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OA/ID Number: 13504
Folder ID Number: 13504-011

Folder Title:
Education Convocation - University of Virginia 9/27/89 [OA 4390] [2]

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

WHITE HOUSE STAFFING MEMORANDUM

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

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

(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 <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER <i>→</i>	<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 <i>1st flow</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input 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 8 49:44
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89 SEP 25 8 49:48

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

09 SEP 22 P 1: 51

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

PRESIDENTIAL ADDRESS: 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**.

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,

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.

Bill went to visit him in the hospital. The boy cried, and Bill rose to get a nurse, thinking that the pain of his wound had become unbearable. But it wasn't that; it wasn't that at all. The boy said he was crying because he was **afraid, afraid** to go home, **afraid** to walk the streets and **afraid** to go to school. Before we do anything, we must first give these children what they need most -- **safety** on the streets and **sanctuary** at school. **Then** they can learn.////

We must become a reading nation, to again fight for universal literacy. 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 Concord, at Gettysburg, at Monte Cassino and Inchon. They must understand the generosity

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)).

Third, let us judge our efforts not by our intentions, but by our **results**. We need to first know where we are, no matter how unpleasant that realization may be. We have always measured our progress against our past performance. But **to get results**, we must evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

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.

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 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.**

Some school subjects may require hours a day; others minutes. Yet we teach all subjects in rigid 55 minutes formats, as if the human attention span were a Pavlovian ((PAHV-Low-Vian)) response to the ring of a school bell. School days, like school years, are structured by custom, not by creativity. **Let us shatter this tradition.**

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.**

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. 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.** ////

Look to those who are already in the lead.

Look to Chelsea, Massachusetts, where Boston University has been asked to assume control of a school system in trouble. These schools will now stay open from 7:30 in the morning to 5:30 in the evening, serving as day-care centers for children whose parents work. Eventually, Boston University will offer pre-school classes for all children ages three to five, and "after-school" programs involving arts and exercise.

Look to Milton Goldman and Jeffrey Reed -- teachers in Los Angeles who use video science to entice the children of the television age to enjoy reading.

Look to ((name of teacher to come)) and every other teacher who struggles to transform the dull and the rote into the magical and the enterprising.

Some of these 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 deserve.

Choice is another form of freedom in education I referred to earlier, and it is a demonstrated success. Parents should be free to choose their schools. Principals should be free to choose the best methods for their teachers. And schools should be free to choose teachers with alternative certification -- those whose knowledge surpasses their credentials.

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 should 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 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 are already on the job today. This makes vocational and adult education essential.

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.

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, 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 to us, 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 --~~ fifty-one strong ~~--~~ are united by a great cause. 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.

////

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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from the Communists & Democrats

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

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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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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"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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RESPONSE:

Please ⁶⁰ see ⁵² comments. (pp. 2, 4, 5)

9/25/89

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

89 SEP 22 P 1: 51

Davis/Martin
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Draft: Four
Title: Jefferson

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////

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Look to Chelsea, Massachusetts, where Boston University has been asked to assume control of a school system in trouble. These schools will now stay open from 7:30 in the morning to 5:30 in the evening, serving as day-care centers for children whose parents work. Eventually, Boston University will offer pre-school classes for all children ages three to five, and "after-school" programs involving arts and exercise.

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worthy and the useful will win out only if we give our schools the freedom they deserve.

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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 should 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 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 are already on the job today. This makes vocational and adult education essential.

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.

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, 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 to us, 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 -- fifty-one strong -- are united by a great cause. 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.

////

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.

#

WHITE HOUSE STAFFING MEMORANDUM

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

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

(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"/>	UNTERMAYER	<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"/>	_____	<input type="checkbox"/>	<input 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 P 3: 08


No Comments
9/25/89

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

THE WHITE HOUSE
WASHINGTON

September 25, 1989

Memorandum to Chriss Winston

From: Jim Pinkerton 
Subject: Univ. of Virginia Convocation Draft Speech

This is draft clearly reflects a lot of work. Possibly because of all that able work, the draft takes a good while (not until the bottom of page seven) to get to the central message. We suggest at least making some reference to the draft's message at the beginning so that the audience will know to be on the look out for it.

Because the central message is, of course, about education, and delivered in an academic setting, we must be unusually cautious in guarding against any factual errors or mistakes in diction, grammar, spelling, and the like. Any of these normally less important goofs will court the media equivalent of a rap on the knuckles with a ruler. The draft is largely free of these, but, being loosely educated ourselves, we may have missed some.

As a suggestion, we note that some of the President's programs are argued for by the example of Jefferson and the other Founding Fathers. For example, we could point out that none of the Founding Fathers would be able to teach in the public schools today (neither can the President), and that this argues for alternative certification. In this vein, the Founders embody the distinction between people who are considered educated because they have degrees and certificates versus those who, like the Founders, are considered educated because they are, in fact, educated.

pg. 2, para. 5, line 1 The use of Jefferson as the "first education President" is inspired and makes the President's line seem less self-serving.

(more)

89 SEP 25 13:13

2-2-2

3,5,7 "And yet [the Founding Fathers] surpassed their ancient teachers to become the greatest political philosophers of all time."

In speeches such as this which will be heard and read by academics it makes sense to be more cautious than is usually necessary about making universal statements. Here, for example, we suggest "And yet they matched many of the achievements of their ancient teachers to become among the greatest political philosophers of all time."

4,1,4 This graf on the teaching of character makes a powerful point that is particularly apropos after the President's drug speeches. The last sentence of the graf is missing a word: "Judge for yourselves [whether] we always...."

4,3,3 "We've read about children who cannot identify George Bush, or, for that matter, George Washington."

This line looks a little immodest, particularly in isolation, as it would be in a soundbite. Perhaps some other parallelism, e.g., "... who cannot identify George Washington, much less George Washington Carver."

5,1,6 "Our nation already spends more to educate our youth than it does to defend them...."

To drive home this point, which is directed at what will be the main critique by the opposition of the President's program -- lack of spending, we suggest adding a line about the U.S. spending more per pupil, and per capita, than any other country.

6,5,1 "To again fight" is a split infinitive.

7,2,1 "To again lead" is likewise a split infinitive.

8,4,1 In order to convey that intentions have at least some importance, we suggest: "...not only by our intentions, but also by our results."

9,1,1 "Yet I do not counsel a naive nostalgia...."

This is a bit of a rhetorical straw man -- we do not imagine that anyone in the audience will get up at this point and leave in protest. Therefore, we suggest some rephrasing to put the idea more positively, i.e., by talking about what the President does counsel.

(more)

3-3-3

9,2,7 "Let us shatter this tradition" strikes a harsh, strident tone. We suggest something that conveys the same spiritedness but less antagonistically, e.g., "The time has come: we must move beyond this tradition."

11,1,1 Instead of "worthy and useful," we suggest the more euphonious "worthy and worthwhile."

11,2,2 "Parents should be free to choose their schools."

We suggest inserting "children's" after "their."

11,5,3 "Our homes and our workplaces must be places of learning; schools that continually sharpen our skills and upgrade our competence."

This excellent point could perhaps be driven home by referring to the fact that Jefferson's home was his place of work and learning, e.g., by adding, "That's what Monticello was for Jefferson." Incidentally, this focus on the shift toward the home as the center of activity -- work, learning, and family -- is, we believe, a very powerful theme (over 20% of the workforce works at home). A reference here to Monticello as Jefferson's workplace will help should we wish to advert to this theme in future speeches.

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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"/>
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RESPONSE:

89 SEP 25 4 09 PM '89

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

09 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

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

then surpassed their ancient teachers to become the greatest political philosophers of all time.

NON SEQUITUR
 ?? [Through diligence and continued study]
 ??

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 ^{ONLY} 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**.

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**.//

implies elements and tasks.... could we say(?)
my "VISION"
(then... some will support my approach, some may not.)

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,

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.

Bill went to visit him in the hospital. The boy cried, and Bill rose to get a nurse, thinking that the pain of his wound had become unbearable. But it wasn't that; it wasn't that at all. The boy said he was crying because he was **afraid** **afraid** to go home, **afraid** to walk the streets and **afraid** to go to school. Before we do anything, we must first give these children what they need most -- **safety** on the streets and **sanctuary** at school. **Then** they can learn.////

We must become a reading nation, to again fight for universal literacy. 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 Concord, at Gettysburg, at Monte Cassino and Inchon. They must understand the generosity

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

split infinitive! To beat illiteracy, to *regain the* lead *in* 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.

split infinitive 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 *work to* *once 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)).

Third, let us judge our efforts not by our intentions, but by our **results**. We need to first know where we are, no matter how unpleasant that realization may be. We have always measured our progress against our past performance. But **to get results**, we must evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

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.

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 public is ready for sweeping and far-reaching changes, for lasting reform. We **must// not// disappoint** them.

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Look to ((name of teacher to come)) and every other teacher who struggles to transform the dull and the rote into the magical and the enterprising.

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*Obscure
meaning*

worthy and the useful will win out only if we give our schools the freedom they deserve.

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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 should 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 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 are already on the job today. This makes vocational and adult education essential.

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.

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, 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 to us, 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 -- fifty-one strong -- are united by a great cause. 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.

////

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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THE WHITE HOUSE
WASHINGTON

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September 25, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: DEB ANDERSON *Deb*

SUBJECT: COMMENTS

Comments on Opening Address Education Summit, Old Cabell Hall:

p.3, line 5: can some mention be made here of other levels of elected officials, i.e., legislators, school boards, mayors?, --they see themselves as experts, as well.

Comments on Convocation, U. of VA:

p.4, line 4: last sentence doesn't read correctly.

p.12, line 17: our last count of Governors is 53--this is subject to change, and I don't think we'll really know how many will show until the summit begins.

cc: Jim Cicconi

89 SEP 25 PM 12:04

THE WHITE HOUSE

WASHINGTON

CABINET PARTICIPATION IN PROMOTION OF PROPOSALS
EMINATING FROM PRESIDENTIAL EDUCATION
SUMMIT WITH GOVERNORS

S A T E L L I T E I N T E R V I E W S

5:30 - 6:30 p.m. EDT

Thursday, Sept. 28

WASHINGTON

Education Secretary
Lauro Cavazos

NEWSFEED NETWORK (Time 30 min.)
1111 18th St. NW 331-9240

WPIX - New York (1)
KCOP - Los Angeles (2)
WLS - Chicago (3)
KYW - Philadelphia (4)
WBZ - Boston (6)
WDIV - Detroit (7)

CONUS COMMUNICATIONS (Time 30 min.)
1825 K St. NW 955-7370

KSTP - Minneapolis (13)
WTVJ - Miami (14)
KOMO - Seattle (15)
WTAE - Pittsburgh (16)
KCNC - Denver (19)
KTVK - Phoenix (20)

3-4 gavs - Persch *Burdston*
Kean
Daki
Ashcroft

()=TV market ranking
PJL 9/22/89

THE WHITE HOUSE
WASHINGTON
CABINET PARTICIPATION IN PROMOTION OF PROPOSALS
EMINATING FROM PRESIDENTIAL EDUCATION
SUMMIT WITH GOVERNORS

S A T E L L I T E I N T E R V I E W S

5:30 - 6:30 p.m. EDT

Thursday, Sept. 28

WASHINGTON

White House Chief of Staff
John Sununu

COX BROADCASTING CORPORATION (Time 30 min.)
400 N. CAPITOL ST., #189
737-0277

KTVU - San Francisco (5)
WKPD - Detroit (7)
WSB - Atlanta (12)
WPXI - Pittsburgh (16)
WFTV - Orlando (25)
WSCO - Charlotte (31)

THE GILLETT GROUP (Time 30 min.)
400 N. CAPITOL ST., #165
783-5912

WSBK - Boston (6)
WJW - Cleveland (11)
WTVT - Tampa (16)
WMAR - Baltimore (22)
WKST - San Diego (24)
WITI - Milwaukee (28)

()=TV market ranking
PJL 9/22/89

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

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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