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Address to National Association of State Universities & Land-Grant Colleges 11/21/89 [OA 3540] [1]

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 21, 1989

REMARKS BY THE PRESIDENT  
IN ADDRESS TO  
NATIONAL ASSOCIATION OF STATE UNIVERSITIES  
AND LAND-GRANT COLLEGES

J.W. Marriott Hotel  
Washington, D.C.

11:20 A.M. EST

THE PRESIDENT: Thank you, Dr. Peterson, for inviting me here and for the introduction -- for those kind words. And it's always a pleasure, of course, to be with my friend, Larry Cavazos, Secretary Cavazos, who is doing such an outstanding job on behalf of American education. I'm proud to have him at my side.

As to the former Big Red over here -- Ron Roskens -- (laughter) -- one of your own, now joining our administration to head the Agency for International Development -- a terribly important agency. And, of course, others at the head table -- I do want to single out Bob O'Neil, who was my host at the Charlottesville summit.

And thank you, all of you, for your warm welcome, for the important work you do in educating our nation's youth, the promise of America and the promise of the future. I'm told this is the third time that a President has addressed this group. Two other charismatic speakers, Calvin Coolidge and Ike Eisenhower were here before me. (Laughter and applause.) So it's tough. I hope they were as happy to be here as I am. (Laughter.)

America is moving forward, and a lot of that is because you're moving forward. And I am very pleased to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for presidential speech-making because on yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial slamming the speaking skills of their home-state President, Abraham Lincoln. And it read: "The cheek of every American must tingle with shame as he reads the silly, flat, and dishwatery utterances of the man who had to be pointed out to the intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. (Laughter.) And it was Abraham Lincoln who, one year earlier, as Chase alluded to, signed the Morrill Act into law, launching the great land-grant colleges and a uniquely American philosophy towards higher education.

America's state universities and land grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. And it marked the first time in American history, in world history, that people of every background were given a chance to prove their abilities through higher education. Your institutions have continued to successfully evolve because you've always been there to address the needs of each sector, maturing as universities as America has matured as a nation. Step by step, side by side, the strength of America depends on the strength of our youth, and the strength of our youth depends on the strength of your schools.

Like America's bountiful harvests, America's system of higher education is the envy of the world. And your institutions are

MORE

filled with powerful examples of what is right about education in America. And many of those examples were cited by your governors in Charlottesville earlier this fall as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday. And I quote -- this is the title: "Coping With An Educational Summit: How To Survive President Bush, 49 Governors, The News Media, And Other Strangers On Campus." (Laughter.)

Now, I don't know how well-attended the good doctor's lecture was, but that's not a -- it's a 20-word title. I know some of you plain-speaking educators would want to edit it down. (Laughter.) But with my luck, the condensed version would be: "How To Survive President Bush." (Laughter.) And if Mr. Fishback thought it was rough, he should talk to Bob O'Neil sitting over here. Bob's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had kicked him out of his own house. (Laughter.)

The summit marked only the third time in our nation's history that America's governors were called together to address a specific challenge. It was an important beginning; we all recognize only a beginning. In the weeks since, my administration, your governors, have been working hard on the commitments made at Charlottesville to set national goals, seek greater flexibility and enhanced accountability, and undertake a major state-by-state effort to restructure our entire education system. Especially on this first new objective: setting national goals. Your leadership is needed; it is absolutely essential.

This organization, this very room, holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your governors, I thank you. And for those who have not yet had that opportunity, I invite you -- I urge you -- to lend your voices to this critical dialogue.

Later today, I will be meeting -- Dr. Cavazos and I will be meeting with my newly-created President's Education Policy Advisory Committee. And I look forward to hearing from three of your members who are on the Committee -- Lamar Alexander, the President of the University of Tennessee; Joe Nathan of Minnesota -- University of Minnesota; and Dr. Frank Rhodes, the President of Cornell University. Examples all of the kind of world-class reputations your member schools have attained.

To meet our new national goals, the governors and I agreed that we must seek greater flexibility and strength and accountability -- all of this in the use of federal resources. That doesn't mean that we need federal regulations controlling the way our schools and colleges get the job done. Our colleges are the best in the world in part because they epitomize choice, competition, flexibility. And once we recognize that, then the way to close the disturbing gap between the performance of our colleges and the performance of our elementary and high schools is obvious. What's worked for you will work for them.

Our plan is called the Educational Excellence Act of 1989 and it's a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools. It calls for choice, using magnet schools to promote the same kind of healthy competition that flourishes among our college campuses. Like our top colleges, magnet schools will attract top students and create a new incentive for innovation. Magnet schools will bring new flexibility and promote quality education. But along with new flexibility, we need new blood. And alternative certification is an innovation that will expand the pool of talented teachers.

One thing -- our plan also aims to seek out excellence and reward it, and by doing so, to promote competition and accountability. As with federal grants to our best universities, we

will provide cash awards to our best schools -- to merit schools. These merit awards will not only boost the programs of schools with proven formulas for success, but also boost the incentives for other schools to follow their lead.

But accountability means more than merely rewarding those schools that turn resources into results. Schools at every level must allocate their resources wisely and prudently. Your colleague, Harold Shapiro, who has been President at both Michigan and Princeton, recently spelled out the bottom line. He said, "We all have to be much more selective about what we do, and what we purport to do if we have any hope of keeping the costs of education within the bounds that can reasonably be afforded by society."

One thing we can't afford is to fall behind the competition when it comes to training the educated work force that future challenges will require. And that's why another of our initiatives seeks to bolster an effort that many of you right here have led -- the effort to revitalize campus interest in the study of math and science. We have proposed a new nationwide program of math and science scholarships for our best high school seniors. Five hundred and seventy national science scholars would receive up to \$10,000 a year for four years to be used at the college of their choice.

Many of those colleges are likely to be your colleges. And many of you have already launched programs that will complement this new effort. Another part of our proposal calls for urban emergency grants to help our hardest hit school districts become drug-free.

But as with the new science scholarships, the success of this effort depends upon all our schools -- it depends upon all of them doing their part. We cannot give our students one message while they're in elementary and high school and another when they start to college. No school can afford to remain diffident when it comes to drugs because in the war on drugs there are no noncombatants.

Yesterday -- to interrupt with a personal note -- I went out to a school in inner Chicago, 97 percent Hispanic -- maybe 60, 70 percent of them first generation Americans. And Congresswoman Lynn Martin asked them to hold up their hands about how many had been exposed to drugs in one way or another. These kids were ten years old. I think there was only two or three hands in the entire class that didn't go up. Two or three in the entire class. And yet this school, in its own way, its own level, under a dedicated principal, a roomful of dedicated teachers, going the extra mile to teach these kids that they must not use drugs. It cannot stop simply at the secondary and the elementary school level.

Land-grant colleges, like all colleges and state universities, like all universities, must take a stand. Your students, like all students, must be told that society will not tolerate the use of drugs.

There is one final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill Land-Grant Act. The 1890 law inspired the creation of 17 historically black land-grant colleges in southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for these special colleges and universities. Each of these proposals will make a difference, improving your students, or your schools, or both. This package went to the Hill in April. It's time for the Congress to act. And let's make this coming year one of change and progress in education. Let's strike a blow for excellence. Let's make passing this bill a top priority in Congress.

None of these efforts will be a panacea; I don't present them as such. None will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include our \$300 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your colleges, and continued progress to our goal of doubling the budget of the National Science Foundation, supporting thousands of individual researchers at colleges and universities by 1993.

Education is our most enduring legacy, vital to everything we are and can become. At the dawn of the Industrial Revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-down winner of the industrial age. And so now, we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine, but rather those who master the potential of the mind.

We have the schools. We have the teachers. We have dedicated educators like those in this room. We have the students, and we have the will. And working together, we will prevail and we must prevail.

Thank you all very much for letting me come over. God bless you, and God bless the United States. And have a wonderful Thanksgiving. Thank you. (Applause.)

END

11:38 A.M. EST

THE WHITE HOUSE  
WASHINGTON

DATE:

11 19

FROM THE PRESIDENT

TO:

Dave/Chris/Ed

Fine but I 'd prefer to tell them a little less about what they have done/are doing; and a little more about what we want to do.

suggest:

expand on very bottom of 3 and top of 4, expand in other owrds on our goals.. e.g. Flexibility- one hting made clear by the governors is that they do not want more regulations from congress controlling the way their schools and collegese get the job done...

a little more subsatnce on what we want to accomplish, but cutting back then on all they have done are doing.

do we want to hit costo control- they must get control of costs that have exceded infaltion by far... (not sure on this).

gb

Land Grant  
Nov 21

THE WHITE HOUSE  
WASHINGTON

November 17, 1989

1533 NOV 17 PM 8 45

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:

CHRISS WINSTON *CW*

FROM:

EDWARD McNALLY *EM*

SUBJECT:

REMARKS FOR THE NATIONAL ASSOCIATION OF STATE  
UNIVERSITIES AND LAND-GRANT COLLEGES

I. SUMMARY

Attached for your consideration and review are draft remarks for Tuesday morning's address to the National Association of State Universities and Land-Grant Colleges.

II. DISCUSSION

At 11:15 a.m. on Tuesday, November 21, 1989, you are scheduled to arrive at the J.W. Marriott Hotel to address an audience of approximately 1,200 university presidents, vice-presidents, and deans. Your speech will be on TelePrompter.

The attached remarks emphasize your commitment to education, and salute the extraordinary accomplishments of America's state universities and land-grant colleges.

The remarks note that while our system of higher education is second to none, our elementary and secondary schools are struggling, and need help in order to ensure that colleges can continue to rely on a talented and educated pool of new students. The remarks also note your personal commitment to historically black colleges and universities, to drug-free schools, and to bolstering our science programs -- and include a call on Congress to pass your education package, so that progress can be made on all these fronts.

McNally/Simon  
November 17, 1989  
Draft Three (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND CHAIRMAN OF THE ASSOC.]], for those kind words. It's always a pleasure to see Secretary Cavazos whose doing such outstanding work on behalf of American education. And thank you, all of you, for your warm welcome and for the important work you do in educating our nation's youth -- the promise of America, and the promise of the future.

I am very pleased and honored to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-making. On yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial, slamming the speaking skills of their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. \\\

It was Abraham Lincoln who, one year earlier, signed the Morrill Act into law, launching the great land-grant colleges, and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation. Step by step, side by side, the strength of America depends on the strength of our youth -- and the strength of our youth depends on the strength of your schools.

And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised. Another high-yield benefit for America.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions gave birth to the world's first atom smasher, digital computer,

and America's first orbiting satellite. Your researchers developed many of today's "wonder drugs" and the first artificial heart. America is moving forward because you are moving forward.

Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors at the Charlottesville Summit earlier this fall, as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." \\\

Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

And if Mr. Fishback thought it was rough -- he should talk to U.V.A.'s president, your colleague Bob O'Neil. Bob's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. \\\

The Summit marked only the third time in our nation's history that America's Governors were called together to address a specific challenge. It was an important beginning -- but only a beginning. In the weeks since, my Administration, and your Governors, have been working hard on the commitments made at Charlottesville to set national goals, achieve greater

flexibility, enhance accountability, and restructuring toward a results-oriented system.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, President of Cornell University -- examples all of the kind of world-class reputations your member schools have attained.

America's colleges and universities are the best in the world. But many doubt whether the same can still be said of our elementary and secondary schools.

Earlier this month, a survey of more than 5,000 professors only served to confirm what each of you already knows -- that many of today's freshman are simply not prepared in the basics, forcing a lowering of standards in higher education, and forcing you to spend too much time and money teaching students what they should have learned in high school. We need a renewed emphasis on the basics because when students arrive at your doors, they should be prepared.

Last April, we sent Congress our Educational Excellence Act, a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools. It calls for merit schools, to recognize and reward improved performance. Magnet schools, an important instrument of choice. And alternative certification, a way to expand the pool of talented teachers.

One of its most significant initiatives seeks to bolster an effort that many of you have <sup>led</sup> ~~(been in the forefront of)~~ -- the effort to revitalize campus interest in the study of math and science. We've proposed a new, nationwide program of math and science scholarships for our best high school seniors. 570 national science scholars would receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

Another part of our proposal calls for urban emergency grants to help our hardest hit school districts become drug-free. But as with the new science scholarships, the success of this effort depends upon our colleges and universities doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college. No school can afford to remain diffident when it comes to drugs. Because in the war on drugs, there are no non-combatants. \\\

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. Your students -- like all students -- must be told that society will not tolerate the use of drugs. \\\

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act.

The 1890 law inspired the creation of 17 historically black land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for historically black colleges and universities. Each of these proposals will make a difference, improving your students, or your schools, or both.

This package went to the Hill in April. It's time for the Congress to act. Let's make this coming year one of change and progress in education. Let's strike a blow for excellence. Let's make passing this bill a top priority in Congress. \\\\

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$300 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your

colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. \\

Education is our most enduring legacy, vital to everything we are and can become. \\

At the dawn of the industrial revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-on winner of the industrial age.

Now we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind. \\

We have the schools. We have the teachers. We have the students. And we have the will. And, working together, we will prevail.

Thank you. God bless you. And God bless America.

# # #

File

ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

THANK YOU, DR. CHASE PETERSON [UNIV. OF UTAH  
PRESIDENT, AND CHAIRMAN OF THE ASSOC.]], FOR THOSE KIND  
WORDS. IT'S ALWAYS A PLEASURE TO SEE SECRETARY  
CAVAZOS, WHO IS DOING SUCH OUTSTANDING WORK ON BEHALF  
OF AMERICAN EDUCATION. RONALD ROSKENS, ONE OF YOUR  
OWN, JOINING OUR ADMINISTRATION TO HEAD THE AGENCY FOR  
INTERNATIONAL DEVELOPMENT. AND BOB O'NEIL, WHO WAS MY  
HOST AT THE CHARLOTTESVILLE SUMMIT.

AND THANK YOU, ALL OF YOU, FOR YOUR WARM WELCOME  
AND FOR THE IMPORTANT WORK YOU DO IN EDUCATING OUR  
NATION'S YOUTH -- THE PROMISE OF AMERICA, AND THE  
PROMISE OF THE FUTURE. AMERICA IS MOVING FORWARD,  
BECAUSE YOU ARE MOVING FORWARD.

I AM VERY PLEASED TO HAVE THIS OPPORTUNITY TO COME  
BY IN PERSON TO TELL YOU JUST HOW IMPORTANT I BELIEVE  
YOUR WORK IS.

I COME DURING AN AUSPICIOUS WEEK FOR PRESIDENTIAL SPEECH-MAKING. ON YESTERDAY'S DATE IN 1863, THE REPUBLICAN-OWNED CHICAGO TIMES RAN AN EDITORIAL, SLAMMING THE SPEAKING SKILLS OF THEIR HOME-STATE PRESIDENT, ABRAHAM LINCOLN.

IT READ: "THE CHEEK OF EVERY AMERICAN MUST TINGLE WITH SHAME AS HE READS THE SILLY, FLAT AND DISHWATERY UTTERANCES OF THE MAN WHO HAD TO BE POINTED OUT TO INTELLIGENT FOREIGNERS AS THE PRESIDENT OF THE UNITED STATES." OF COURSE, THE SPEECH THEY WERE SO WORKED UP ABOUT WAS THE GETTYSBURG ADDRESS. \\\

IT WAS ABRAHAM LINCOLN WHO, ONE YEAR EARLIER, SIGNED THE MORRILL ACT INTO LAW, LAUNCHING THE GREAT LAND-GRANT COLLEGES, AND A UNIQUELY AMERICAN PHILOSOPHY TOWARDS HIGHER EDUCATION.

AMERICA'S STATE UNIVERSITIES AND LAND-GRANT COLLEGES OPENED THE DOOR OF OPPORTUNITY TO MILLIONS OF TALENTED KIDS WHOSE BACKGROUNDS MIGHT OTHERWISE HAVE PRECLUDED THEIR ADVANCEMENT AND EDUCATION. IT MARKED THE FIRST TIME IN AMERICAN HISTORY -- IN WORLD HISTORY -- THAT PEOPLE OF EVERY BACKGROUND WERE GIVEN A CHANCE TO PROVE THEIR ABILITIES THROUGH HIGHER EDUCATION.

YOUR INSTITUTIONS HAVE CONTINUED TO SUCCESSFULLY EVOLVE, BECAUSE YOU HAVE ALWAYS BEEN THERE TO ADDRESS THE NEEDS OF EACH SECTOR, MATURING AS UNIVERSITIES AS AMERICA HAS MATURED AS A NATION. STEP BY STEP, SIDE BY SIDE, THE STRENGTH OF AMERICA DEPENDS ON THE STRENGTH OF OUR YOUTH -- AND THE STRENGTH OF OUR YOUTH DEPENDS ON THE STRENGTH OF YOUR SCHOOLS.

LIKE AMERICA'S BOUNTIFUL HARVESTS, AMERICA'S SYSTEM OF HIGHER EDUCATION IS THE ENVY OF THE WORLD. YOUR INSTITUTIONS ARE FILLED WITH POWERFUL EXAMPLES OF WHAT IS RIGHT ABOUT EDUCATION IN AMERICA. AND MANY OF THOSE EXAMPLES WERE CITED BY YOUR GOVERNORS IN CHARLOTTESVILLE EARLIER THIS FALL, AS WE WORKED TOGETHER TO ADDRESS THE CHANGING CHALLENGES IN AMERICAN EDUCATION.

I NOTICED THAT WILLIAM FISHBACK OF THE UNIVERSITY OF VIRGINIA HAD A TALK HERE YESTERDAY ON -- AND I QUOTE -- "COPING WITH AN EDUCATIONAL SUMMIT: HOW TO SURVIVE PRESIDENT BUSH, 49 GOVERNORS, THE NEWS MEDIA AND OTHER STRANGERS ON CAMPUS." \\\ NOW THAT'S A 20-WORD TITLE, AND I KNOW SOME OF YOU PLAIN-SPEAKING EDUCATORS WOULD WANT TO EDIT IT DOWN. BUT WITH MY LUCK, THE CONDENSED VERSION WOULD BE "HOW TO SURVIVE PRESIDENT BUSH." \\\

AND IF MR. FISHBACK THOUGHT IT WAS ROUGH -- HE SHOULD TALK TO BOB O'NEIL UP HERE. BOB'S VIRGINIA HOSPITALITY WAS SO GRACIOUS THAT IT WAS TWO DAYS BEFORE BARBARA AND I REALIZED WE HAD EVICTED HIM FROM HIS HOUSE. \\\

THE SUMMIT MARKED ONLY THE THIRD TIME IN OUR NATION'S HISTORY THAT AMERICA'S GOVERNORS WERE CALLED TOGETHER TO ADDRESS A SPECIFIC CHALLENGE. IT WAS AN IMPORTANT BEGINNING -- BUT ONLY A BEGINNING. IN THE WEEKS SINCE, MY ADMINISTRATION, AND YOUR GOVERNORS, HAVE BEEN WORKING HARD ON THE COMMITMENTS MADE AT CHARLOTTESVILLE TO SET NATIONAL GOALS, SEEK GREATER FLEXIBILITY AND ENHANCED ACCOUNTABILITY, AND UNDERTAKE A MAJOR STATE-BY-STATE EFFORT TO RESTRUCTURE OUR EDUCATION SYSTEM.

ESPECIALLY ON THIS FIRST NEW OBJECTIVE -- SETTING NATIONAL GOALS -- YOUR LEADERSHIP IS NEEDED. THIS ORGANIZATION -- THIS VERY ROOM -- HOLDS A VAST BODY OF EXPERTISE AND EXPERIENCE IN TACKLING THESE ISSUES. FOR THOSE OF YOU WHO ARE ALREADY WORKING WITH YOUR GOVERNORS, I THANK YOU. AND FOR THOSE WHO HAVE NOT YET HAD THAT OPPORTUNITY, I INVITE YOU, I URGE YOU, TO LEND YOUR VOICES TO THIS CRITICAL DIALOGUE.

LATER TODAY, I WILL BE MEETING WITH MY NEWLY CREATED PRESIDENT'S EDUCATION POLICY ADVISORY COMMITTEE. I LOOK FORWARD TO HEARING FROM THREE OF YOUR MEMBERS WHO ARE ON THE COMMITTEE -- LAMAR ALEXANDER, PRESIDENT OF THE UNIVERSITY OF TENNESSEE, JOE NATHAN OF THE UNIVERSITY OF MINNESOTA, AND FRANK RHODES, PRESIDENT OF CORNELL UNIVERSITY -- EXAMPLES ALL OF THE KIND OF WORLD-CLASS REPUTATIONS YOUR MEMBER SCHOOLS HAVE ATTAINED.

TO MEET OUR NEW NATIONAL GOALS, THE GOVERNORS AND I AGREED THAT WE MUST SEEK GREATER FLEXIBILITY, AND STRENGTHEN ACCOUNTABILITY, IN THE USE OF FEDERAL RESOURCES.

THAT DOESN'T MEAN WE NEED FEDERAL REGULATIONS CONTROLLING THE WAY OUR SCHOOLS AND COLLEGES GET THE JOB DONE. OUR COLLEGES ARE THE BEST IN THE WORLD IN PART BECAUSE THEY EPITOMIZE CHOICE, COMPETITION AND FLEXIBILITY.

AND ONCE WE RECOGNIZE THAT -- THEN THE WAY TO CLOSE THE DISTURBING GAP BETWEEN THE PERFORMANCE OF OUR COLLEGES AND THE PERFORMANCE OF OUR ELEMENTARY AND HIGH SCHOOLS IS OBVIOUS. WHAT'S WORKED FOR YOU WILL WORK FOR THEM.

OUR PLAN IS CALLED THE EDUCATIONAL EXCELLENCE ACT OF 1989. AND IT'S A CRITICAL FIRST STEP IN THE EFFORT TO REVERSE THE FORTUNES OF OUR STRUGGLING ELEMENTARY AND SECONDARY SCHOOLS.

IT CALLS FOR CHOICE -- USING MAGNET SCHOOLS TO PROMOTE THE SAME KIND OF HEALTHY COMPETITION THAT FLOURISHES AMONG OUR COLLEGE CAMPUSES. LIKE OUR TOP COLLEGES, MAGNET SCHOOLS WILL ATTRACT TOP STUDENTS, AND CREATE A NEW INCENTIVE FOR INNOVATION.

MAGNET SCHOOLS WILL BRING NEW FLEXIBILITY, AND PROMOTE QUALITY EDUCATION. BUT ALONG WITH NEW FLEXIBILITY WE NEED NEW BLOOD -- AND ALTERNATIVE CERTIFICATION IS AN INNOVATION THAT WILL EXPAND THE POOL OF TALENTED TEACHERS.

OUR PLAN ALSO AIMS TO SEEK OUT EXCELLENCE AND REWARD IT, AND BY DOING SO TO PROMOTE COMPETITION AND ACCOUNTABILITY. AS WITH FEDERAL GRANTS TO OUR BEST UNIVERSITIES, WE WILL PROVIDE CASH AWARDS TO OUR BEST SCHOOLS -- TO MERIT SCHOOLS. THESE MERIT AWARDS WILL NOT ONLY BOOST THE PROGRAMS OF SCHOOLS WITH PROVEN FORMULAS FOR SUCCESS -- BUT ALSO BOOST THE INCENTIVE FOR OTHER SCHOOLS TO FOLLOW THEIR LEAD.

BUT "ACCOUNTABILITY" MEANS MORE THAN MERELY REWARDING THOSE SCHOOLS THAT TURN RESOURCES INTO RESULTS. SCHOOLS AT EVERY LEVEL MUST ALLOCATE THEIR RESOURCES WISELY AND PRUDENTLY.

YOUR COLLEAGUE HAROLD SHAPIRO, WHO HAS BEEN PRESIDENT AT BOTH MICHIGAN AND PRINCETON, RECENTLY SPELLED OUT THE BOTTOM LINE. HE SAID: "WE ALL HAVE TO BE MUCH MORE SELECTIVE ABOUT WHAT WE DO, AND WHAT WE PURPORT TO DO, IF WE HAVE ANY HOPE OF KEEPING THE COSTS OF EDUCATION WITHIN THE BOUNDS THAT CAN REASONABLY BE AFFORDED BY SOCIETY."

ONE THING WE CAN'T AFFORD IS TO FALL BEHIND THE COMPETITION WHEN IT COMES TO TRAINING THE EDUCATED WORK FORCE THAT FUTURE CHALLENGES WILL REQUIRE. THAT'S WHY ANOTHER OF OUR INITIATIVES SEEKS TO BOLSTER AN EFFORT THAT MANY OF YOU HAVE LED -- THE EFFORT TO REVITALIZE CAMPUS INTEREST IN THE STUDY OF MATH AND SCIENCE. WE'VE PROPOSED A NEW, NATIONWIDE PROGRAM OF MATH AND SCIENCE SCHOLARSHIPS FOR OUR BEST HIGH SCHOOL SENIORS. 570 NATIONAL SCIENCE SCHOLARS WOULD RECEIVE UP TO \$10,000 A YEAR FOR FOUR YEARS, TO BE USED AT THE COLLEGE OF THEIR CHOICE.

MANY OF THOSE COLLEGES ARE LIKELY TO BE YOUR COLLEGES, AND MANY OF YOU HAVE ALREADY LAUNCHED PROGRAMS THAT WILL COMPLEMENT THIS NEW EFFORT.

ANOTHER PART OF OUR PROPOSAL CALLS FOR URBAN EMERGENCY GRANTS TO HELP OUR HARDEST HIT SCHOOL DISTRICTS BECOME DRUG-FREE. BUT AS WITH THE NEW SCIENCE SCHOLARSHIPS, THE SUCCESS OF THIS EFFORT DEPENDS UPON ALL OUR SCHOOLS DOING THEIR PART.

WE CAN'T GIVE OUR STUDENTS ONE MESSAGE WHILE THEY ARE IN ELEMENTARY AND HIGH SCHOOL AND ANOTHER WHEN THEY START COLLEGE. NO SCHOOL CAN AFFORD TO REMAIN DIFFIDENT WHEN IT COMES TO DRUGS. BECAUSE IN THE WAR ON DRUGS, THERE ARE NO NON-COMBATANTS. \\\

LAND-GRANT COLLEGES -- LIKE ALL COLLEGES -- AND STATE UNIVERSITIES -- LIKE ALL UNIVERSITIES -- MUST TAKE A STAND. YOUR STUDENTS -- LIKE ALL STUDENTS -- MUST BE TOLD THAT SOCIETY WILL NOT TOLERATE THE USE OF DRUGS. \\\

THERE IS ONE, FINAL PART OF OUR EDUCATION PACKAGE THAT HAS SPECIAL IMPORTANCE TO ME, AND A SPECIAL PLACE WITH THIS GROUP AS WE APPROACH THE CENTENNIAL OF THE SECOND MORRILL LAND-GRANT ACT. THE 1890 LAW INSPIRED THE CREATION OF 17 HISTORICALLY BLACK LAND-GRANT COLLEGES IN SOUTHERN AND BORDER STATES -- SCHOOLS THAT CHANGED THE LIVES OF MILLIONS OF YOUNG MEN AND WOMEN BY REPLACING TRADITIONAL ROADBLOCKS WITH AVENUES OF OPPORTUNITY.

BUT NOT ALL THE ROADBLOCKS ARE GONE. ENDOWMENTS AT THESE VITAL INSTITUTIONS LAG FAR BEHIND MANY OTHER SCHOOLS. AND SO WE'VE PROPOSED EXPANDED FEDERAL HELP IN THE FORM OF MATCHING ENDOWMENT GRANTS FOR THESE SPECIAL COLLEGES AND UNIVERSITIES.

EACH OF THESE PROPOSALS WILL MAKE A DIFFERENCE, IMPROVING YOUR STUDENTS, OR YOUR SCHOOLS, OR BOTH. THIS PACKAGE WENT TO THE HILL IN APRIL. IT'S TIME FOR THE CONGRESS TO ACT. LET'S MAKE THIS COMING YEAR ONE OF CHANGE AND PROGRESS IN EDUCATION. LET'S STRIKE A BLOW FOR EXCELLENCE. LET'S MAKE PASSING THIS BILL A TOP PRIORITY IN CONGRESS. \\\

NONE OF THESE EFFORTS WILL BE A PANACEA FOR EVERY ILL THAT CONFRONTS OUR EDUCATORS. AND THEY DON'T STAND ALONE. OTHER INITIATIVES INCLUDE OUR \$300 MILLION INCREASE FOR HEAD START, THE NEW TAX-FREE COLLEGE SAVINGS BOND PROGRAM TO HELP OUR LOW- AND MIDDLE-INCOME FAMILIES SEND THEIR CHILDREN TO YOUR COLLEGES, AND CONTINUED PROGRESS TOWARDS OUR GOAL OF DOUBLING THE BUDGET OF THE NATIONAL SCIENCE FOUNDATION -- SUPPORTING THOUSANDS OF INDIVIDUAL RESEARCHERS AT COLLEGES AND UNIVERSITIES -- BY 1993. \\\

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

AT THE DAWN OF THE INDUSTRIAL REVOLUTION, THE  
SCHOOLS YOU REPRESENT STEPPED FORWARD AND FUELED THE  
EDUCATION AND RESEARCH THAT ROCKETED AMERICA FROM A  
FRONTIER NATION TO THE FRONTIERS OF SPACE, THE HANDS-  
DOWN WINNER OF THE INDUSTRIAL AGE.

NOW WE STAND AT THE DAWN OF A NEW AGE, AN AGE IN  
WHICH THE TRIUMPHANT WILL BE NOT THOSE WHO MASTER THE  
POTENTIAL OF THE MACHINE -- BUT RATHER -- THOSE WHO  
MASTER THE POTENTIAL OF THE MIND. \ \

WE HAVE THE SCHOOLS. WE HAVE THE TEACHERS.  
WE HAVE THE STUDENTS. AND WE HAVE THE WILL. AND,  
WORKING TOGETHER, WE WILL PREVAIL.

THANK YOU. GOD BLESS YOU. AND GOD BLESS AMERICA.

# # #

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 11/18/89 ACTION/CONCURRENCE/COMMENT DUE BY: -----

PRESIDENTIAL REMARKS: ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES  
J. W. MARRIOTT HOTEL, WASHINGTON, DC

SUBJECT: TUESDAY, NOVEMBER 21, 1989 11:15 AM  
(11/17 - draft three)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<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 checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

THE WHITE HOUSE  
WASHINGTON

November 17, 1989

1989 NOV 17 PM 8:45

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:

CHRISS WINSTON *CW*

FROM:

EDWARD McNALLY *EM*

SUBJECT:

REMARKS FOR THE NATIONAL ASSOCIATION OF STATE  
UNIVERSITIES AND LAND-GRANT COLLEGES

I. SUMMARY

Attached for your consideration and review are draft remarks for Tuesday morning's address to the National Association of State Universities and Land-Grant Colleges.

II. DISCUSSION

At 11:15 a.m. on Tuesday, November 21, 1989, you are scheduled to arrive at the J.W. Marriott Hotel to address an audience of approximately 1,200 university presidents, vice-presidents, and deans. Your speech will be on TelePrompter.

The attached remarks emphasize your commitment to education, and salute the extraordinary accomplishments of America's state universities and land-grant colleges.

The remarks note that while our system of higher education is second to none, our elementary and secondary schools are struggling, and need help in order to ensure that colleges can continue to rely on a talented and educated pool of new students. The remarks also note your personal commitment to historically black colleges and universities, to drug-free schools, and to bolstering our science programs -- and include a call on Congress to pass your education package, so that progress can be made on all these fronts.

McNally/Simon  
November 17, 1989  
Draft Three (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND  
CHAIRMAN OF THE ASSOC.]], for those kind words. It's always a  
pleasure to see Secretary Cavazos whose doing such outstanding  
work on behalf of American education. And thank you, all of you,  
for your warm welcome and for the important work you do in  
educating our nation's youth -- the promise of America, and the  
promise of the future.

I am very pleased and honored to have this opportunity to  
come by in person to tell you just how important I believe your  
work is.

I come during an auspicious week for Presidential speech-  
making. On yesterday's date in 1863, the Republican-owned  
Chicago Times ran an editorial, slamming the speaking skills of  
their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with  
shame as he reads the silly, flat and dishwatery utterances of  
the man who had to be pointed out to intelligent foreigners as  
the President of the United States." Of course, the speech they  
were so worked up about was the Gettysburg Address. \\\

It was Abraham Lincoln who, one year earlier, signed the  
Morrill Act into law, launching the great land-grant colleges,  
and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation. Step by step, side by side, the strength of America depends on the strength of our youth -- and the strength of our youth depends on the strength of your schools.

And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised. Another high-yield benefit for America.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions gave birth to the world's first atom smasher, digital computer,

and America's first orbiting satellite. Your researchers developed many of today's "wonder drugs" and the first artificial heart. America is moving forward because you are moving forward.

Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors at the Charlottesville Summit earlier this fall, as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." \\\

Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

And if Mr. Fishback thought it was rough -- he should talk to U.V.A.'s president, your colleague Bob O'Neil. Bob's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. \\\

The Summit marked only the third time in our nation's history that America's Governors were called together to address a specific challenge. **It was an important beginning -- but only a beginning.** In the weeks since, my Administration, and your Governors, have been working hard on the commitments made at Charlottesville to set national goals, achieve greater

flexibility, enhance accountability, and restructuring toward a results-oriented system.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, President of Cornell University -- examples all of the kind of world-class reputations your member schools have attained.

America's colleges and universities are the best in the world. But many doubt whether the same can still be said of our elementary and secondary schools.

Earlier this month, a survey of more than 5,000 professors only served to confirm what each of you already knows -- that many of today's freshman are simply not prepared in the basics, forcing a lowering of standards in higher education, and forcing you to spend too much time and money teaching students what they should have learned in high school. We need a renewed emphasis on the basics because when students arrive at your doors, they should be prepared.

Last April, we sent Congress our Educational Excellence Act, a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools. It calls for merit schools, to recognize and reward improved performance. Magnet schools, an important instrument of choice. And alternative certification, a way to expand the pool of talented teachers.

One of its most significant initiatives seeks to bolster an effort that many of you have been in the forefront of -- the effort to revitalize campus interest in the study of math and science. We've proposed a new, nationwide program of math and science scholarships for our best high school seniors. 570 national science scholars would receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

Another part of our proposal calls for urban emergency grants to help our hardest hit school districts become drug-free. But as with the new science scholarships, the success of this effort depends upon our colleges and universities doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college. No school can afford to remain diffident when it comes to drugs. Because in the war on drugs, there are no non-combatants. \\\

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. Your students -- like all students -- must be told that society will not tolerate the use of drugs. \\\

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act.

The 1890 law inspired the creation of 17 historically black land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for historically black colleges and universities. Each of these proposals will make a difference, improving your students, or your schools, or both.

This package went to the Hill in April. It's time for the Congress to act. **Let's make this coming year one of change and progress in education. Let's strike a blow for excellence. Let's make passing this bill a top priority in Congress.** \\\\

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$300 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your

colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. \\

Education is our most enduring legacy, vital to everything we are and can become. \\

At the dawn of the industrial revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-on winner of the industrial age.

Now we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind. \\

We have the schools. We have the teachers. We have the students. And we have the will. And, working together, we will prevail.

Thank you. God bless you. And God bless America.

# # #

THE WHITE HOUSE

WASHINGTON

November 20, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:           CHRISS WINSTON CW  
FROM:               EDWARD McNALLY JMW  
SUBJECT:            REVISED TEXT:  REMARKS FOR THE NATIONAL ASSOC.  
                      OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES

I.    SUMMARY

Attached for your consideration and review are draft remarks -- revised according to your instructions -- for tomorrow morning's address to the National Association of State Universities and Land-Grant Colleges.

II.   DISCUSSION

At 11:15 a.m. on Tuesday, November 21, 1989, you are scheduled to arrive at the J.W. Marriott Hotel to address an audience of approximately 1,200 university presidents, vice-presidents, and deans. Your speech will be on TelePrompter.

The revised remarks emphasize your call for flexibility, choice, competition, and accountability -- and note the Governors' consensus that they do not want more regulations from Congress controlling their schools and colleges. Also included is a paragraph on getting control of educational costs. [[These inserts begin near the top of page 4, and continue through the middle of page 5.]]

[[Please note that while Bob O'Neil, the President of the University of Virginia, is now included up front in the acknowledgements -- the joke about you and Mrs. Bush "evicting" O'Neil from his house during the Charlottesville Summit remains in sequence, at the top of page 3.]]

McNally/Simon  
November 20, 1989  
Draft Five (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND CHAIRMAN OF THE ASSOC.]], for those kind words. It's always a pleasure to see Secretary Cavazos, who is doing such outstanding work on behalf of American education. Ronald Roskens, one of your own, joining our Administration to head the Agency for International Development. And Bob O'Neil, who was my host at the Charlottesville Summit.

And thank you, all of you, for your warm welcome and for the important work you do in educating our nation's youth -- the promise of America, and the promise of the future. America is moving forward, because you are moving forward.

I am very pleased to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-making. On yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial, slamming the speaking skills of their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. \\\\

It was Abraham Lincoln who, one year earlier, signed the Morrill Act into law, launching the great land-grant colleges, and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation. Step by step, side by side, the strength of America depends on the strength of our youth -- and the strength of our youth depends on the strength of your schools.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors in Charlottesville earlier this fall, as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." \\\

Now that's a 20-word title, and I know some of you plain-speaking

educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush." \\\

And if Mr. Fishback thought it was rough -- he should talk to Bob O'Neil up here. Bob's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. \\\

The Summit marked only the third time in our nation's history that America's Governors were called together to address a specific challenge. It was an important beginning -- but only a beginning. In the weeks since, my Administration, and your Governors, have been working hard on the commitments made at Charlottesville to set national goals, seek greater flexibility and enhanced accountability, and undertake a major state-by-state effort to restructure our education system.

Especially on this first new objective -- setting national goals -- your leadership is needed. This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. I look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes,

President of Cornell University -- examples all of the kind of world-class reputations your member schools have attained.

To meet our new national goals, the Governors and I agreed that we must seek greater flexibility, and strengthen accountability, in the use of federal resources.

That doesn't mean we need more federal regulations controlling the way our schools and colleges get the job done. Our colleges are the best in the world in part because they epitomize choice, competition and flexibility.

And once we recognize that -- then the way to close the disturbing gap between the performance of our colleges and the performance of our elementary and high schools is obvious. What's worked for you will work for them.

Our plan is called the Educational Excellence Act of 1989. And it's a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools.

It calls for choice -- using magnet schools to promote the same kind of healthy competition that flourishes among our college campuses. Like our top colleges, magnet schools will attract top students, and create a new incentive for innovation.

Magnet schools will bring new flexibility, and promote quality education. But along with new flexibility we need new blood -- and alternative certification is an innovation that will expand the pool of talented teachers.

Our plan also aims to seek out excellence and reward it, and by doing so to promote competition and accountability. As with

federal grants to our best universities, we will provide cash awards to our best schools -- to merit schools. These merit awards will not only boost the programs of schools with proven formulas for success -- but also boost the incentive for other schools to follow their lead.

But "accountability" means more than merely rewarding those schools that turn resources into results. Schools at every level must allocate their resources wisely and prudently.

Your colleague Harold Shapiro, who has been president at both Michigan and Princeton, recently spelled out the bottom line. He said: "We all have to be much more selective about what we do, and what we purport to do, if we have any hope of keeping the costs of education within the bounds that can reasonably be afforded by society."

One thing we can't afford is to fall behind the competition when it comes to training the educated work force that future challenges will require. That's why another of our initiatives seeks to bolster an effort that many of you have led -- the effort to revitalize campus interest in the study of math and science. We've proposed a new, nationwide program of math and science scholarships for our best high school seniors. 570 national science scholars would receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

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Each of these proposals will make a difference, improving your students, or your schools, or both. This package went to the Hill in April. It's time for the Congress to act. Let's

make this coming year one of change and progress in education.

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We have the schools. We have the teachers. We have the students. And we have the will. And, working together, we will prevail.

Thank you. God bless you. And God bless America.

# # #

McNally/Simon  
November 20, 1989  
Draft ~~Three~~ (B:LAND)  
Four

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND  
CHAIRMAN OF THE ASSOC.]], for those kind words. It's always a  
pleasure to see Secretary Cavazos, who <sup>is</sup> doing such outstanding  
work on behalf of American education. ~~JP~~ And thank you, all of you,  
for your warm welcome and for the important work you do in  
educating our nation's youth -- the promise of America, and the  
promise of the future. America is moving forward, because you are  
moving forward.

I am very pleased and honored to have this opportunity to  
come by in person to tell you just how important I believe your  
work is.

I come during an auspicious week for Presidential speech-  
making. On yesterday's date in 1863, the Republican-owned  
Chicago Times ran an editorial, slamming the speaking skills of  
their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with  
shame as he reads the silly, flat and dishwatery utterances of  
the man who had to be pointed out to intelligent foreigners as  
the President of the United States." Of course, the speech they  
were so worked up about was the Gettysburg Address. 3333

It was Abraham Lincoln who, one year earlier, signed the  
Morrill Act into law, launching the great land-grant colleges,  
and a uniquely American philosophy towards higher education.

*Ronald Rossens, one of your own,  
joining our Administration to head the  
Agency for International Development and Bob O'Neil,  
who was my host at the Charlottesville Summit.*

*(Moved here  
from the top  
of p. 3)*

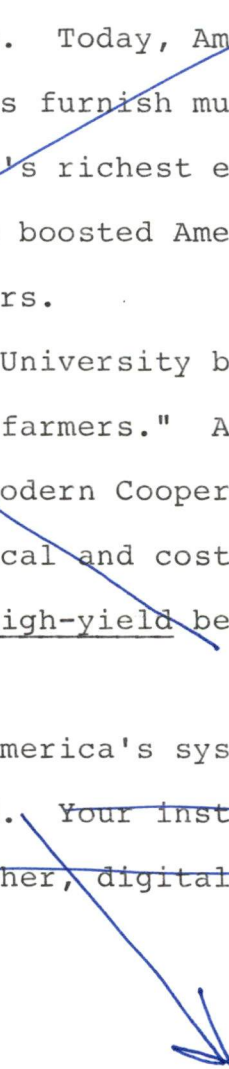
America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

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And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised. Another high-yield benefit for America.

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~~and America's first orbiting satellite. Your researchers developed many of today's "wonder drugs" and the first artificial heart. America is moving forward because you are moving forward.~~

*(moved to p. 1)(?)*

Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors <sup>in</sup> ~~at the~~ Charlottesville ~~Summit~~ earlier this fall, as we worked together to address the changing challenges in American education.

*(Summit already referenced in p. 11 insert)*

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." 333

Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

And if Mr. Fishback thought it was rough -- he should talk to ~~U.V.A.'s president, your colleague~~ Bob O'Neil <sup>up here.</sup> Bob's Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. 333

The Summit marked only the third time in our nation's history that America's Governors were called together to address a specific challenge. It was an important beginning -- but only a beginning. In the weeks since, my Administration, and your Governors, have been working hard on the commitments made at Charlottesville to set national goals, ~~achieve~~ <sup>seek</sup> greater

(Note: Changes as per the "four bullets in the Jeffersonian compact.")

(undertake a major state-by-state effort to restructure)

flexibility, <sup>(and)</sup> enhanced accountability, and ~~restructuring~~ <sup>our education</sup> toward a results-oriented system.

Especially on this first new objective -- setting national goals -- your leadership is needed.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, President of Cornell University -- examples all of the kind of world-class reputations your member schools have attained.

INSERT "A"

America's colleges and universities are the best in the world. But many doubt whether the same can still be said of our elementary and secondary schools.

Earlier this month, a survey of more than 5,000 professors only served to confirm what each of you already knows -- that many of today's freshman are simply not prepared in the basics, forcing a lowering of standards in higher education, and forcing you to spend too much time and money teaching students what they should have learned in high school. We need a renewed emphasis on the basics because when students arrive at your doors, they should be prepared.

~~Last April, we sent Congress our Educational Excellence Act, a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools. It calls for merit schools, to recognize and reward improved performance. Magnet schools, an important instrument of choice. And alternative certification, a way to expand the pool of talented teachers.~~

<sup>Another</sup> One of ~~its~~ <sup>our</sup> most significant initiatives seeks to bolster an effort that many of you have <sup>led</sup> ~~been in the forefront of~~ -- the effort to revitalize campus interest in the study of math and science. We've proposed a new, nationwide program of math and science scholarships for our best high school seniors. 570 national science scholars would receive up to \$10,000 a year for four years, to be used at the college of their choice.

(POTUS's change)

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

Another part of our proposal calls for urban emergency grants to help our hardest hit school districts become drug-free. But as with the new science scholarships, the success of this effort depends upon our colleges and universities doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college. No school can afford to remain diffident when it comes to drugs. Because in the war on drugs, there are no non-combatants. 333

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. Your students -- like all students -- must be told that society will not tolerate the use of drugs. 333

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act.

The 1890 law inspired the creation of 17 historically black land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for historically black colleges and universities. P Each of these proposals will make a difference, improving your students, or your schools, or both.

This package went to the Hill in April. It's time for the Congress to act. Let's make this coming year one of change and progress in education. Let's strike a blow for excellence. Let's make passing this bill a top priority in Congress. 3333

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$300 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your

colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. 33

Education is our most enduring legacy, vital to everything we are and can become. 33

At the dawn of the industrial revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-on winner of the industrial age.

Now we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind. 33

We have the schools. We have the teachers. We have the students. And we have the will. And, working together, we will prevail.

Thank you. God bless you. And God bless America.

# # #

# INSERT "A"

To meet our new national goals, the Governors and I agreed that we must seek greater flexibility, and strengthen accountability, in the use of federal resources.

That doesn't mean we need a new bureaucracy, or more regulations from Congress controlling the way our schools and colleges get the job done. Our colleges are the best in the world because they epitomize what we mean by choice, competition and flexibility.

And once you recognize that -- then the way to close the disturbing gap between the performance of our colleges and the performance of our elementary and high schools is obvious. What's worked for you will work for them.

Our plan is called the Educational Excellence Act of 1989. And it's a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools.

It calls for choice -- using magnet schools to promote the same kind of healthy competition that flourishes among our college campuses. ~~And~~ like our top colleges, magnet schools will attract top students, and create a new incentive for educational innovation.

Magnet schools will bring new flexibility into our educational system, and promote quality education. But along with new flexibility we need new blood -- and alternative certification is an innovation that will expand the pool of talented teachers.

Our plan also aims to seek out excellence and reward it, and by doing so to promote competition and accountability. As with federal grants to our best universities, we will provide cash awards to our best schools -- to merit schools. These merit awards will not only boost the programs of schools with proven formulas for success -- but also boost the incentive for other schools to follow their lead.

Of course, "accountability" means more than merely rewarding those schools that turn resources into results. Schools at every level -- ~~elementary, secondary, and higher education~~ -- have to get control of costs that have exceeded inflation by far.

Your colleague Harold Shapiro, who has been president at both Michigan and Princeton, recently spelled out the bottom line: "We all have to be much more selective about what we do, and what we purport to do, if we have any hope of keeping the costs of education within the bounds that can reasonably be afforded by society."

One thing we can't afford is to fall behind the competition ~~in the training of~~ the educated work force, ~~future~~ challenges will require.

when it comes to

that

THE STATE UNIVERSITY OF NEW JERSEY  
**RUTGERS**



Office of the Vice President for Public Affairs and Development • New Brunswick • New Jersey 08903  
201/932-7741 • FAX: 201/932-8480

November 20, 1989

Mr. Robert E. Grady  
Associate Director  
Office of Management and Budget  
Old Executive Office Building  
17th Street and Pennsylvania Avenue, N.W.  
Washington, D.C. 20503

Dear Bob:

In case I don't reach you this morning by phone, I am asking my office to send you the enclosed material by fax.

When I arrived last night for the annual meeting of the National Association of State Universities and Land-Grant Colleges (NASULGC), I learned that President Bush will be addressing the meeting tomorrow at 11:00 a.m. That speech may be all locked up, but in case it's not, I thought the staff might find it useful to have the enclosed background on the Community Service program that Dr. Bloustein has been developing with the help and support of our alumnus and Trustee, Ray Chambers. Ray invited Ed to join him at the luncheon in New York last spring when the President announced his "Points of Light Foundation." I think the Rutgers proposal is a good example of how state universities can participate in the President's program. You may recall that Ed Bloustein served several years ago as Chairman of NASULGC.

I am looking forward to seeing you tomorrow for lunch. I still expect to be able to get to your office by noon, but President Bush's appearance obviously may delay me a little bit.

Sincerely,

*Donald B. Edwards*

Donald B. Edwards  
Vice President for Public Affairs  
and Development

Enclosures

cc: Chriss  
Winston  
FYI  
Bob G.

# COMMUNITY SERVICE



*A New Requirement  
for the  
Educated Person*

EDWARD J. BLOUSTEIN

*President  
Rutgers, The State University  
of New Jersey*



Office of University Publications  
New Brunswick, New Jersey

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# COMMUNITY SERVICE

## *A New Requirement for the Educated Person*

EDWARD J. BLOUSTEIN

I hope this 222d commencement of Rutgers, The State University of New Jersey, is as happy an occasion for you as it is for me. It should signify a provocative new beginning for you, another pivotal point in your life. You will now begin to employ the many gifts and talents you developed here toward the goals you choose to pursue. On behalf of all of us at Rutgers, let me congratulate you and your families on your many accomplishments and let me wish you well in your chosen pursuit.

Besides marking a new beginning for graduates, commencement provides us all with the occasion for rededication to some of the principles that enlarge and magnify what is best in each of us and in the human spirit generally. Today I want to talk about

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Address delivered on May 26, 1988, at the 222d Commencement Exercises, Rutgers, The State University of New Jersey, New Brunswick, New Jersey.

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two personal and political shibboleths of the 1980s, and ask you whether they make sense for any of us or for our nation.

I must confess to begin with, however, that, of recent years, I and many other college and university presidents have hesitated to express moral convictions because we felt we would be violating the principle of the moral neutrality of the university. This is, indeed, a most important principle and I would not risk abridging it.

But some of us have mistaken teaching for preaching. We certainly should not expound a moral creed; we should not ask that what we say be believed because of the authority of our offices. We abandon our calling, however, if we neglect, as too many of us do, moral teaching. What I mean is that, as university presidents, we must invite thoughtful discussion of moral issues as we invite it of any other substantive issue. We should not exact moral conformity of our students any more than we should of our faculty, but we should express our moral concerns, and ask our students, no less than our faculty, to consider them. That is what I intend to do now.

I put before you two tendencies of our time that I believe to be fundamentally wrong. They inhibit the satisfaction to be found in our private lives, and they

also impair the attainment of our public purposes. Think about them with me.

There is a distinct sense afoot in the nation that the battle against bigotry we began to wage so intensively in the 1960s has now been won. This is partly fed by the general reaction against some of the excesses of the '60s. It expresses as well, however, some discouragement after years of effort that our exertions have not been as fruitful as we would have liked. It also reflects a return to the simplistic notion that the strains associated with the clash of cultures we find ourselves experiencing would be dissolved, and a new strength of common purpose achieved, if only everyone would adopt the ways of the dominant white, male, anglo-Christian society. Finally, I suggest that attention to bigotry has waned because many of our nation's leaders have, in effect, declared that the war against it has been won, and have displaced its position in the national consciousness with other priorities.

The bitter fact is, however, that racism, sexism, homophobia, religious intolerance, fear of and animosity toward "foreigners," and such other forms of provincialism are still very much with us. They still eat at our nation's vitals. The differences among us will not simply go away, and our failure to accom-

moderate judiciously to them mars this nation's ability to achieve the greatness its political philosophy promises; it also impairs this university's capacity to achieve true distinction.

Declaring the war won when it has not been has had grave and unfortunate consequences. Among other things, it has emboldened the bigots among us, and this and other campuses, as well as other communities throughout the nation, have paid a painful price as a result.

The most compelling reason to accelerate the task of rooting out bigotry is that it unjustly and cruelly encumbers the lives of people and causes them pain. We must act aggressively and affirmatively, not to give those subject to victimization some special advantage, but simply to assure surcease from neglect and deprivation.

There is another reason to do so as well, however, a reason that is frequently neglected. Our failure to redress forms of oppression is not only unjust to those who suffer it, but it also impedes the advantage we might otherwise derive from the richness and strength that the differences among us offer.

Our nation is comprised of a more imposing assemblage of races, cultures, religions, and nationalities than the world has ever known. As a result, we have people-to-people connections with vir-

tually every life experience on the globe, linking us as no political ambassador ever could to all parts and all peoples of the world, from Africa to Europe, and now, ever more so, to Asia and South and Central America. This is surely a capability comparable in its significance for world leadership to productive factories and fertile fields, armed battalions, or nuclear warheads. Unfortunately, it has recently been gravely neglected.

In terms of the life of this university, our faculty and staff, and the men and women we enroll, come from an uncommonly broad range of backgrounds. They offer us as a university a unique strength in advancing the cause of liberal education.

Among other things, liberal education promises to overcome what the philosopher Francis Bacon called the Idols of the Den, the mistaken attachment to beliefs and values for no other reason than that they are our own. The very wide range of differences among us enables us to appreciate a breadth of knowledge, culture, and experience which takes us beyond the narrow confines of our individual beginnings. What could be more central to our educational mission!

Let me turn next to another contemporary shibboleth, a distortion of a concept central to the nature

of our democratic heritage: individualism. Of recent years it has become disturbingly fashionable for people to live as if the human condition were largely the product of personal choice and effort in the free marketplace of life, and as if greed and private wealth were sovereign virtues. The attitude is epitomized in two slang slogans. "I've got mine, Jack," and "I'm doing my own thing" have, unfortunately, found their way into our mores and gained currency as latter-day political articles of faith.

To be sure, human choice and effort are important and they do shape, to a significant degree, the human condition. And, of course, material goods contribute greatly to both the private and the public good.

But the naked pursuit of individual interest and material gain is a hopelessly inadequate source of personal satisfaction. It is also a thorough distortion of the ideal of civic virtue in the democratic state. Moreover, it is a dangerously obtuse response to the global condition in which we find ourselves.

This anemic ethic has flourished on ignorance and isolation. Born of a poverty of cultural imagination, it explains why so many among us are without material want, but are wasted and unfulfilled emotionally and spiritually. Proceeding from a xenophobic sense of self, it causes many of us to simp-

ly cut ourselves off from the poor, the dispossessed, and the downtrodden. It is that same form of self-absorption that allows us as a people to confuse those nations which recoil before our power from those which respect and admire our purposes.

All too often, as individuals and as a people, we act out the role of the Lone Ranger, riding the moral prairie alone in our righteousness, aloof from community and allies, at a remove from those who think and live differently than we do. We segregate ourselves in cocoons of homogeneity. Sometimes it takes the form of sequestered housing, sometimes that of seeking out schooling arrangements which isolate our children from the very communities they should come to understand and care for. Sometimes it takes the form of failing to consult valued allies. In some of our colleges and universities, it takes the form of neglect of the systematic study of foreign languages and culture. For individuals, colleges and universities, and for our nation, while there may be smug comfort in such isolation, it portends personal and political failure.

I believe that, as individuals and as a nation, we must substantially increase our effort to learn from and accommodate to those among us with different cultures and life styles. We who are educated must

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SENT BY: RUTGERS UNIV.

reach out to the uneducated; those of us who have a full measure of the world's wealth must hold out our hands and our hearts to those who lack even a bare portion of it. Giving is no less part of the good life than receiving. This truism is as sound a principle of foreign policy as it is of personal gratification.

Higher education already makes important contributions to teaching the virtues of sharing and caring, but I propose that we do more. I propose that we look at community service as a necessary component of the learning experiences which constitute a liberal education.

I am extremely proud of the several hundred Rutgers students who now work in the Rutgers Community Outreach program—tutoring students in the inner city schools, assisting in hospitals, serving meals to those who cannot serve themselves, acting as tour guides at local museums, and engaging in many other forms of community service. I congratulate the students at Rutgers College who have proposed community service courses that are now being adopted by our faculty. I urge that we consider going one step further by making service to others a requirement of the undergraduate liberal arts degree.

Everyone would agree, I am sure, that such service would contribute greatly to the communities in which our universities live and are nourished. In these

terms, student commitment to community service would constitute a partial return to the commonweal of what they received from it.

Such service as part of an undergraduate education would have a much broader significance, however. It would constitute a valued ingredient of liberal education. It would help educate our students to the world of the sick and the aged, the world of the deprived and dispossessed, a world which looms before us and which we can no longer continue to neglect except at our moral and political peril.

This and other American universities must now explore ways to enlarge the liberal component of education by instituting a requirement of civic service. Even if we were to suppose that some portion of the student body might undertake it unwillingly, without compassion, or with disdain for its ethical quality, it would find justification in the expansion of the horizons of feeling and experience it would afford. Would it be very different from requiring our students to read and write in terms some of them will never thereafter have need or appreciation for? Why not an introduction into social and cultural literacy, reflecting our time and place, as well as an introduction into mathematical, aesthetic, or historical analysis?

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I hope I have given you some reason to believe that the campaign against bigotry deserves once again to be put at the very center of our national agenda, and at the very center of this university's agenda as well. Let our diversity be seen for what it is, a source of our strength, not of our weakness.

But nurturing it requires that we abandon the shallow image of individualism that has recently been in the ascendent, in favor of a more robust one. We must rediscover, as a nation and within this university, the satisfactions of caring for others as we would have them care for us; we must rediscover and teach civic responsibility as a liberalizing art. I believe that, in finding ways to modulate our individualism with altruism, we will thereby foster greater individual gratification, and bring ourselves into greater harmony with an increasingly heterogeneous and tumultuous world.

THE WHITE HOUSE  
WASHINGTON

November 17, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:           CHRISS WINSTON *CW*  
FROM:               EDWARD McNALLY *EM*  
SUBJECT:           REMARKS FOR THE NATIONAL ASSOCIATION OF STATE  
                     UNIVERSITIES AND LAND-GRANT COLLEGES

I.    SUMMARY

Attached for your consideration and review are draft remarks for Tuesday morning's address to the National Association of State Universities and Land-Grant Colleges.

II.   DISCUSSION

At 11:15 a.m. on Tuesday, November 21, 1989, you are scheduled to arrive at the J.W. Marriott Hotel to address an audience of approximately 1,200 university presidents, vice-presidents, and deans. Your speech will be on TelePrompter.

The attached remarks emphasize your commitment to education, and salute the extraordinary accomplishments of America's state universities and land-grant colleges.

The remarks note that while our system of higher education is second to none, our elementary and secondary schools are struggling, and need help in order to ensure that colleges can continue to rely on a talented and educated pool of new students. The remarks also note your personal commitment to historically black colleges and universities, to drug-free schools, and to bolstering our science programs -- and include a call on Congress to pass your education package, so that progress can be made on all these fronts.

McNally/Simon  
November 17, 1989  
Draft Three (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND CHAIRMAN OF THE ASSOC.]], for those kind words. It's always a pleasure to see Secretary Cavazos whose doing such outstanding work on behalf of American education. And thank you, all of you, for your warm welcome and for the important work you do in educating our nation's youth -- the promise of America, and the promise of the future.

I am very pleased and honored to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-making. On yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial, slamming the speaking skills of their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. \\\

It was Abraham Lincoln who, one year earlier, signed the Morrill Act into law, launching the great land-grant colleges, and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation. Step by step, side by side, the strength of America depends on the strength of our youth -- and the strength of our youth depends on the strength of your schools.

And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised. Another high-yield benefit for America.

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions gave birth to the world's first atom smasher, digital computer,

and America's first orbiting satellite. Your researchers developed many of today's "wonder drugs" and the first artificial heart. America is moving forward because you are moving forward.

Your institutions are filled with powerful examples of what is right about education in America. And many of those examples were cited by your Governors at the Charlottesville Summit earlier this fall, as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." \\\

Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

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flexibility, enhance accountability, and restructuring toward a results-oriented system.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you. And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, President of Cornell University -- examples all of the kind of world-class reputations your member schools have attained.

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This package went to the Hill in April. It's time for the Congress to act. **Let's make this coming year one of change and progress in education. Let's strike a blow for excellence. Let's make passing this bill a top priority in Congress.** \\\\

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$300 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your

colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. \\

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We have the schools. We have the teachers. We have the students. And we have the will. And, working together, we will prevail.

Thank you. God bless you. And God bless America.

# # #

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 11/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 11/17/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <i>Coming</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 2:00 PM, Friday, November 17, with a copy to my office. Thank you.

RESPONSE:

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

*It's always a pleasure to see ~~an outstanding Secretary~~ of ~~Education~~ whose Secretary Carozos who ~~is~~ <sup>has</sup> ~~done~~ <sup>done</sup> ~~an~~ <sup>an</sup> ~~outstanding~~ <sup>outstanding</sup> efforts on behalf of American education work*

1989 NOV 16 PM 3:59

McNally/Simon  
November 16, 1989  
Draft Two (B:LAND)

*Carozos reference*

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:15 A.M.

Thank you, Dr. Chase Peterson [[UNIV. OF UTAH PRESIDENT, AND CHAIRMAN OF THE ASSOC.]], for those kind words. And thank you, all of you, for your warm welcome and for the important work you do in educating our nation's youth -- the promise of America, and the promise of the future.

I am very pleased and honored to have this opportunity to come by in person to tell you just how important I believe your work is.

I come during an auspicious week for Presidential speech-making. On yesterday's date in 1863, the Republican-owned Chicago Times ran an editorial, slamming the speaking skills of their home-state President, Abraham Lincoln.

It read: "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who had to be pointed out to intelligent foreigners as the President of the United States." Of course, the speech they were so worked up about was the Gettysburg Address. \\\

It was Abraham Lincoln who, one year earlier, signed the Morrill Act into law, launching the great land-grant colleges, and a uniquely American philosophy towards higher education.

America's state universities and land-grant colleges opened the door of opportunity to millions of talented kids whose

backgrounds might otherwise have precluded their advancement and education. It marked the first time in American history -- in world history -- that people of every background were given a chance to prove their abilities through higher education.

Your institutions have continued to successfully evolve, ~~often~~ ~~times~~ ~~more~~ ~~than~~ ~~any~~ ~~of~~ ~~your~~ ~~counterparts~~, because you have always been there to address the needs of each sector, maturing as universities as America has matured as a nation.

And the "pay-back" has been terrific. Today, America's state universities and land-grant colleges furnish much of the modern skills needed to operate the world's richest economy -- as well as the traditional research that has boosted American agriculture for more than one hundred years.

More than a century ago, Iowa State University became the first agricultural college to "go to the farmers." And the legacy of its innovative program is the modern Cooperative Extension Service, one of the most practical and cost-efficient federal programs ever devised. *Another high-yield benefit for America.*

Like America's bountiful harvests, America's system of higher education is the envy of the world. Your institutions gave birth to the world's first atom smasher, digital computer, and America's first orbiting satellite. Your researchers developed many of today's "wonder drugs" and the first artificial heart. *America is moving forward because you are making forward.*

Your institutions are filled with powerful examples of what is right about education in America. And many of those examples

were cited by your Governors at the Charlottesville Summit earlier this fall, as we worked together to address the changing challenges in American education.

I noticed that William Fishback of the University of Virginia had a talk here yesterday on -- and I quote -- "Coping with an Educational Summit: How to Survive President Bush, 49 Governors, the News Media and Other Strangers on Campus." \\\

Now that's a 20-word title, and I know some of you plain-speaking educators would want to edit it down. But with my luck, the condensed version would be "How To Survive President Bush."

And if Mr. Fishback thought it was rough -- he should talk to U.<sup>A.</sup> Va.'s president, your colleague <sup>Bob</sup> ~~Robert~~ O'Neil. <sup>Bob's</sup> ~~Robert's~~ Virginia hospitality was so gracious that it was two days before Barbara and I realized we had evicted him from his house. \\\

The Summit marked only the third time in our nation's history that America's Governors were called together to address <sup>a</sup> one specific challenge. **It was an important beginning -- but only a beginning.** In the weeks since, my Administration, and your Governors, have been working hard <sup>ON THE COMMITMENTS MADE AT</sup> to ~~establish national~~ <sup>CHARLOTTESVILLE to set national goals, achieve greater flexibility, enhance</sup> ~~priorities on many issues -- choice and competitiveness, teaching~~ <sup>and restructuring toward a</sup> ~~quality, accountability, flexibility, tougher standards, and~~ results-oriented systems.

This organization -- this very room -- holds a vast body of expertise and experience in tackling these issues. For those of you who are already working with your Governors, I thank you.

And for those who have not yet had that opportunity, I invite you, I urge you, to lend your voices to this critical dialogue.

Later today, I will be meeting with my newly created President's Education Policy Advisory Committee. And I will look forward to hearing from three of your members who are on the committee -- Lamar Alexander, President of the University of Tennessee, Joe Nathan of the University of Minnesota, and Frank Rhodes, <sup>President of</sup> ~~whose~~ Cornell University was recently ranked with Cal Berkeley, U.C.L.A., Michigan, North Carolina, and Virginia as one of the best in the nation -- <sup>set</sup> ~~examples~~ all of the kind of world-class reputations your member schools have attained. ~~Here is a link.~~ ~~Get it here.~~

America's colleges and universities are the best in the world. But many doubt whether the same can still be said of our elementary and <sup>secondary</sup> ~~high~~ schools.

~~Today, millions of young Americans never make it to your doorways. They drop out of school -- and the American mainstream -- long before it's time to take the SAT's. And in the long tradition of federal support for state colleges, more and more educators are saying that one of the best ways the federal government can ensure the continued excellence of higher education, is to go back to basics -- and aid the effort to make sure more of our kids make it to your colleges -- and to make sure that when they come -- they come prepared. \\\~~

Earlier this month, a survey of more than 5,000 professors only served to confirm what each of you already knows -- that many of today's freshman are simply not prepared in the basics,

forcing a lowering of standards in higher education, and forcing you to spend too much time and money teaching students what they should have learned in high school. *We need a renewed emphasis on the basics because when students arrive at your doors, they should be prepared.*

Last April, we sent Congress our Educational Excellence Act, a critical first step in the effort to reverse the fortunes of our struggling elementary and secondary schools. It calls for *recognize and reward improved performance.* merit schools, to ~~single out excellence and reward it.~~ Magnet schools, an important instrument of choice. And alternative certification, a way to expand the pool of talented teachers.

One of its most significant initiatives seeks to bolster an effort that many of you have been in the forefront of -- the effort to revitalize campus interest in the study of *math and* ~~science, and technology.~~ We've proposed a new, nationwide program of *math and* science scholarships for our best high school seniors. 570 national science scholars *would* ~~will~~ receive up to \$10,000 a year for four years, to be used at the college of their choice.

Many of those colleges are likely to be your colleges, and many of you have already launched programs that will complement this new effort.

Another part of our proposal calls for emergency urban grants to help our hardest hit school districts become drug-free. But as with the new science scholarships, the success of this effort depends upon our colleges and universities doing their part.

We can't give our students one message while they are in elementary and high school and another when they start college.

No school can afford to remain diffident when it comes to drugs.

**Because in the war on drugs, there are no non-combatants.** \\\

Land-grant colleges -- like all colleges -- and state universities -- like all universities -- must take a stand. Your students -- like all students -- must be told that society will not tolerate the use of drugs. \\\

There is one, final part of our education package that has special importance to me, and a special place with this group as we approach the centennial of the second Morrill land-grant Act.

The 1890 law inspired the creation of 17 historically black land-grant colleges in Southern and border states -- schools that changed the lives of millions of young men and women by replacing traditional roadblocks with avenues of opportunity.

But not all the roadblocks are gone. Endowments at these vital institutions lag far behind many other schools. And so we've proposed expanded federal help in the form of matching endowment grants for historically black colleges and universities. Each of these proposals will make a difference, improving your students, or your schools, or both.

This package went to the Hill in April. It's time for the Congress to act. **Let's make this <sup>coming year</sup> ~~a~~ year <sup>one</sup> of change and progress in education. Let's strike a blow for excellence. Let's <sup>pass</sup> passing this bill now. \\\** *a top priority in Congress.* ?

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$<sup>300</sup>250 million increase for Head

Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. \\

**Education is our most enduring legacy, vital to everything we are and can become.** \\

At the dawn of the industrial revolution, the schools you represent stepped forward and fueled the education and research that rocketed America from a frontier nation to the frontiers of space, the hands-on winner of the industrial age.

**Now we stand at the dawn of a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind.** \\

~~Thanks to your hard work, and those who came before you, we are well-equipped to meet these challenges.~~

Thank you. God bless you. And God bless America.

# # #

We have the schools. We have the teachers.  
We have the students. And we have the  
will. And, working together, we will prevail.

THE WHITE HOUSE

WASHINGTON

November 17, 1989

Memorandum to Chriss Winston

From: Jim Pinkerton

Subject: Association of State Universities

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pg. 7, para. 4, lines 1-4 "...a new age, an age in which the triumphant will be not those who master the potential of the machine -- but rather -- those who master the potential of the mind."

We particularly liked this conclusion of the draft. The notion of a new age -- a new paradigm -- and the invocation of the knowledge-based economy, has the virtues of optimism, forward-looking vision, and, not least, truth. It casts the President in a light that the public would be pleased to see more of.

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89 OCT 17 P5: 32

McNally's comments:  
Proposed new "appliance lines." ✓

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*(comes from)* Step by step, side by side, the strength of America  
~~is~~ the strength of our youth -- and the strength of our  
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Each of these proposals will make a difference, improving your students, or your schools, or both. [[And I am proud to say that just last week -- miraculously and essentially intact -- our Educational Excellence Act was passed by the United States Senate.]] \\\

This package went to the Hill in April. It's time for the House to act. Let's make this a year of change and progress in

**education. Let's strike a blow for excellence. Let's pass this bill now. \\\**

None of these efforts will be a panacea for every ill that confronts our educators. And they don't stand alone. Other initiatives include this year's \$250 million increase for Head Start, the new tax-free college savings bond program to help our low- and middle-income families send their children to your colleges, and continued progress towards our goal of doubling the budget of the National Science Foundation -- supporting thousands of individual researchers at colleges and universities -- by 1993. \\\

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