

Originally Processed With FOIA(s):

FOIA Number:

S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

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

OA/ID Number: 13522
Folder ID Number: 13522-010

Folder Title:
PTA Legislative Conference 3/5/90 [OA 4728]

Stack:	Row:	Section:	Shelf:	Position:
G	25	6	7	7

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 5, 1990

REMARKS BY THE PRESIDENT
TO THE NATIONAL PTA LEGISLATIVE CONFERENCE

The East Room

2:33 P.M. EST

THE PRESIDENT: Undersecretary Sanders and Roger Porter, distinguished guests, and Ann, especially to you and the leaders of the PTA, welcome to the East Room of the White House. Barbara and I are delighted that you're here. It's been said that education is what remains when we've forgotten all we've been taught. By this reckoning, I guess I've become quite a scholar over the years. (Laughter.)

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who never get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work with the PTA all across this country. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers. The men and women of the PTA have struggled to make this nation fully educated. And you've for years been a strong voice in support of standards of higher achievement.

Well, I'm here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.

As you know, I met with the governors last fall at an education summit -- the first of its kind. And, at Charlottesville, we forged a national compact on education reform. We resolved to put progress ahead of partisanship, the future before the moment, and our children before ourselves. And I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: The time for rhetoric is past. The time to seek results at hand.

We did not meet for yet another conference, more speeches, more white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

And as I speak just a week and a half after the governors' meeting, I am pleased to announce that a United States delegation headed by Governor -- former Governor Tom Kean is on its way to a "World Conference on Education for All" way over in Thailand. And I have charged them to share America's commitment to, and enthusiasm for, education reform. Both Barbara and I look forward to hearing from these delegates when they return. By the way, two of the delegates -- Tom Kean and Jim Duffy from Project Literacy U.S. have something in common with Ann -- with Ann Lynch --

MORE

MS. LYNCH: You only need to stand for one president, not for me. (Laughter.) Mr. President, we wanted to take this occasion, because it's not often that groups such as ours get to come to this East Room, to correct a wrong that we think has caused some difficulty in your family.

Several years ago, Mrs. Bush received a national honorary membership from the National PTA. (Laughter.) And since we believe strongly that it takes two to really provide good parenting, when there are two in the family, we felt to put you on an even keel and to express our appreciation for being truly the Education President and for sharing the time and energy and enthusiasm in a world that has so many other problems and excitement for you, that you have taken this time for education, we would like to make you a member, an honorary member, of the National PTA. (Applause.)

THE PRESIDENT: Thank you very much.

END

2:48 P.M. EST

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 5, 1990

REMARKS BY THE PRESIDENT
TO THE NATIONAL PTA LEGISLATIVE CONFERENCE

The East Room

2:33 P.M. EST

THE PRESIDENT: Undersecretary Sanders and Roger Porter, distinguished guests, and Ann, especially to you and the leaders of the PTA, welcome to the East Room of the White House. Barbara and I are delighted that you're here. It's been said that education is what remains when we've forgotten all we've been taught. By this reckoning, I guess I've become quite a scholar over the years. (Laughter.)

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who never get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work with the PTA all across this country. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers. The men and women of the PTA have struggled to make this nation fully educated. And you've for years been a strong voice in support of standards of higher achievement.

Well, I'm here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.

As you know, I met with the governors last fall at an education summit -- the first of its kind. And, at Charlottesville, we forged a national compact on education reform. We resolved to put progress ahead of partisanship, the future before the moment, and our children before ourselves. And I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: The time for rhetoric is past. The time to seek results at hand.

We did not meet for yet another conference, more speeches, more white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

And as I speak just a week and a half after the governors' meeting, I am pleased to announce that a United States delegation headed by Governor -- former Governor Tom Kean is on its way to a "World Conference on Education for All" way over in Thailand. And I have charged them to share America's commitment to, and enthusiasm for, education reform. Both Barbara and I look forward to hearing from these delegates when they return. By the way, two of the delegates -- Tom Kean and Jim Duffy from Project Literacy U.S. have something in common with Ann -- with Ann Lynch --

MORE

they're all members of my Education Policy Advisory Committee. And Ann, I do want to thank you for your hard work with this group. We have a good one, this is a working group.

And so as the nations of the world gather this week to discuss goals, we're getting to work right here at home to ensure a bright future for our children and our country. We've got to meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. And, of course, preparing children for school is a historic responsibility of parents. But where parents are absent or where they're unable to help, we need to provide the right kind of assistance to help children, especially in those early years. And that's why I proposed a record funding for Head Start.

Second: High school graduation rates have improved, but I think we'd all agree they're still unacceptably low. And so we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of the students.

Third Goal: We will expect that every child can learn and raise our expectations of what they can accomplish. When our children leave the "transition grades" of four, eight and twelve, -- it is not too much to expect that they will read at the fourth grade level, and the eighth grade level, and then the twelfth grade level. And it's not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Forth: When it comes to math and science, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, we will accept only one prime number -- Number One in the world.

Fifth: Every American adult must be literate and have the skills needed to compete in a global economy. This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. And there's no reason that education should end with the conferral of a diploma.

And of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader of the campaign for literacy for eight years now. And through her, I have learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our sixth and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. You're looking at one who studied Latin for four years -- don't remember a thing -- (laughter) -- except that it is no coincidence that the words civil and civilization come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself really is in danger.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into exactly the same mold. The governors impressed on me the need for flexibility.

Last year I met with many teachers to prepare for the education summit. And I was told no two students are exactly alike, and no two schools face exactly the same challenge. And so, while we work to develop appropriate measures and to monitor progress, you must work, school by school, class by class, child by child. To

raise scores is important, but no statistic can match the thrill of watching the brightening face of a learning child.

And yet, when too many strings are attached to federal funding and by the states, educators and students alike are treated like puppets. And so I promise to continue to work with the governors and Congress to cut you loose from excessive federal regulation.

In return for greater flexibility, we will seek, of course, accountability. Accountability begins when we quit kidding ourselves.

We must stop measuring our efforts by what goes into our schools and start measuring our efforts by what comes out of them. So we will no longer grade ourselves by dollars spent, classrooms filled, chairs occupied -- no more "A's for effort." We must have the courage to be graded on our results -- just like our children. In a very real sense, we will be graded along with our children.

Again, these are not just my goals or the Bush administration goals, nor are they the handiwork of the governors alone. These are the national goals, and it will take an act of national will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, the teachers -- know where we're going. And to make these goals work, I'm asking you to rethink school procedures and course requirements, even that challenge the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age -- traditions of discipline that should be strengthened. But when hallowed tradition proves to be hollow convention, then we must not hesitate to shatter tradition.

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, to you leaders, much in the same way we expect our cities to provide electricity or water or some other service. Education is not a utility. Education is a national mission. It really must include the parents. And that's why we need the leadership of this marvelous organization, the PTA.

After all, a school program can't kiss away the pain from an injured knee. And a school program won't calm the fears of a child about to get a first shot. And a school program alone can't instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

And you can best reach all the parents of America. You can recruit them as educators, not just for their pre-school children, but to help their children do their homework all the way through school.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. And there is no organization in America that can reach as many schools and as many parents as you can -- not state governments, and really not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

And so what I wanted to do was to come over here today to this lovely East Room -- Barbara at my side, because I think we would all agree she's doing a great job out there in this literacy -- (applause) -- what we both wanted to do was to come over here and say that for all that you do, and for all that you will do, you have our most sincere thanks. God bless you and God bless the United States of America. Thank you very much. (Applause.)

MS. LYNCH: You only need to stand for one president, not for me. (Laughter.) Mr. President, we wanted to take this occasion, because it's not often that groups such as ours get to come to this East Room, to correct a wrong that we think has caused some difficulty in your family.

Several years ago, Mrs. Bush received a national honorary membership from the National PTA. (Laughter.) And since we believe strongly that it takes two to really provide good parenting, when there are two in the family, we felt to put you on an even keel and to express our appreciation for being truly the Education President and for sharing the time and energy and enthusiasm in a world that has so many other problems and excitement for you, that you have taken this time for education, we would like to make you a member, an honorary member, of the National PTA. (Applause.)

THE PRESIDENT: Thank you very much.

END

2:48 P.M. EST

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/01/90 ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 p.m. Friday 03/02

SUBJECT: PRESIDENTIAL REMARKS: PTA LEGISLATIVE CONFERENCE
(02/26 draft two)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN <i>coming</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER <i>coming</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN <i>WCB</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>WCB</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES WCB <i>P.H ED.</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"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ANDERSON <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
 Please provide any comments/recommendations directly to Chriss Winston by 2:00 p.m. on Friday, with a copy to my office.
 Thanks.

RESPONSE:

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

1990 FEB 28 PM 3:17

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

Under Sect. Sanctions *Bates*

((~~Secretaries Cavazos~~, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards ~~and work in the classrooms of America~~ *of AMERICAN PARTNERS AS*. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** ~~campaign~~ *effort* to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; **and that the vision of the PTA is now the vision of America.**\\\

As you know, ~~I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform.~~ ^{for good} We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we ~~are~~ agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To ~~redeem~~ ^{ensure a bright future for} the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where ~~support for children is absent,~~ ^{parents are} ~~society has an obligation to step in, and to~~

~~or unable to help,~~ we need to provide the right kind of assistance to help children, especially in the early years.

PORTER
INSERT

As the nation's week to discuss goals, we are getting to work at home

KRISTEN

~~step in as early as possible. And that is why I proposed record funding for Head Start.\\~~

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: ~~We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve.~~ *We will expect that every child CAN LEARN + RAISE OUR EXPECTATIONS OF WHAT THEY CAN ACCOMPLISH. We will show our respect by giving them the high standards of achievement they deserve.*

So when our children leave the "transition grades" of four, eight and twelve -- ~~it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.~~ *they will DEMONSTRATE THE*

* KRISTEN - DO WE LOSE SOMETHING HERE?

Fourth: When it comes to math and the ~~hard~~ sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\

LITERATE AND HAVE THE SKILLS NEEDED TO COMPETE IN A GLOBAL ECONOMY.

Fifth: Every American adult must be skilled and literate.

This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

JP
88

ourselves. ^{W MUST} ~~It begins when we stop~~ measuring our efforts by what goes ^{STARTING} into our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." ^(BOLD) We must have the courage to be graded by ^{BY} our results - just like our children. (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink ~~every~~ school procedures and course requirements, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. ~~And~~ ^{--- TRADITIONS OF DISCIPLINE THAT SHOULD BE STRENGTHENED} where hallowed tradition ^{BUT} proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

^{AND THAT IS WHY WE NEED THE LEADERSHIP OF THE PTA}
~~AND THAT IS WHY WE NEED THE LEADERSHIP OF THE PTA~~
 YOU CAN BEST REACH ALL THE PARENTS OF AMERICA —
 AND RECRUIT THEM AS EDUCATORS — NOT JUST FOR THEIR PRE-SCHOOL CHILDREN, BUT TO HELP THEIR CHILDREN DO THEIR HOMEWORK ALL THE WAY THROUGH HIGH SCHOOL.

MOVE TO PAGE 16

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

Move P5 inserts to here. → The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that ~~is~~ can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

#

#

THE WHITE HOUSE

WASHINGTON

March 2, 1990

MEMORANDUM FOR CHRISS WINSTON

Deputy Assistant to the President for
Communications

FROM: BRENT O. HATCH *BH*
Associate Counsel to the President

SUBJECT: Presidential Remarks -- PTA Legislative Conference

This is to confirm our telephone call to your office this afternoon that the Counsel's office has reviewed the above-referenced Presidential remarks. We have no legal objections.

Thank you for the opportunity to review this matter.

cc: James W. Cicconi

90 FEB 2 11:36

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/01/90 ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 p.m. Friday 03/02

SUBJECT: PRESIDENTIAL REMARKS: PTA LEGISLATIVE CONFERENCE
(02/26 draft two)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input 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>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations directly to Chriss Winston by 2:00 p.m. on Friday, with a copy to my office. Thanks.

RESPONSE:

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

1990 FEB 28 PM 3:17

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** campaign to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to

step in as early as possible. And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, we will accept only one prime number -- Number One in the world.\\\

Fifth: Every American adult must be skilled and literate.

This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our **sixth** and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endanger.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress with national tests -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress to **cut you loose from excessive regulation.**\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding

ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results** - - **just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that is can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

#

#

THE WHITE HOUSE

WASHINGTON

March 2, 1990

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER

SUBJECT: PTA Legislative Conference

The focus on national education goals in the draft PTA remarks will be contribute to including parents and teachers in the national dialogue. There is one timely insert and several suggested word changes which may add to the message.

Possible Insert

On March 5, the World Education Conference on Education for All begins in Thailand and Governor Tom Kean is heading the U.S. delegation. A possible reference to this event might be appropriate (suggested insert on page 2, following para. 4):

(AS I SPEAK) JUST
"And today, one week after the Governors meeting, ~~and as we speak,~~ I am pleased to announce that an United States delegation headed by Governor Tom Kean is on its way to a World Conference on Education for All in Thailand. ~~Their charge is to share with~~ *from I have chosen them to* the 160 countries which will be represented there, ~~America's~~ *THAT* commitment to this new era in education reform. Both Barbara and I look forward to hearing from the delegates when they return. [By the way, two of the delegates -- Tom Kean and Jim Duffy from Project Literacy U.S. have something in common with Ann Lynch . . . they are all members of my Education Policy Advisory Committee. *And* Ann, I thank you for your ~~fine~~ *especially want to* work ~~on~~ *hand* this group.]" *WITH*

"As the nations of the world gather this week to discuss *education* goals, we are getting to work at home. To redeem the future . . ."

Page 2, last para.

We suggest substituting the following language beginning in the second to last sentence:

the kind right kind of
"But where parents are absent or unable to help, we need to provide ~~appropriate~~ assistance to help ~~our~~ children, especially in the early years."

90 FEB 30 P 3: 10

I have changed them to show Ann's commitment to and enthusiasm for, education reform.

Page 3, para. 2

We suggest clarifying the goal statement, possibly as follows:

"We will have high expectations of what our children can learn and accomplish. So when our children leave the 'transition grades' of four, eight, and twelve, they will demonstrate the appropriate mastery of . . ."

Page 3, para 3

✓ We suggested substituting the word "science" for "the hard sciences."

Page 4, para. 3

✓ We suggest the following language in lines four through six as there are open questions regarding the measurement process:

✓ "And so, while we work to develop appropriate measures and to monitor progress . . . To raise scores is important."

Page 4, para. 4

✓ We suggest inserting "the Governors" following "continue to work with."

Page 5, para. 2

✓ We suggest the following changes for line 4:

✓ "to rethink school procedures and course requirements."

Please let me know if you have any questions on these comments or if I can help in any way.

MARK EDITS

Davis/Martin
Title: PTA2
Date: March 2, 1990
Draft: Three

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

((Under-Secretary Sanders, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** effort to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; **and that the vision of the PTA is now the vision of America.**\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we forged a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we agreed: **The time for rhetoric is past. The time to seek results is at hand.**\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

And as I speak just one week after the Governors meeting, I am pleased to announce that an United States delegation headed by Governor Kean is on its way to a World Conference on Education for All in Thailand. I have charged them to share America's commitment to and enthusiasum for, education reform. Both Barbara and I look forward to hearing from the delegates when they return. (By the way, two of the delegates -- Tom Kean and Jim Duffy from Project Literacy U.S. have something in common with Ann Lynch. ^{!!!} they are all members of my Education Policy

Advisory Committee. And Ann, I ^{esp. want to} thank you for your hard work with this group.)

So As the nations of the world gather this week to discuss goals, we are getting to work at home. To ensure a bright future for our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where parents are absent or unable to help, we need to provide the right kind of assistance to help children, especially in the early years. And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will expect that every child can learn and raise our expectations of what they can accomplish. When our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the science, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to

math and science achievement, we will accept only one prime number -- Number One in the world.\\\

Fifth: Every American adult must be literate and have the skills needed to compete in a global economy. This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader of the campaign for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our **sixth** and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is in danger.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while

we work to develop appropriate measures and to monitor progress, ~~policy makers measure progress~~ -- you must work school by school, class by class, child by child. To raise scores is important. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding and by the states, educators and students alike are treated like puppets. So I promise to continue to work with the ~~Governors~~ and Congress **to cut you loose from excessive regulation.**\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding ourselves.

We must stop measuring our efforts by what goes **into** our schools, and start measuring our efforts by what comes **from** them. **So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort."** \\\ We must have the courage to be graded on our results -- just like our children.\\\ (In a very real sense, we will be graded along with our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink school procedures and course requirements, even the

academic schedule itself. We've inherited hallowed academic traditions from the agrarian age -- traditions of discipline that should be strengthened. But ~~where~~^{when} hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents. And that's why we need the leadership of the PTA.

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

You can best reach **all** the parents of America - and recruit **them** as educators - not just for their pre-school children, but to help their children do their homework all the way through high school.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that can reach as many schools and as many parents as you can -- not state governments, not even the

federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

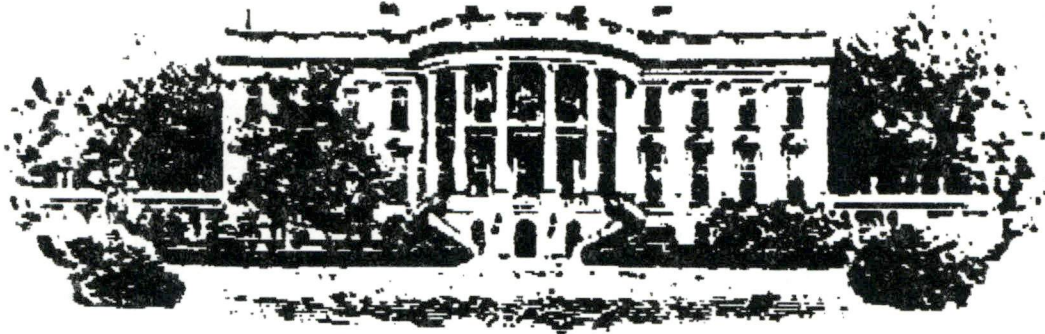
#

#

Tell Dr no one
is answering at
Andy Card's
office.

long for long -

**THE WHITE HOUSE
EXECUTIVE OFFICE OF THE PRESIDENT**



FACSIMILE TRANSMITTAL SHEET

DATE: 3-2-90

TO: Kristen Gear

FROM: Marcy Anderson

PHONE: _____

COMMENTS: Education's comments on
PTA Remarks

30 FEB 30 12:51

NUMBER OF PAGES, EXCLUDING COVER SHEET _____



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

March 2, 1990

MEMORANDUM

TO: Marcy Anderson
Office of Cabinet Affairs

FROM: Chino Chapa *CC* -
Chief of Staff

SUBJECT: Presidential Remarks

1. Secretary Cavazos will not be attending the PTA Legislative Conference. He will be on travel.

2. On the first page, the second paragraph is confusing. I understand the point that is trying to be made, but I disagree with the statement. An alternative would be, "It has been said that education is the most precious gift that a parent can give to a child. I have tried to pass this gift on to my own children as you have to yours. But there are many children today who have not received this most precious gift. So our first concern is for those Americans who never get the chance to learn." *X*

3. With the announcement of the national goals, there have been the usual calls for more federal money in order to reach these goals. The National PTA has urged greater federal spending even before the announcement of the goals. There needs to be a reiteration of the President's position: "While we announce these national goals, one of the lessons of history we must be reminded of is that we cannot buy these goals with more money. We have tried that already. We must reassess our present spending habits and decide what programs are enhancing or retarding our efforts to attain these goals." *X*
(PORTER "NO")

90 FEB 30 P: 2: 50

Page 2 - Memorandum to Marcy Anderson**Other comments:**

-Page 2. Second paragraph, first sentence should be changed to "As you know, Secretary Cavazos and I met with the governors. . ."

-Page 2. In the second paragraph, second sentence, the word "reached" should be changed to "forged."

-Page 3. In the very last sentence on that page beginning with "Barbara has been. . ." the word "of" needs to be inserted after the word "leader."

-Page 6. In the second paragraph, second sentence the word "is" needs to be deleted after the word "that."

To: Mark
From: Sand D

CONTACT: Arnold Fage
202-822-7878
Tari Marshall
312-787-0977

FOR IMMEDIATE RELEASE

**NATIONAL PTA APPLAUDS EDUCATION GOALS:
CALLS FOR ACTION**

WASHINGTON, D.C., February 28, 1990 -- The nation's largest parent-teacher group today hailed the development of national education goals as a strong start toward improving education in the United States.

The 6.6 million-member National Parent-Teacher Association (PTA) reviewed the six national education goals adopted by the National Governors' Association on February 27 and applauded the majority of the document, saying it is compatible with many of the PTA's goals for children and youth. However, the PTA also believes that the goals don't go far enough and virtually ignore parental involvement.

"The goals are a landmark event placing public education and children where they belong -- at the top of the national agenda," said National PTA President Ann Lynch. "Now it's time to take action," she added.

PTA Vice-President for Legislative Activity Arlene Zielke of Chicago, Ill., said the organization is particularly pleased with the inclusion of access to high quality and developmentally appropriate programs for disadvantaged and disabled preschool children as well as mention of parents' roles in helping preschoolers learn.

-more-

Page 2 -- PTA Responds to Education Goals

"This is a rare opportunity for children, because the President and our nation's governors are with us," said Zielke. "Now we will be relying on them to lead the nation in achieving these goals."

Zielke also suggested that the goals should lead to more funding for science and math, special needs populations such as those served by Headstart and Chapter One programs, and college assistance programs.

However, the PTA says one of the most critical needs in education today was virtually ignored -- parent involvement. Parents were only mentioned in relation to the early childhood years, according to Zielke, who noted that the PTA encourages parents to stay actively involved in education throughout their children's school years.

"There has been a lot of discussion and rhetoric about parental involvement, but it is obvious there is little interest in making commitments or policy regarding the parents' role," said Zielke. She added that PTAs would be pushing for parents to have a greater role in public education as the goals are further developed at the state level.

"We are entering a crucial phase. If steps toward progress are not taken, the '90s will be a sad decade for the children of our country," said PTA President Lynch.

###



The National PTA

700 North Rush Street
Chicago, Illinois 60611-2571
312.787.0977

CITIES AND STATES REPRESENTED BY ATTENDEES TO NATIONAL PTA LEGISLATIVE CONFERENCE, MARCH 4-7, 1990

ALABAMA

Auburn
Birmingham
Montgomery
Tuscaloosa

ALASKA

Anchorage
Fairbanks

ARIZONA

Glendale
Phoenix
Scottsdale

ARKANSAS

Ft. Smith
Little Rock
Newport

CALIFORNIA

Aurora
Beverly Hills
Granada Hills
Lafayette
Lakewood
Long Beach
Los Altos
North Hollywood
San Diego
Stockton

COLORADO

Colorado Springs
Denver
Lakewood
Wheat Ridge

CONNECTICUT

Fairfield
Hartford
Sandy Hook
Westport

DELAWARE

Newark
Seaford
Wilmington

DISTRICT OF COLUMBIA

EUROPE

FLORIDA

Largo
Miami
Orlando

GEORGIA

Atlanta
Decatur
Griffin
Marietta

HAWAII

Hilo

IDAHO

Boise
Lewiston

ILLINOIS

Belleville
Chicago
Elmhurst
Oak Brook

INDIANA

Evansville
Fort Wayne
Hammond
Indianapolis
Lafayette
Mishawaka

IOWA

Des Moines
La Porte City
Newton

KANSAS

Dodge City
Overland Park
Salina
Shawnee Mission

KENTUCKY

Ashland
Crescent Springs
Louisville
Prospect

LOUISIANA

Baton Rouge
Haughton
Shreveport

MAINE

North Whitefield
Palermo

MARYLAND

Baltimore
Chevy Chase
Ellicott City
Georgetown

MASSACHUSETTS

Lynn
Reading

MICHIGAN

Battle Creek
Grand Rapids
Livonia
Rochester Hills
Troy

MINNESOTA

Duluth
Minneapolis
Shoreview

MISSISSIPPI

Hattiesburg
Jackson
Starkville

MISSOURI

Kansas City
Springfield

MONTANA

Kalispell
Missoula

NEBRASKA

Grand Island
Lincoln

NEVADA

Las Vegas

NEW HAMPSHIRE

Amherst
Freedom

NEW JERSEY

Asbury
Cherry Hill
Collingswood
Flemington
Jackson
Pennsauken
Piscataway
Scotch Plains
Stanhope
Summit

NEW MEXICO

Albuquerque
Las Cruces

NEW YORK

Altamont
Elwood
Freeport
Holbrook
Merrick
Oceanside
Webster
White Plains

NORTH CAROLINA

Cary
Charlotte
Garner
Raleigh
Winston-Salem

NORTH DAKOTA

Fargo
Jamestown

OHIO

Cincinnati
Cuyahoga Falls
Glendale
Mentor
Seven Hills

OKLAHOMA

Lawton
Midwest City
Ponca City
Tulsa

OREGON

Clackamas
Hillsboro
Portland

PENNSYLVANIA

Allentown
North Huntingdon
Plymouth
Taylor

RHODE ISLAND

E. Providence
Riverside
Rumford
Warwick
Woonsocket

SOUTH CAROLINA

Charleston
Inman

SOUTH DAKOTA

Brookings
Sioux Falls

TENNESSEE

Chattanooga
Hendersonville
Knoxville
Nashville

TEXAS

Austin
El Paso
Houston
Panhandle
Pasadena
Plainview
Richardson

UTAH

Midvale
Salt Lake City
Sandy
West Jordan

VERMONT

Washington

VIRGINIA

Arlington
Chester
Fairfax
Mechanicsville
Richmond
Springfield
Virginia Beach

WASHINGTON

Everett
Kent
Mercer Island
Olympia
Puyallup
Tacoma

WEST VIRGINIA

Barboursville
Huntington

WISCONSIN

Cedarburg
Wauwatosa

WYOMING

Cheyenne
Jackson

Any resemblance of these
Comments to The Wars, known
or unknown, of The Designer
of GMB are purely coincidental.

They reflect the mood
& mental state of the applicant
indicated, at the moment --
nothing more.



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

NOTICE:

Enclosed are comments from staff members of the Office of Management and Budget (OMB). Such comments do not necessarily represent the official position of the Director of OMB or of the Office of Management and Budget. If you wish to have the Director's personal comments, please let me know -- and contact me if you have any questions.

A handwritten signature in cursive script, appearing to read "David J. Haun".


David J. Haun
Executive Assistant
to the Director

90 FEB 30 P 2: 50

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/01/90 ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 p.m. Friday 03/02

SUBJECT: PRESIDENTIAL REMARKS: PTA LEGISLATIVE CONFERENCE
(02/26 draft two)

	ACTION FYI			ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>FIRESTONE</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations directly to Chriss Winston by 2:00 p.m. on Friday, with a copy to my office.
 Thanks.

RESPONSE:

see comments

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

1990 FEB 23 PM 3:17

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** campaign to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To ^{ensure a bright for} ~~redeem the future of~~ our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to

HEK
45178

step in as early as possible. And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

See (Poster)

Third: We will not belittle our children with lax standards. We will show our respect by ^{pushing} giving them ^{to achieve at} the high ~~standards of achievement they deserve.~~ ^{ever higher levels.} So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have ^{they will have demonstrated competency in} the appropriate mastery of English, math, science, geography and history.

Note: these are more accurate restatements of the goals

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\\

HR 44 45178

Fifth: Every American **adult** must be ~~skilled and literate~~ ^{the skills needed to compete} and have ^{in a global economy} This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader ^{of} the campaign

for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our **sixth** and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endangered. ✓

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress ^{on achievement} ~~with national tests~~ -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

(Boyer)
Note: the admin has not endorsed national tests.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress to **cut you loose from excessive regulation.** \\\

✓
Note: the issue is excessive state as well as federal regulation

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding

ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results** - - **just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that ~~is~~ can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

#

#

THE WHITE HOUSE
WASHINGTON

*See Appended
Draft*

March 2, 1990

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*
SUBJECT: PTA Legislative Conference

The focus on national education goals in the draft PTA remarks will contribute to including parents and teachers in the national dialogue. There is one timely insert and several suggested word changes which may add to the message.

Possible Insert

On March 5, the World Education Conference on Education for All begins in Thailand and Governor Tom Kean is heading the U.S. delegation. A possible reference to this event might be appropriate (suggested insert on page 2, following para. 4):

"And today, one week after the Governors meeting and as we speak, I am pleased to announce that an United States delegation headed by Governor Tom Kean is on its way to a World Conference on Education for All in Thailand. Their charge is to share with the 160 countries which will be represented there America's commitment to this new era in education reform. Both Barbara and I look forward to hearing from the delegates when they return. [By the way, two of the delegates -- Tom Kean and Jim Duffy from Project Literacy U.S. have something in common with Ann Lynch . . . they are all members of my Education Policy Advisory Committee. Ann, I thank you for your fine work on this group.]"

"As the nations of the world gather this week to discuss goals, we are getting to work at home. To redeem the future . . ."

Page 2, last para.

We suggest substituting the following language beginning in the second to last sentence:

"But where parents are absent or unable to help, we need to provide appropriate assistance to help our children, especially in the early years."

11:54 PM FEB 30 1990

Page 3, para. 2

We suggest clarifying the goal statement, possibly as follows:

"We will have high expectations of what our children can learn and accomplish. So when our children leave the 'transition grades' of four, eight, and twelve, they will demonstrate the appropriate mastery of . . ."

Page 3, para 3

We suggested substituting the word "science" for "the hard sciences."

Page 4, para. 3

We suggest the following language in lines four through six as there are open questions regarding the measurement process:

"And so, while we work to develop appropriate measures and to monitor progress . . . To raise scores is important."

Page 4, para. 4

We suggest inserting "the Governors" following "continue to work with."

Page 5, para. 2

We suggest the following changes for line 4:

"to rethink school procedures and course requirements."

Please let me know if you have any questions on these comments or if I can help in any way.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/01/90 ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 p.m. Friday 03/02

SUBJECT: PRESIDENTIAL REMARKS: PTA LEGISLATIVE CONFERENCE
(02/26 draft two)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<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>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
 Please provide any comments/recommendations directly to Chriss Winston by 2:00 p.m. on Friday, with a copy to my office. Thanks.

RESPONSE:
please draft response for memo from RBP to Chriss Winston ASAP

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

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

1990 FEB 28 PM 3:17

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** ^{EFFORT} ~~campaign~~ to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where ~~support for children is absent, society has an obligation to step in, and to~~

But where parents are absent or unable to help, we should provide appropriate assistance to help our children, especially in the early years.

~~step in as early as possible.~~ And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: ~~We will not belittle our children with lax standards.~~ *We will expect that every child can learn and raise our expectations of what they can accomplish* We will show our respect by giving them the high standards of achievement they deserve. So ~~when~~ our children leave the "transition grades" of four, eight and twelve -- ~~it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level.~~ It is not too much to expect that they will ^{demonstrate} have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and ~~the hard sciences,~~ America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\\

Fifth: Every American **adult** must be skilled and literate.

This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results** - - **just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink ~~every~~ school procedure^s and course requirement^s, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that is can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

#

#

THE WHITE HOUSE

WASHINGTON

March 2, 1990

MEMORANDUM FOR CHRISS WINSTON

FROM: JIM PINKERTON

SUBJECT: PTA Legislative Conference

90 FEB 30 P2: 50

The President has already succeeded in shifting the public debate in education from inputs to outputs, and this draft successfully reinforces that point starting at pg. 2, para. 3, line 2: "The time to seek results is at hand." This is followed up at 5,1 where the paragraph fleshes out the "results" theme (but see comments on this graf below). All in all, a terrific speech. ✓

2,2,8 "...the Spirit of Charlottesville." ✓

A good phrase -- worthy of repetition. ✓

2,6,1 This kind of relentless repetition of the President's six goals is what will imprint George Bush as the Education President in the minds of the American people. ✓

5,1,1 "It begins when we stop measuring our efforts by what goes into our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied - - no more 'A's for effort.' We must have the courage to be graded by our results -- just like our children."

This graf is probably the most important of the draft and it deserves to be better set off and underscored, complete with "///'s," so that the lines will not be swallowed. Instead of starting the essence of the passage with "It begins," for example, a new graf could begin thus: "We must stop measuring our efforts by what goes into our schools and start measuring our efforts by what comes from them." And just to amplify the message, we suggest underlining the second and third sentences starting with "...we will no longer grade...." ✓

5,3,7 "...we must not hesitate to shatter tradition."

This line (as we have mentioned before), is unfortunate

(more)

in part because the qualifying "where hallowed tradition proves to be hollow convention" will be forgotten. It will be misconstrued as meaning that President wishes to start, Rousseau-like, completely afresh, whereas in fact he seeks to restructure our educational system so as to recapture what experience (a.k.a. tradition) has shown to work.

###

✓ (see)

SARAH -
THIS IS THE STAFFED
VERSION OF THE PTA
REMARKS. CLOSE HOLD.
WE ARE INTERESTED
IN YOUR REMARKS!
THANKS CHRISTINA

want
more parental involvement in
document

- find
strength in
parental
involvement

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

Pls. help w/ Acknowledgements!

((Secretaries Cavazos, Ann Lynch and all the leaders of the
PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've
forgotten all we've been taught. \\ . . . ((So by this reckoning,
I guess I've become quite a scholar over the years.)) \\ \\

But the truth is -- we may have forgotten our algebra
lessons, but we haven't forgotten logic. We may have forgotten a
history lesson from high school, but we haven't forgotten the
lessons of history. So our first concern is for those Americans
who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on
the school boards and work in the classrooms of America.) Since
the founding of the PTA, in this very city 92 years ago -- later
merged with the heroic National Congress of Colored Parents and
Teachers -- the men and women of the PTA have struggled to make
this nation fully educated. And you have said for years that to
make a difference in education, it will take a **national** campaign
to reach **national** goals. \\

majority of
membership
are parents

no
only serve
in
classrooms
as
volunteers

- most
uneducated
2

→ don't know how to teach

in supporting the efforts of the classroom
or in partnership w/ classroom

parents shld be equal partners w/ ed.
process

I am here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to

step in as early as possible. And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, we will accept only one prime number -- Number One in the world.\\\

Fifth: Every American adult must be skilled and literate. This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our sixth and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endangered.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress with national tests -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress to cut you loose from excessive regulation.\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding

ourselves. It begins when we stop measuring our efforts by what goes into our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our results - just like our children. (In a very real sense, we will be graded along with our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are national goals, and it will take an act of national will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, then we must not hesitate to shatter tradition.\\\

Parents, perhaps, have the greatest task ahead of them.

True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

This is a little too strong

We need to balance this statement w/ recognition of the critical role the PTA ~~is~~ & its 6 million members most of whom are parents - all playing in their ~~own~~ communities.

PTA agrees & wants to see more emphasis placed on parental involvement thruout the educational process - not just in early childhood education

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that is can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

#

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/01/90 ACTION/CONCURRENCE/COMMENT DUE BY: 2:00 p.m. Friday 03/02

SUBJECT: PRESIDENTIAL REMARKS: PTA LEGISLATIVE CONFERENCE
(02/26 draft two)

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input 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>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
 Please provide any comments/recommendations directly to Chriss Winston by 2:00 p.m. on Friday, with a copy to my office. Thanks.

RESPONSE:
n/c
3-2-90
[Signature]

90 FEB 30 P5:47

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

MARK DAVIS

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

*Interinsert
X (later)*

*also mem of Pres ~~Pol~~ Educ
Policy Advisory Comm.*

SP

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\. . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** campaign to reach **national** goals.\\

90 FEB 30 P 2: 51

I am here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to

step in as early as possible. And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, we will accept only one prime number -- Number One in the world.\\\

Fifth: Every American adult must be skilled and literate.

This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our sixth and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endangered.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress with national tests -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress to cut you loose from excessive regulation.\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding

ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results** - **just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.** \\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents. *AND THAT IS WHY ~~WE~~ WE NEED THE LEADERSHIP OF THE PTA, MORE THAN SIX MILLION STRONG. *

*YOU CAN BEST REACH ~~THE~~ ALL THE PARENTS OF AMERICA AND RECRUIT THEM AS EDUCATORS - NOT JUST FOR ~~THEIR~~ THEIR PRE-SCHOOL CHILDREN; BUT TO HELP THEIR CHILDREN DO THEIR HOMEWORK ALL THE WAY THROUGH HIGH SCHOOL. *

= MARK DAVIS

STET
ALL

After all, a school program won't kiss away the pain from an injured knee. ~~COOPERATION~~ ~~PERSONAL~~ ~~PERSUADE A YOUNG MAN OR WOMAN~~ ~~TO TURN AWAY FROM TELEVISION, AND DO THEIR HOMEWORK~~ A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that ~~is~~ ^{can} reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/01/90 **90 FEB 30 P3:40** 2:00 p.m. Friday 03/02
 ACTION/CONCURRENCE/COMMENT DUE BY: _____

SUBJECT: PRESIDENTIAL REMARKS: PTA LEGISLATIVE CONFERENCE
(02/26 draft two)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input 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"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>ANDERSON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
 Please provide any comments/recommendations directly to Chriss Winston by 2:00 p.m. on Friday, with a copy to my office.
 Thanks.

RESPONSE: *PLEASE MENTION ANN LYNCH'S ROLE ON THE PRESIDENT'S EDUCATION POLICY ADVISORY COMMITTEE.*
Bruce Zimm for
Dir Rosen

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

1990 FEB 28 PM 3.17

Davis/Martin
Title: PTA2
Date: Feb. 26, 1990
Draft: Two

**PRESIDENTIAL ADDRESS: PTA LEGISLATIVE CONFERENCE, EAST ROOM
2:30 p.m., Monday, March 5, 1990**

((Secretaries Cavazos, Ann Lynch and all the leaders of the PTA)) Welcome to the East Room of the White House.

It has been said that education is what remains when we've forgotten all we've been taught.\\ . . . ((So by this reckoning, I guess I've become quite a scholar over the years.))\\

But the truth is -- we may have forgotten our algebra lessons, but we haven't forgotten logic. We may have forgotten a history lesson from high school, but we haven't forgotten the lessons of history. So our first concern is for those Americans who **never** get the chance to learn.

No one feels this concern more than you -- you who serve on the school boards and work in the classrooms of America. Since the founding of the PTA, in this very city 92 years ago -- later merged with the heroic National Congress of Colored Parents and Teachers -- the men and women of the PTA have struggled to make this nation fully educated. And you have said for years that to make a difference in education, it will take a **national** campaign to reach **national** goals.\\

I am here today to tell you that your governors and your president have listened; and that the vision of the PTA is now the vision of America.\\\

As you know, I met with the governors last fall at an Education Summit -- the first of its kind. And, at Charlottesville, we reached a national compact in education reform. We resolved to put progress before partisanship, the future before the moment and our children before ourselves. I am pleased to tell you that in our meeting last week, judging from the enthusiasm of the governors and education leaders like Ann Lynch -- the Spirit of Charlottesville is growing ever stronger.

Our resolve is strong because we are agreed: **The time for rhetoric is past. The time to seek results is at hand.**\\

So we did not meet for yet another conference, more speeches and white papers. No. We met to establish the first national education goals in American history. Our nation is committed, as we have never been before, to a radical restructuring of our schools. And we are committed to this national effort because nothing less than our national future is at stake.

To redeem the future of our children and our country, we must meet six new goals by the end of the century.

First: American children must be ready to learn from the first day of school. Of course, preparing children for school is the historic responsibility of parents. But where support for children is absent, society has an obligation to step in, and to

step in as early as possible. And that is why I proposed record funding for Head Start.\\\

Second: High school graduation rates have improved, but they are still unacceptably low. So we will raise the graduation rate to at least 90 percent by making our schools meaningful, challenging and relevant to the needs of our students.

Third: We will not belittle our children with lax standards. We will show our respect by giving them the high standards of achievement they deserve. So when our children leave the "transition grades" of four, eight and twelve -- it is not too much to expect they will read at the fourth grade level, the eighth grade level, and the twelfth grade level. It is not too much to expect that they will have the appropriate mastery of English, math, science, geography and history.

Fourth: When it comes to math and the hard sciences, America will no longer settle for the bottom of the list, or even third or second place among the industrialized nations. When it comes to math and science achievement, **we will accept only one prime number -- Number One in the world.**\\\

Fifth: Every American **adult** must be skilled and literate.

This country has such a marvelous system of junior and vocational colleges ready to teach new skills -- from learning Spanish, to car mechanics, to computer literacy. There is no reason education should end with the conferral of a diploma.

Of course, there are many adult Americans who have yet to master the very basics. Barbara has been a leader the campaign

for literacy for eight years now. Through her, I've learned that a simple lack of letters is a silent sorrow; but it need not be a lifelong tragedy.

Our **sixth** and final goal is the most basic of all -- to free every school in America from drugs and violence. It is no coincidence that the words "civility" and "civilization" come from the same Latin root. For if rudimentary civility is lost in our schools, then our civilization itself is endangered.

Every time I meet with teachers and administrators, I am told the same thing: every state, every district, every school, is unique. So to make our goals work, we will need to relax the federal regulations that try to force every state, district and school into the same mold.

Last year, I met with many teachers to prepare for the Education Summit. I was told no two students are exactly alike, and no two schools face the exact same challenge. And so, while policymakers measure progress with national tests -- you must work school by school, class by class, child by child. To raise SAT scores is critical. But no statistic can match the thrill of watching the brightening face of a learning child.

Yet, when too many strings are attached to federal funding, educators and students alike are treated like puppets. So I promise to continue to work with Congress to **cut you loose from excessive regulation.**\\\

In return for greater flexibility, we will seek accountability. Accountability begins when we quit kidding

ourselves. It begins when we stop measuring our efforts by what goes **into** our schools, and measure our efforts by what comes from them. So we will no longer grade ourselves by dollars spent, classrooms filled and chairs occupied -- no more "A's for effort." We must have the courage to be graded by our **results** - **just like our children.** (In a very real sense, we will be graded **along with** our children.)

Again, these are not just my goals. Nor are they the handiwork of the governors alone. These are **national** goals, and it will take an act of **national** will to make them stick.

So let's start inside every school, by posting these goals so that all who walk in -- parents, students, teachers -- know where we are going. And to make these goals work, I'm asking you to rethink every school procedure and course requirement, even the academic schedule itself. We've inherited hallowed academic traditions from the agrarian age. And where hallowed tradition proves to be hollow convention, **then we must not hesitate to shatter tradition.**\\\

Parents, perhaps, have the greatest task ahead of them. True, Head Start can work wonders. But too many parents have fallen into the habit of thinking of education as a service we can hand over to the school boards, much in the same way we expect our cities to provide electricity or water. Education is not a utility. Education is a national mission that must include parents.

After all, a school program won't kiss away the pain from an injured knee. A school program won't calm the fears of a child about to get a first shot. And a school program alone cannot instill a lifelong love of learning. But parents can spark the flame of curiosity by reading to their children, every night.

The PTA has more than 6.6 million members in 27,000 local units -- in every state, here in the District of Columbia, and in Defense Department schools abroad. There is no organization in America that is can reach as many schools and as many parents as you can -- not state governments, not even the federal government. Success in education starts with you, from every parent and every teacher who will settle for nothing less than a world-class education for our kids.

For all that you do, for all that you will do, you have my sincerest thanks. May God bless you and God bless America.

#

#

#