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# FOIA MARKER

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

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**OA/ID Number:** 13512  
**Folder ID Number:** 13512-008

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**Folder Title:**  
Address to National Association of State Universities & Land-Grant Colleges 11/21/89 [OA 3540][2]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>25</b>	<b>6</b>	<b>6</b>	<b>4</b>

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**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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PINKERTON</u>	<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:

*RBA*

89 OCT 17 6:00 PM

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

1989 NOV 16 PM 3.59

McNally/Simon  
November 16, 1989  
Draft Two (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. 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, oftentimes 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.

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.

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.Va.'s president, your colleague Robert O'Neil. 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 CHARLOTTESVILLE RELATING TO NATIONAL GOALS, GREATER FLEXIBILITY AND ENHANCE ACCOUNTABILITY, AND RESTRUCTURING TOWARD A MORE</sup> ~~to establish national priorities on many issues -- choice and competitiveness, teaching 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 -- 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 <sup>SECONDARY</sup> ~~high~~ schools.

*INSERT  
A*

~~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. \\\~~

*STUDENTS ARRIVE AT YOUR DOORS  
Should be*

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. \* INSERT A

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 ~~single out excellence and reward it.~~ <sup>RECOGNIZE AND REWARD IMPROVED PERFORMANCE.</sup> 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 <sup>MATH,</sup> science and technology. We've proposed a new, nationwide program of <sup>MATH AND</sup> science scholarships for our best high school seniors. 570 national science scholars 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 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

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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.

# # #

THE WHITE HOUSE  
WASHINGTON

November 17, 1989

MEMORANDUM FOR CHRISS WINSTON  
DEPUTY ASSISTANT TO THE PRESIDENT  
FOR COMMUNICATIONS

FROM: FREDERICK D. NELSON *FON*  
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: Association of State  
Universities and Land Grant Colleges

The Counsel's Office has no legal objection to the  
above-referenced Presidential Remarks.

cc: James W. Cicconi

67:02 71 100 89

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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	<input checked="" type="checkbox"/>	<input type="checkbox"/>		UNTERMAYER		<input type="checkbox"/>	<input type="checkbox"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<u>PINKERTON</u>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		_____		<input type="checkbox"/>	<input type="checkbox"/>
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 Assistant to the President  
 and Deputy to the Chief of Staff  
 Ext. 2702

1989 NOV 16 PM 3.59

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

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come by in person to tell you just how important I believe your  
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DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <span style="color: red; font-size: 2em;">→</span>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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**RESPONSE:**

See Comments  
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James W. Cicconi  
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*May want to mention Sec. Cavazos attending.*

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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.

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 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 science and technology. We've proposed a new, nationwide program of science scholarships for our best high school seniors. 570 national science scholars 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.

Sec. Cavazos  
will complete  
next week -  
his 5th + final  
regional strategy  
Mtep. on  
Choice.

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.

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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

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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.

# # #

**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"/>
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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PINKERTON</u>	<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:

*Please see comments*

*pp. 1, 2, and 6.*

*11/17/89*

89 OCT 17 P3:03

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

1989 NOV 16 PM 3.59

McNally/Simon  
November 16, 1989  
Draft Two (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. 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.

*shame?*  
It read: "The cheek of every American must tingle with  
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were so worked up about was the Gettysburg Address. \\\

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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,~~ <sup>succeeded</sup> oftentimes ~~more than any of your counterparts,~~ <sup>where</sup> ~~because you have~~ <sup>never, precisely,</sup> 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.

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.

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

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*Congress will likely be out of session. Also, one of our own on the senate side halting it (p)*

*coming*

*as a top priority when Congress returns*

*make passing in Congress.*

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VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PINKERTON</u>	<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"/>
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RESPONSE: *See comments*

89 OCT 17 2:09 PM

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

1989 NOV 16 PM 3.59

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

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I am very pleased and honored to have this opportunity to  
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I come during an auspicious week for Presidential speech-  
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Moller  
x 3060

UVA's  
^

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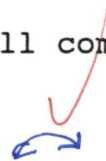
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Mar. 28/04

Expanded use of Magnet



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**this bill now.** \\\

*man 4/8/04*  
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RESPONSE:

*OK. S.R.*

89 OCT 17 AID: 54

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

1989 NOV 16 PM 3.59

McNally/Simon  
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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.

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.

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

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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, 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 -- 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 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. \\\

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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.

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 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 science and technology. We've proposed a new, nationwide program of science scholarships for our best high school seniors. 570 national science scholars 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 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. \\

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.

# # #

McNally/Simon  
November 15, 1989  
Draft One (B:LAND)

PRESIDENTIAL REMARKS: ASSOC. OF ST. UNIV. & LAND GRANT COLLEGES  
J.W. MARRIOTT HOTEL, WASHINGTON, D.C.  
TUESDAY, NOVEMBER 21, 1989, 11:00 A.M.

Thank you, Dr. Chase Peterson, 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 pleased that you have already had a chance to hear from Secretary of Agriculture Clayton Yeutter, Dr. Allan Bromley, my science advisor, Bonnie Newman, who helps run the White House for me, and others on our team who are working so hard to see that America's educational system remains second to none.

And although they've addressed some of our proposals in detail, 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.

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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.

And unlike some of those Eastern, Ivy-League schools -- you know the ones I'm talking about -- the state and land-grant colleges have never been accused of living in ivory towers, cut off from real-life America. 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.

other examples  
(insert on next page)

*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.*

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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 science and technology. We've proposed a new, nationwide program of science scholarships for our best high school seniors. 570 national science scholars 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.

My own alma mater -- yes, one of those Eastern, Ivy-League places -- benefitted greatly from the Morrill Act when some

states opted to earmark land-grant responsibilities to private universities. And last year Yale unveiled a plan to bolster science programs by requiring all freshman to take two natural-science courses. The goal is not only to draw more students into eventually becoming science majors, but also to increase the science literacy of all students.

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. Too many colleges and universities have remained diffident when it comes to drugs. But 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. At the University of North Carolina, the policy is stated with ringing clarity: "~~Drug abuse will not be tolerated by the University and...those who persist in such unacceptable conduct will be punished.~~"

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.

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*The message is simple. Your students must be told that society will not tolerate the use of drugs.*

*You need to adopt tough, unequivocal policies, like those*

*2*

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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. [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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Education is our most enduring legacy, vital to everything we are and can become. \\ ~~I come here to encourage your participation in the political debate on education, to salute the extraordinary achievements of the institutions you represent, and to wish you Godspeed in meeting the opportunities ahead.~~

God bless you, and God bless America.

# # #

*Work Together!!!*