; the vitality of our culture and civic life is at risk; our capacity to deal knowledgeably with friends and rivals across the seas is also at risk.

Why? Because our education system isn't producing the results we need.

The evidence is plentiful. Ask employers about the skills and knowledge of the young people they are hiring. Talk to college professors about the intellectual preparedness of their students. Look at the illiterate and semi-literate adults

Some good news

but at risk

evidence

evidence ↓
struggling to make up in their twenties and thirties for what they didn't get when they were young. Or inspect the statistics, those alarming but inescapable numbers. Look at the one youngster in four who does not complete high school on time, the three in twenty who never graduate. And look long and hard at the dismaying evidence of weak educational achievement even by those who stay in school.

According to the National Assessment of Educational Progress, only five percent of our high school juniors can read well enough to handle scientific, literary and historical documents. Fewer than one in four can write an adequate persuasive letter. Only half can manage decimals, fractions and percentages -- and these are eleventh graders! Barely one in three can locate the Civil War in the correct half-century period on a time-line.

These data come from the mid-eighties, but the results of the 1988 assessment will soon be released and I understand that they show little or no improvement.

No modern nation can afford for so many of its sons and daughters to emerge into adulthood so ignorant and unskilled. None of your states can afford it, either. (It is a recipe for stagnation and decline, for mediocrity and social decay.)

We know it does not have to be this way. As I have gone around the country, it has been my privilege to see some of the exceptional schools and to meet some of the extraordinary young people who are just as bright and talented and eager as anyone

could wish. And as I have travelled in other lands I have seen evidence that whole countries can get their educational act together so that their average students comes out of school with a high degree of skills and knowledge.

International scores
There is no need for American youngsters to be in the cellar on all those international comparisons. Rather, there is a need to do something about the unsatisfactory performance of our education system.

But we need to pause and ask ourselves: just what would we regard as satisfactory? How good is good enough? Though some of your states have done exemplary jobs of spelling out specific learning objectives, the education reform movement in general has done a better job of articulating its criticisms than of describing its goals.

Goals
It's time to do something about that. A recent poll indicates that the American people, by a large majority, favor national goals for education. We've never had these in the United States, but I think the time has come to talk about what they should be, to see if we cannot come up with some educational targets that make sense for this country at the dawn of the twenty-first century.

I said "national." I didn't say "federal." As you well know, the fifty states bear the constitutional responsibility for education. Those of us in Washington can be your partners, but we are junior partners. Let me say it clearly; we have nationwide problems in education, and I think we should devise

the wisest solutions we are capable of that would make sense across the land. [But it is you, the governors, and the legislators and school boards, the parents and teachers, throughout this huge country with its decentralized education system, who must ultimately decide what steps actually to take and how to apportion the responsibility for taking them.]

local
resp.

We'll do our part in the federal government. Last spring I sent to Congress a set of recommendations, the "Educational Excellence Act of 1989," for reshaping and expanding Federal efforts so as to recognize excellence, address needs, foster flexibility and choice, measure and reward progress. I remain solidly committed to those principles, and look forward to our continuing conversations at this "summit," because I know they will yield thoughtful advice for further improvements and refinements in the federal role.

fed.
role

[Now allow me to sketch the progress I'd like to see us make over the next half decade or so.] The best way I can do that is to outline how I hope to see our education system function in the future. I won't fill in all the details but will briefly describe five major elements. [Some may sound like abrupt changes from traditional practice. So be it. The American people have signaled their readiness for pretty radical reforms. Besides, business-as-usual is not getting us where we need to go.]

First, I see an education system in which every boy and girl studies and learns at least until attaining a reasonable minimum level of skills and knowledge, a level enabling that individual

minimum
skills &
no set length

to make a satisfactory entry into adult society civic responsibility, further education, and productive employment. When I say "skills and knowledge," please understand that I do not refer only to the "three R's," or to basic literacy, necessary though those are as the foundation. I also mean facility with math, science and technology, knowledge of history,, geography and literature, acquaintance with a foreign language, exposure to the arts, understanding of the essential elements of political democracy and of the requisites for personal health and physical fitness.

Some youngsters will naturally take longer than others to reach that level; some will need to study more; some will need extra instruction and help. But instead of leaving school when they reach a specified birthday, they will study until they learn what they should.

Second, I see an education system in which schools differ from one another and in which some learning occurs in settings that may not even look like conventional schools. Though the core of the curriculum and minimum standards of achievement will be similar everywhere, the means by which that curriculum is taught, and the routs that individuals follow to those standards, will e as diverse and varied as our children, our teachers and our communities. They will blend the traditional and the modern, the human and the technological, in a thousand different combinations. Those combinations will be designed ~~by~~ able educators, talented men and women who will enter this noble

Madison

*teachers
chose curriculum*

profession through varied paths of preparation and experience and who will enjoy wide latitude over the design and execution of what takes place in their schools, with little regulation from outside.

Choice & account.

Third, because the schools will differ, because children differ in their interests, learning styles and capabilities, and because the priorities of their parents also differ, I see an education system in which choice among schools will be the norm rather than the exception, one in which parents will be full partners in the education of their children, and in which parents, students, and professional educators will be accountable to one another, as well as to the wider community, for their schools' performance. This means enlisting the parents, grandparents and other adults who play large roles in children's lives in their formal as well as their informal education, in visiting their schools -- Jesse Jackson is exactly right about this -- and in supervising their homework, in giving them a safe and quiet place to study, and when necessary turning off the television set.

feedback

Fourth, in order to know just how much progress we're making, to make adjustments when they are needed, and to carry out the principle of accountability, I see a system in which accurate assessment, carefully linked to our educational goals and standards, is common practice. We need prompt and reliable feedback about educational performance at every level of the system. And even when that information is disappointing, we need

to be honest with ourselves and with the public. But let us not stop with feedback. We also need to build in incentives for achievement at every level of the system. And when performance is satisfactory, rewards and praise that follow. But when the performance is unsatisfactory, intervention and change must follow, lest the unsatisfactory results repeat themselves. That is what accountability is all about.

norm of excellence
Ordinary student

Fifth, I see an education system that ensures adequate achievement throughout, but that never settles for the minimum, either in academic learning or in personal behavior. We know from decades of experience and volumes of research that ^{when} we're standards and expectations are high, everyone does better. Where excellence is the norm, fewer people will be content with the merely adequate. I am not just talking about unusually gifted individuals, though we must surely take pains to help them achieve their potential, just as we must assist those with needs and disabilities to do likewise. I am talking about ordinary students, too. And I am talking about, perhaps especially about, disadvantaged youngsters and those from troubled neighborhoods, children for whom the education system has to go the extra mile, to be a beacon of excellence, a sanctuary from mediocrity, violence and evil, a model of good character, sound values and unblemished ethics.

teachers

This norm of excellence is part of my vision for the education profession, too, as are rewards for distinguished accomplishment and impatience with mediocrity. Wonderful things

should happen to outstanding teachers and principals. Society has no greater assets. But it must also be said that weak performance in the classroom, or the principals' office, is a prescription for weakly educated children. And that we must not tolerate.

Is mine an unrealistic vision? I think not. If we look about our country today, we will see that even though the education system I have outlined is not the norm, there are places where much of what I have mentioned is already happening. These are not pipedreams, nor are they mysteries. We have a pretty good idea what works in education, and what a first-rate education system would look like. The question is how to make it standard practice everywhere.

I suggest that the place to start is to try to reach some general agreement about the skills and knowledge that would represent satisfactory achievement norms for young Americans on the threshold of adulthood, and to make sure that we are ready to install an assessment and accountability system to supply us with essential information about how we are doing in reaching those goals.

I welcome the initiatives that the National Governors Association has been taking, from the Time for Results report in 1986 to the goal-setting project recently begun under the leadership of governors Terry Branstad, Carroll Campbell and Bill Clinton. We in the administration are prepared to join with you in the enterprise of formulating national goals. We are also

prepared, building on the National Assessment program that this year will begin to provide reliable state-by-state achievement results for the first time in history, to assume substantial responsibility for the information feedback system.



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.


David J. Haun
Executive Assistant
to the Director

89 SEP 25 P 2:12



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

Sept. 25, 1989

MEMORANDUM FOR CHRISS WINSTON

From: Arlene Holen *AH*
Subject: President's Remarks for the Education Summit Convocation

The second "challenge", on page 8, concerning Federal restrictions, is not correctly phrased and could cause severe problems if left like this. None of the language accurately reflects the situation. The rules at issue are nearly all statutory, not purely administrative. Nearly all Federal rules govern how money gets to the schools and who is to be served by it. An executive order will do no material good, whatever merit it might have for appearances' sake.

We must understand the flexibility issue as a kind of civil rights issue. Major Federal education programs are primarily meant to get money to the places where the poor and educationally disadvantaged live, and to assure that those most in need of remedial educational services get them. We are working for more flexibility because many now believe that with it, schools can raise the educational achievement of these children. Without this other half of the equation, we set the President up for fierce -- and justified -- criticism of reduced commitment to those most in need.

The actual content of the waivers/flexibility deal will presumably be determined at the Conference. For now, we suggest you strike the second and third paragraphs on page 8 and use instead language like:

flexible use of Second, I accept your judgment that in return for more ~~control over~~ funds provided under Federal education and training laws and regulations, we can raise the educational levels of disadvantaged and other children. I will explore seeking authorities from Congress to provide this flexibility, linking it directly to sanctions and rewards tied to changes in the achievement levels of the children most in need. I will also instruct the Cabinet to do everything in their power under current law to advance this goal.

To make this new approach work, you must go back to your States and take parallel steps. To the extent you have the authority, give school districts and schools more flexibility over resources, organization and operations, in return for firm commitments for improved performance for all

children. And to the extent you do not have the authority, work with your legislatures to obtain it.

Together, the State and Federal governments will challenge superintendents and principals, parents and teachers, and above all, students to strive for greater achievement.

The speech does not sufficiently acknowledge that the problems in the education situation are not just for the poor and minority groups. Young people across all economic levels are failing to master complex, advanced reasoning skills vital to the success of our economy.

Other points:

- o At the bottom of page 8, there is the notion of "back to basics." Notwithstanding the preceding sentence, in education, that phrase means basic reading, writing and arithmetic. The need in the schools now is to go beyond that to the teaching of higher order reasoning and computation skills. I would strike the sentence.
- o At the bottom of page 9, there is the notion of reversing the decades long trend of school district consolidation. Why? Large is not deadly when it permits legitimate and necessary economies of scale. This is purely a State and local governance matter with little to do with the quality of education; the President ought not intrude. Note that over 90 percent of the school districts already have fewer than 5,000 students each.
- o On page 5, there is a statement that both high school graduation rates and SAT scores have "tumbled." True for SAT, false for graduation rates, which have been stable for over 15 years. Black and Hispanic rates are rising, but are still below that of Whites.
- o On page 5, the 25% factor apparently refers to the percentage of 18-19 year olds without a diploma. Since 1974, however, the percentage of 20-24 year olds with a diploma has been around 84 percent. Many young people return to school or get GEDs later on.
- o On page 9, the school year issue is objectively a good one. However, to do this will cost the States many billions of dollars per year. For a President anxious to deflect claims for Federal aid, this is walking right into the biggest one.

c: Bill Roper

WHITE HOUSE STAFFING MEMORANDUM

DATE: _____ ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 PM Monday, Sept. 25

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

SUBJECT: _____ (9/21/89 - DRAFT FOUR)

| | ACTION | FYI | | ACTION | FYI |
|----------------|-------------------------------------|-------------------------------------|------------------|-------------------------------------|--------------------------|
| VICE PRESIDENT | <input type="checkbox"/> | <input checked="" type="checkbox"/> | MCCLURE | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| SUNUNU | <input type="checkbox"/> | <input checked="" type="checkbox"/> | NEWMAN | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| 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, Sept. 25. Copy to my office.

COMMENTS: *See comments.*

Darius +5044

P. 8 para 3

talks about an executive order but does not state what it would do. That is impossible to comment on. The language should use set a date or language that is too definitive about the E.O. prior to any use in writing that is.

89 SEP 22 P 1:51

Davis/Martin
Sept. 21, 1989
Draft: Four
Title: Jefferson

PRESIDENTIAL ADDRESS: CONVOCAATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.

It's a delight to be back in Charlottesville. My son Marvin and my daughter-in-law Margaret have told me to be humble while I'm at U. Hall. ((You see, they told me you only do the wave for Ralph Sampson.)) ////

((Acknowledge governors, events of the last few days.)) I have been deeply impressed by the commitment, the creativity and the knowledge that you bring to education reform.

((I've also heard eloquent appeals from many authorities on education in the last few weeks, from state legislators to leaders in business and education. I have listened. And I am deeply appreciative of all that I have heard.))

((But I want to share with you the concerns of someone from an under-represented group in this debate -- grade-schoolers. I got a letter from a boy from upstate New York who wrote me to suggest several intriguing ideas. And his letter ended with the most unusual proposal of all: He asked me to advance the cause of science// by sending his teacher// to perform some research //// in the Bermuda Triangle.))

Of course, this little boy does not yet appreciate it, but it will be the tough teachers that he will remember fondly as an adult. The (("Johnnys")) of our schools are, in many ways, the luckiest generation of children in history. Just last month,

these children observed, in the clarity of Voyager's sight, the horizons of alien 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 common place, 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 Shenandoah Valley, here at Mister Jefferson's school.

Every step we take at this University is a walk in Thomas Jefferson's footsteps. When Jefferson 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 and lectures halls -- and hoped they would be teeming with professors and students yet unborn.

Jefferson fashioned his ethereal 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 was our first education president. He was a relentless advocate for universal public education. He did so because he had a "fundamental conviction that on the 'good sense

don't believe
Charlottesville
is in
Shenandoah
Valley?
Lawn
3060

of' an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed these last few words from a friend of mine. This assessment of Thomas Jefferson came from 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, not just as an education President, but as education governors, as an education society.

We have come close to this Jeffersonian ideal of an education society. And yet, after two centuries of progress, we are backsliding. While millions of Americans read for pleasure, millions of others don't read at all. While millions of Americans graduate from college, millions of others never finish high school. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy.

So I come to Jefferson's university to make a frank observation: This nation is moving away from the aspirations of its founders. The Founding Fathers were as fluent in geography and science as they were in Latin and French. They began as rapt students of antiquity, the statecraft of Marcus Aurelius, the philosophy of thinkers from Socrates to Cicero. And yet they surpassed their ancient teachers to become the greatest political philosophers of all time.

Our founders lived at a time when the purpose of education was to develop the **character** of young people. Schools taught literature, physics and geometry. But they also taught honesty, discipline and service to country. Judge for yourself ^{if} we always impart these lessons today.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the **poor**, leveling all distinctions of class, race and background. **A century ago**, the poorest parents in the bleakest slum knew their children could go **anywhere**, could be **anything**, if they could get **an American education**. Again, judge for yourself if the same could be said today.

We've heard of high school graduates who believe New Mexico is in Latin America. We've seen schools that are overrun by crack and coke. We've read about children who cannot identify George Bush, or, for that matter, George Washington. We are all, by now, fully aware of the **extent** to which our nation is at risk.

This is not a time for assessment. This is a time for **action**!!

I have built my proposals for federal action in education around four principles. **First: Excellence** in education should be recognized and rewarded. **Second: Federal funding** should be targeted to those who need it most. **Third: Choice and flexibility** -- we should give ^{we should promote} more freedom to educators, as well as to parents and students. **And fourth and finally: Greater accountability** for all -- students, teachers, principals, and, yes, ourselves -- elected officials.

Shady
4844

Some say there is another answer -- to spend more money. I do not wholly agree, although I 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. Our nation already spends more to educate our youth than it does to defend them -- this year, 353 billion dollars in all. Over the decades, while the rate of spending has escalated, high school graduation rates and SAT scores have tumbled. So 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**.

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This is my program. Some support it. Some do not. But I am sure we all agree this is no time to work at cross purposes. This is a time for us to coordinate our efforts to **save our schools**.//

Education reform is not a distant goal to be passively pursued. It is urgent. Imperative. Vital. In the past, one could rise to the middle class without a high school education or a special skill. You know as well as I that in the service economy of the future, this will no longer be possible. By the year 2000, between five million and fifteen million low-skill jobs will be replaced by positions that require vastly greater knowledge and ability. If we do not find a way to reach that quarter of young Americans who never attain a high school degree,

*Drady
4/8/4*

then the underclass will be truly permanent. And America will no longer be synonymous with opportunity.

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 our descendants forget all that we were and forsake all they could achieve? Will Americans be the children, or the orphans, of the Enlightenment?

Bill Milliken, a friend of mine in the educational community, told me a story last week about a boy he knows from an inner-city neighborhood, a neighborhood where chaos and violence reign. The child Bill knows was shot through his shoulder while going to school.

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of Andrew Carnegie, the genius of Alexander Graham Bell and the heroism of Rosa Parks. //

To beat illiteracy, to again lead the world in science and to know history by heart -- these are ambitious goals. To some, they may seem impossible to achieve. But Americans are not a people who aim for half-way. Nothing less than a full-fledged challenge will mobilize us as a people.

As President, I am here to make such a challenge. As governors, you can provide the leadership to match it.

You already are consulting with the state legislatures to better our schools. Our teachers are already 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.

This is only the third time in our 200 years as a nation that a President has called a summit with the governors. 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 put the future before the moment, and progress before partisanship, to again make an American education the best in the world. //

We must begin with a social compact, a compact between parents, teachers, principals, superintendents, state legislators, governors and the Administration. Our compact is founded not on promises, but on challenges. Let us start with three challenges -- three radical departures from tradition.

I challenge you to join me, for the first time, to define national goals and standards in education. I seek tighter standards// higher goals// greater aspirations. ((Specifics to come.))

Second, I accept your challenge 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? Regulation is the enemy of the bold. And **bold action** is what we need **most** of all. //

In return for greater flexibility from Washington, I ask that you, in turn, ~~ease state restrictions on local bodies. And then we will~~ challenge superintendents and principals to meet our higher standards. ~~I will start this process by issuing ((an executive order)) on ((date)) to ((language to come)).~~

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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. In a phrase, back to the basics.

Playa

take responsibility for ensuring that state and federal dollars are well spent.

Let us together

Yet I do not counsel a naive nostalgia, a timid adherence to the past. We should embrace only what works. And when hallowed tradition proves to be hollow convention, then we must shatter tradition. The ^{people are} public is ready for sweeping and far-reaching changes, for lasting reform. We **must// not// disappoint** them. **////**

Less than three percent of all families live on a farm; and yet we still educate by an agrarian school calendar largely unchanged since the 1880s. The school year could easily be lengthened to more than 200 days, with generous breaks throughout. Listen to the children. They will tell you that it is a tossup as to which is more boring: nine straight months of school, or three straight months of vacation. **Let us shatter this tradition.**

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Americans fully realize that when government bodies swell beyond the boundaries of community interest, bureaucracy takes control. We should scale our school districts to the communities they serve, empowering parents and teachers alike. Large is deadly. **Let us shatter this tradition.**

Shady
4/8/44

Note
Grammar
Problem
as
written
/R

Reform requires even more of us. 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 to public policy~~ ^{passively received}. Education is a way of life, and educational reform is an urgent responsibility for every parent, every student, every community. Those who do not

*Brody
1844*

*an ongoing
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Of course, this summit will not, cannot, lead to a quick and easy solution. We are embarking on the work of years. So let me make a final proposal -- that we meet again in a less formal setting to take stock of where we succeeded, and where we need to redouble our efforts.

Every American must make the same assessment, for our education is the work of a lifetime. With the average lifespan lengthening to three-quarters of a century, it ~~is absurd that we~~ ^{would be a tragedy for any of us} ~~should~~ ^{to} quit learning at age 18 or 22. Education shouldn't begin with kindergarten, and end with a diploma and a handshake. Education begins when we draw our first breath. And it stops ^(great line!) only when we breathe our last.

Our homes and our workplaces must be places of learning; schools that continually sharpen our skills and upgrade our competence. Seventy-five percent of the work force of the year 2000 ^{is} ~~are~~ already on the job today. This makes vocational and adult education essential.

Brady
4/8/44

Yet our most basic need for lifelong learning has nothing to do with the trade balance, or the greying of the work force; it is broader than the narrow compass of economics and government.

Grady
4/8/44

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 the room with music; ^{the} ~~so by~~ taking down ^(of) one of these volumes, ~~and opening it, one~~ can call into range the voice of a man far distant in time and space, ^{and opening} ~~and~~ hear him speak, ^{to us,} mind to mind, heart to heart.

It allows us to

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.

Grady
4/8/44

Imagine what we can do if we -- fifty-one strong -- are united by a great cause. ^{And if all American 200 million strong, make education the national crusade it} So let us dream. Let us talk. If need be, let us argue. But in the end, let us ~~let us~~ walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson.

deserves
to
be.

////

Thank you for your hard work and dedication. Thank you for your partnership. Let us leave Charlottesville determined to work with each other, to work for America. God bless you all.

#

9/28

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/22/89 ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 PM Monday, Sept. 25

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

SUBJECT: _____
(9/21/89 - DRAFT FOUR)

| | ACTION FYI | | | ACTION FYI | |
|----------------|-------------------------------------|-------------------------------------|------------------|-------------------------------------|-------------------------------------|
| VICE PRESIDENT | <input type="checkbox"/> | <input checked="" type="checkbox"/> | MCCLURE | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| SUNUNU | <input type="checkbox"/> | <input checked="" type="checkbox"/> | NEWMAN | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| SCOWCROFT | <input 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"/> | UNTERMEYER | <input type="checkbox"/> | <input type="checkbox"/> |
| BREEDEN | <input type="checkbox"/> | <input type="checkbox"/> | <u>BROMLEY</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| CARD | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <u>PINKERTON</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| CICCONI | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Anderson</u> | <input type="checkbox"/> | <input type="checkbox"/> |
| DEMAREST | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>Winston</u> | <input type="checkbox"/> | <input checked="" 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 P 3:07

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

Davis/Martin
Sept. 21, 1989
Draft: Four
Title: Jefferson

PRESIDENTIAL ADDRESS? ²² ^{81:51} CONVOCATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.

It's a delight to be back in Charlottesville. My son Marvin and my daughter-in-law Margaret have told me to be humble while I'm at U. Hall. ((You see, they told me you only do the wave for Ralph Sampson.)) ////

((Acknowledge governors, events of the last few days.)) I have been deeply impressed by the commitment, the creativity and the knowledge that you bring to education reform.

((I've also heard eloquent appeals from many authorities on education in the last few weeks, from state legislators to leaders in business and education. I have listened. And I am deeply appreciative of all that I have heard.))

((But I want to share with you the concerns of someone from an under-represented group in this debate -- grade-schoolers. I got a letter from a boy from upstate New York who wrote me to suggest several intriguing ideas. And his letter ended with the most unusual proposal of all: He asked me to advance the cause of science// by sending his teacher// to perform some research //// in the Bermuda Triangle.))

Of course, this little boy does not yet appreciate it, but it will be the tough teachers that he will remember fondly as an adult. The ("Johnnys") of our schools are, in many ways, the luckiest generation of children in history. Just last month,

these children observed, in the clarity of Voyager's sight, the horizons of alien 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 common place, 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 Shenandoah Valley, here at Mister Jefferson's school.

Every step we take at this University is a walk in Thomas Jefferson's footsteps. When Jefferson 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 and lectures halls -- and hoped they would be teeming with professors and students yet unborn.

Jefferson fashioned his ethereal 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 was our first education president. He was a relentless advocate for universal public education. He did so because 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 these last few words from a friend of mine. This assessment of Thomas Jefferson came from 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, not just as an education President, but as education governors, as an education society.

We have come close to this Jeffersonian ideal of an education society. And yet, after two centuries of progress, we are backsliding. While millions of Americans read for pleasure, millions of others don't read at all. While millions of Americans graduate from college, millions of others never finish high school. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy.

So I come to Jefferson's university to make a frank observation: This nation is moving away from the aspirations of its founders. The Founding Fathers were as fluent in geography and science as they were in Latin and French. They began as rapt students of antiquity, the statecraft of Marcus Aurelius, the philosophy of thinkers from Socrates to Cicero. And yet they surpassed their ancient teachers to become the greatest political philosophers of all time.

Our founders lived at a time when the purpose of education was to develop the **character** of young people. Schools taught literature, physics and geometry. But they also taught honesty, discipline and service to country. Judge for yourself we always impart these lessons today.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the poor, leveling all distinctions of class, race and background. A century ago, the poorest parents in the bleakest slum knew their children could go **anywhere**, could be **anything**, if they could get **an American education**. Again, judge for yourself if the same could be said today.

We've heard of high school graduates who believe New Mexico is in Latin America. We've seen schools that are overrun by crack and coke. We've read about children who cannot identify George Bush, or, for that matter, George Washington. We are all, by now, fully aware of the extent to which our nation is at risk. This is not a time for assessment. This is a time for **action.**//

I have built my proposals for federal action in education around four principles. First: Excellence in education should be recognized and rewarded. Second: Federal funding should be targeted to those who need it most. Third: Choice and flexibility -- we should give more freedom to educators, as well as to parents and students. And fourth and finally: Greater accountability for all -- students, teachers, principals, and, yes, ourselves -- elected officials.

Some say there is another answer -- to spend more money. I do not wholly agree, although I have asked Congress to provide nearly a half a billion dollars 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. Our nation already spends more to educate our youth than it does to defend them -- this year, 353 billion dollars in all. Over the decades, while the rate of spending has escalated, high school graduation rates and SAT scores have tumbled. So 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**.

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Thank you for your hard work and dedication. Thank you for your partnership. Let us leave Charlottesville determined to work with each other, to work for America. God bless you all.

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