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Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Draft Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13584
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Folder Title:
Lecture Series Questions & Answers 10/7/91 [OA 6037] [2]

Stack:	Row:	Section:	Shelf:	Position:
G	26	17	3	6

THE WHITE HOUSE

WASHINGTON

October 7, 1991

91 OCT 8 9:46

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER *RBP*

SUBJECT: Presidential Remarks: Lecture Series Q&A

We have reviewed the attached remarks and have noted a few suggested changes on the draft.

Please let us know if you have any questions or if we may help in any other way.

cc: Phillip D. Brady

responsibilities -- that flowed from America's great experiment.

- 4) **Washington was disturbed by the growth of conflicting political parties. In fact he tried to discourage their growth. Washington believed unity was the main pillar of our independence. Obviously today, political parties thrive and conflicting influences flourish. Do you see any threat to our "main pillar"?**

President Washington led as Americans built that "main pillar." Today we enjoy a security in our consensus on the values of our Founding Fathers. Remember, at the end of the Revolution, there were voices demanding the institution of an American monarchy. Much of the America we now take for granted was still in the making. But history has proven the American experiment successful. We do not tolerate diversity merely because America is strong -- America is strong because we tolerate diversity.

- 5) **Let's talk about Washington's military achievements. Although he was slow to decide political issues, Washington was a tenacious military commander. He was one of the first American leaders to consider using force against the British crown to "maintain liberty." He was our first commander in chief. How would you gauge his military record?**

America's revolutionary soldiers didn't have superior weapons or fancy brass-buttoned uniforms. But they did have the most essential military resource -- a great leader. His command showed great tenacity and faith in his troops and his cause. His troops fought -- and won -- against the odds. He was called the Fox, as a tribute to his wily, calculated tactics. And while lack of equipment and training often defeated his troops in battles, his determination and commitment ~~that~~^e helped us win a war. Washington was motivated not by the promise of booty or decorations, but by a belief in the cause of liberty, writing, "...that no man should scruple, or hesitate to use arms in defense of so valuable a blessing.."

- 6) **In the colonies the idea of independence was not widely accepted. There was a general distrust of the leaders of the Congress. Yet Washington became the chief symbol in our revolution against the King. Why was that?**

The movement to break with the British crown was not a popular one. The delegates attending the Continental Congress were not popularly elected. But even as the majority of colonists respected the King's authority, Washington was emerging as a figure of broad appeal and near-legendary accomplishment. His war record as a frontier commander lionized him in the eyes of early Americans; and his fifteen year record as a Virginia legislator was respected and admired.

- 7) **What lessons can we today draw for ourselves given our world of independence movements?**

First, the American revolution was not waged to preserve any particular boundary or to impose dominance over a neighbor. Rather, our revolution defended a universal value: "the right of people to make and to alter their constitutions of government." Secondly, while our founders -- and residents of various colonies -- disagreed on particular aspects of our Constitution, all agreed on the necessity of unity amidst diversity. "E Pluribus Unum" had to be made real, if the American experiment was to be made successful.

- 8) **In his Farewell address Washington wrote "...the habits of thinking in a free Country should inspire caution in those entrusted with its administration..." As the first president, Washington gave shape to the office of the Presidency. How would you describe that shape?**

Washington did two great things as the nation's first President. First, he defined the separation of powers. Washington believed that the President, Congress and Supreme Court should be responsible for their respective constitutional spheres. He could have opposed that concept and set the country on an entirely different course.

Second, Washington deeply believed in democracy. He welcomed the advice of his cabinet. He developed the concept of Cabinet meetings which allowed the Executive branch to fashion effective policies.

- 9) **You're the 41st President. Has the evolution of this office retained the spirit of Washington's words?**

Yes. I think our country has survived and grown stronger because we have respected the constitutional separation of powers. Each President puts his own stamp on the office, but we have all understood and adhered to the guiding principles of Washington.

- 10) **Education was a key ingredient in Washington's philosophy. He wrote in 1796, "Promote...institutions for the general diffusion of knowledge...it is essential that public opinion should be enlightened." Would you consider him our first education president?**

Washington believed in education because he knew that education was important in a democracy. Knowledge is strength. Shared knowledge is shared strength. Washington believed that what he called the "diffusion of knowledge" would keep our government honest.

LECTURE SERIES Q&A
EAST ROOM
MONDAY, OCTOBER 7, 1991

1) WHAT IS THERE ABOUT PRESIDENT GEORGE WASHINGTON
THAT YOU ADMIRE MOST?

WE REMEMBER WASHINGTON AS FATHER OF OUR
COUNTRY. FEW MEN COULD HAVE CONFRONTED THE
CHALLENGES OF THE BIRTH OF A NATION WITH HIS QUIET
STRENGTH AND INSIGHT. HE USED HIS EXECUTIVE
POWERS WISELY. HE MADE THE CONDUCT OF FOREIGN
POLICY A PRESIDENTIAL PRIORITY. HE SET THE
STANDARD OF LEADERSHIP FOR FUTURE PRESIDENTS TO
FOLLOW.

- 2) THOMAS JEFFERSON ^{Said} [REDACTED] OF PRESIDENT WASHINGTON,
"[HIS MIND] WAS SLOW IN OPERATION... BUT SURE IN
CONCLUSION." IF SO COULD THAT DELIBERATE
PRUDENCE, FUNCTION IN TODAY'S WORLD?

THE WORLD OF 1776 WAS FAR DIFFERENT THAN ANY OF US CAN EVEN IMAGINE. A SIMPLE TRIP FROM NEW YORK TO PHILADELPHIA TOOK THREE DAYS. IMAGINE HOW LONG IT TOOK FOR A DIPLOMATIC RESPONSE TO CROSS AN OCEAN. TODAY, INFORMATION AND COMMUNICATIONS TRAVEL AT THE SPEED OF LIGHT. DECISION-MAKING REQUIRES THE ABILITY TO RESPOND TO EVENTS -- NOT BE CONTROLLED BY THEM. OF COURSE, WASHINGTON MIGHT NOT BE ABLE TO ANSWER ALL HIS MAIL THE WAY HE LIKED TO \ BUT I BELIEVE HIS DELIBERATION AND PRUDENCE WOULD SERVE HIM WELL.

3) IN HIS FAREWELL ADDRESS, PRESIDENT WASHINGTON
WARNED AGAINST FOREIGN ENTANGLEMENTS. IS THERE ANY
LESSON THERE TODAY?

AGAIN, THE WORLD THAT WITNESSED THE AMERICAN REVOLUTION WAS A DIFFERENT PLACE THAN OUR WORLD. AS WASHINGTON WAS HELPING MOLD A YOUNG AND FRAGILE DEMOCRACY, CLOUDS OF CONFLICT WERE GATHERING IN EUROPE. WASHINGTON FEARED THAT AMERICAN INVOLVEMENT IN THE BREWING STORM COULD ONLY THREATEN HER "SACRED FLAME OF LIBERTY." AMERICANS HAVE ALWAYS BEEN WARY OF INVOLVEMENTS WHERE OUR INTERESTS ARE NOT AT STAKE. BUT AS WE EMERGED AS THE WORLD'S PREEMINENT POWER, WE ALSO UNDERSTOOD THE RESPONSIBILITY THAT COMES WITH STRENGTH.

WASHINGTON ALSO WROTE: "OUR CAUSE IS NOBLE, IT IS THE CAUSE OF MANKIND!" I BELIEVE HE UNDERSTOOD THAT THE IDEALS FOR WHICH AMERICA STANDS CANNOT BE LOCKED WITHIN BORDERS. I BELIEVE HE UNDERSTOOD THE UNIVERSAL IMPLICATIONS -- AND RESPONSIBILITIES -- THAT FLOWED FROM AMERICA'S GREAT EXPERIMENT.

- 4) PRESIDENT WASHINGTON ^{TRIED TO DISCOURAGE} [REDACTED] THE GROWTH
OF CONFLICTING POLITICAL PARTIES. ^{HE} [REDACTED]
^{IN} BELIEVED^A UNITY [■]AS THE MAIN PILLAR OF OUR
INDEPENDENCE. TODAY IS DIFFERENT. DO YOU SEE
ANY THREAT TO OUR "MAIN PILLAR"?

PRESIDENT WASHINGTON LED AS AMERICANS BUILT THAT "MAIN PILLAR." TODAY WE ENJOY A SECURITY IN OUR CONSENSUS ON THE VALUES OF OUR FOUNDING FATHERS. REMEMBER, AT THE END OF THE REVOLUTION, THERE WERE VOICES DEMANDING THE INSTITUTION OF AN AMERICAN MONARCHY. MUCH OF THE AMERICA WE NOW TAKE FOR GRANTED WAS STILL IN THE MAKING. BUT HISTORY HAS PROVEN THE AMERICAN EXPERIMENT SUCCESSFUL. WE DO NOT TOLERATE DIVERSITY MERELY BECAUSE AMERICA IS STRONG -- AMERICA IS STRONG BECAUSE WE TOLERATE DIVERSITY.

- 5) ALTHOUGH HE WAS SLOW TO DECIDE ON POLITICAL ISSUES, HE WAS A TENACIOUS MILITARY COMMANDER. WHAT DO YOU THINK OF HIS MILITARY RECORD?

AMERICA'S REVOLUTIONARY SOLDIERS DIDN'T HAVE SUPERIOR WEAPONS OR FANCY BRASS-BUTTONED UNIFORMS. BUT THEY DID HAVE THE MOST ESSENTIAL MILITARY RESOURCE -- A GREAT LEADER. HIS COMMAND SHOWED GREAT TENACITY AND FAITH IN HIS TROOPS AND HIS CAUSE. HIS TROOPS FOUGHT -- AND WON -- AGAINST THE ODDS. HE WAS CALLED THE FOX, AS A TRIBUTE TO HIS WILY, CALCULATED TACTICS. AND WHILE LACK OF EQUIPMENT AND TRAINING OFTEN DEFEATED HIS TROOPS IN BATTLES, HIS DETERMINATION AND COMMITMENT HELPED US WIN THE WAR. WASHINGTON WAS MOTIVATED NOT BY THE PROMISE OF BOOTY OR DECORATIONS, BUT BY A BELIEF IN THE CAUSE OF LIBERTY, WRITING, "...THAT NO MAN SHOULD SCRUPLE, OR HESITATE TO USE ARMS IN DEFENSE OF SO VALUABLE A BLESSING..."

- 6) IN THE COLONIES THE IDEA OF INDEPENDENCE WAS NOT WIDELY ACCEPTED. [REDACTED]
[REDACTED] YET WASHINGTON BECAME THE CHIEF SYMBOL IN OUR REVOLUTION AGAINST THE KING. WHY WAS THAT?

THE MOVEMENT TO BREAK WITH THE BRITISH CROWN WAS NOT A POPULAR ONE. THE DELEGATES ATTENDING THE CONTINENTAL CONGRESS WERE NOT POPULARLY ELECTED. BUT EVEN AS THE MAJORITY OF COLONISTS RESPECTED THE KING'S AUTHORITY, WASHINGTON WAS EMERGING AS A FIGURE OF BROAD APPEAL AND NEAR-LEGENDARY ACCOMPLISHMENT. HIS WAR RECORD AS A FRONTIER COMMANDER LIONIZED HIM IN THE EYES OF EARLY AMERICANS; AND HIS FIFTEEN YEAR RECORD AS A VIRGINIA LEGISLATOR WAS RESPECTED AND ADMIRERD.

7) WHAT LESSONS CAN WE TODAY DRAW FOR OURSELVES GIVEN OUR WORLD OF INDEPENDENCE MOVEMENTS?

FIRST, THE AMERICAN REVOLUTION WAS NOT WAGED TO PRESERVE ANY PARTICULAR BOUNDARY OR TO IMPOSE DOMINANCE OVER A NEIGHBOR. RATHER, OUR REVOLUTION DEFENDED A UNIVERSAL VALUE: "THE RIGHT OF PEOPLE TO MAKE AND TO ALTER THEIR CONSTITUTIONS OF GOVERNMENT." SECONDLY, WHILE OUR FOUNDERS -- AND RESIDENTS OF VARIOUS COLONIES -- DISAGREED ON PARTICULAR ASPECTS OF OUR CONSTITUTION, ALL AGREED ON THE NECESSITY OF UNITY AMIDST DIVERSITY. "E PLURIBUS UNUM" HAD TO BE MADE REAL, IF THE AMERICAN EXPERIMENT WAS TO BE MADE SUCCESSFUL.

- 8) IN HIS FAREWELL ADDRESS WASHINGTON WROTE "...THE HABITS OF THINKING IN A FREE COUNTRY SHOULD INSPIRE CAUTION IN THOSE ENTRUSTED WITH ITS ADMINISTRATION..." HE GAVE SHAPE TO THE OFFICE OF THE PRESIDENCY. HOW WOULD YOU DESCRIBE THAT SHAPE?

WASHINGTON DID TWO GREAT THINGS AS THE NATION'S FIRST PRESIDENT. FIRST, HE DEFINED THE SEPARATION OF POWERS. WASHINGTON BELIEVED THAT THE PRESIDENT, CONGRESS AND SUPREME COURT SHOULD BE RESPONSIBLE FOR THEIR RESPECTIVE CONSTITUTIONAL SPHERES. HE COULD HAVE OPPOSED THAT CONCEPT AND SET THE COUNTRY ON AN ENTIRELY DIFFERENT COURSE.

SECOND, WASHINGTON DEEPLY BELIEVED IN DEMOCRACY. HE WELCOMED THE ADVICE OF HIS CABINET. HE DEVELOPED THE CONCEPT OF CABINET MEETINGS WHICH ALLOWED THE EXECUTIVE BRANCH TO FASHION EFFECTIVE POLICIES.

- 9) YOU'RE THE 41ST PRESIDENT. HAS THE EVOLUTION OF THIS OFFICE RETAINED THE SPIRIT OF WASHINGTON'S WORDS?

YES. I THINK OUR COUNTRY HAS SURVIVED AND GROWN STRONGER BECAUSE WE HAVE RESPECTED THE CONSTITUTIONAL SEPARATION OF POWERS. EACH PRESIDENT PUTS HIS OWN STAMP ON THE OFFICE, BUT WE HAVE ALL UNDERSTOOD AND ADHERED TO THE GUIDING PRINCIPLES OF WASHINGTON.

- 10) EDUCATION WAS A KEY INGREDIENT IN WASHINGTON'S PHILOSOPHY. HE WROTE IN 1796, "PROMOTE ...INSTITUTIONS FOR THE GENERAL DIFFUSION OF KNOWLEDGE...IT IS ESSENTIAL THAT PUBLIC OPINION SHOULD BE ENLIGHTENED." WOULD YOU CONSIDER HIM OUR FIRST EDUCATION PRESIDENT?

WASHINGTON BELIEVED IN EDUCATION BECAUSE HE KNEW THAT EDUCATION WAS IMPORTANT IN A DEMOCRACY. KNOWLEDGE IS STRENGTH. SHARED KNOWLEDGE IS SHARED STRENGTH. WASHINGTON BELIEVED THAT WHAT HE CALLED THE "DIFFUSION OF KNOWLEDGE" WOULD KEEP OUR GOVERNMENT HONEST.

WHITE HOUSE STAFFING MEMORANDUM

DATE: October 5, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: Monday, 10/07, 10:00 a.m.

SUBJECT: PRESIDENTIAL REMARKS: Lecture Series Q & A/October 7th.
(10/04 draft two)

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FIRESTONE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments directly to Tony Snow no later than 10:00 a.m. on Monday, 10/07, with a copy to this office.

Thank you.

RESPONSE:

MEMORANDUM FOR TONY SNOW

October 7, 1991

The NSC staff concurs in the draft presidential remarks subject to the changes made on the attached text.

Brent Scowcroft
 Brent Scowcroft

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

cc: Phillip D. Brady

(Grossman/Smith)
October 4, 1991
Draft Two
QA

01 OCT 4 P6:37

PRESIDENTIAL REMARKS: LECTURE SERIES Q&A
EAST ROOM
MONDAY, OCTOBER 7, 1991

- 1) **What is there about President George Washington that you admire most?**

We remember Washington as Father of our Country. Few men could have confronted the challenges of the birth of a nation with his quiet strength and insight. He used his executive powers wisely. He made the conduct of foreign policy a presidential priority. He set the standard of leadership for future Presidents to follow.

- 2) **Thomas Jefferson wrote of President Washington, "[His mind] was slow in operation... but sure in conclusion." Could Washington, known for his deliberate prudence, function in today's world?**

The world of 1776 was far different than any of us can even imagine. A simple trip from New York to Philadelphia took three days. Imagine how long it took for a diplomatic response to cross an ocean. Today, information and communications travel at the speed of light. Decision-making requires the ability to respond to events -- not be controlled by them. Of course, Washington might not be able to answer all his mail the way he liked to \ but I believe his deliberation and prudence would serve him well.

- 3) **In his farewell address, Washington urged caution when dealing with foreign nations. In fact he warned against becoming politically involved to any degree. Does Washington's "Great rule" hold any lesson for us today?**

Again, the world ^{then} that witnessed the American Revolution was a different place, our world. As Washington was helping mold a young and fragile democracy, the clouds of conflict were gathering in Europe. Washington feared that American involvement in the storm could only threaten her "sacred flame of liberty." Americans have always been wary of involvements where our interests are not at stake. But as we emerged as the world's preeminent power, we also understood the responsibility that comes with strength.

Washington also wrote: "Our cause is noble, it is the cause of mankind!" I believe he understood that the ideals for which America stands cannot be locked within borders. I believe he understood the universal implications -- and

responsibilities -- that flowed from America's great experiment.

- 4) Washington was disturbed by the growth of conflicting political parties. In fact he tried to discourage their growth. Washington believed unity was the main pillar of our independence. Obviously today, political parties thrive and conflicting influences flourish. Do you see any threat to our "main pillar"?

President Washington led as Americans built that "main pillar." Today we enjoy a security in our consensus on the values of our Founding Fathers. Remember, at the end of the Revolution, there were voices demanding the institution of an American monarchy. Much of the America we now take for granted was still in the making. But history has proven the American experiment successful. We do not tolerate diversity merely because America is strong -- America is strong because we tolerate diversity.

- 5) Let's talk about Washington's military achievements. Although he was slow to decide political issues, Washington was a tenacious military commander. He was one of the first American leaders to consider using force against the British crown to "maintain liberty." He was our first commander in chief. How would you gauge his military record?

America's revolutionary soldiers didn't have superior weapons or fancy brass-buttoned uniforms. But they did have the most essential military resource -- a great leader. His command showed great tenacity and faith in his troops and his cause. His troops fought -- and won -- against the odds. He was called the Fox, as a tribute to his wily, calculated tactics. And while lack of equipment and training often defeated his troops in battles, his determination and commitment ~~that~~ helped us win a war. Washington was motivated not by the promise of booty or decorations, but by a belief in the cause of liberty, writing, "...that no man should scruple, or hesitate to use arms in defense of so valuable a blessing.."

- 6) In the colonies the idea of independence was not widely accepted. There was a general distrust of the leaders of the Congress. Yet Washington became the chief symbol in our revolution against the King. Why was that?

The movement to break with the British crown was not a popular one. The delegates attending the Continental Congress were not popularly elected. But even as the majority of colonists respected the King's authority, Washington was emerging as a figure of broad appeal and near-legendary accomplishment. His war record as a frontier commander lionized him in the eyes of early Americans; and his fifteen year record as a Virginia legislator was respected and admired.

- 7) **What lessons can we today draw for ourselves given our world of independence movements?**

First, the American revolution was not waged to preserve any particular boundary or to impose dominance over a neighbor. Rather, our revolution defended a universal value: "the right of people to make and to alter their constitutions of government." Secondly, while our founders -- and residents of various colonies -- disagreed on particular aspects of our Constitution, all agreed on the necessity of unity amidst diversity. "E Pluribus Unum" had to be made real, if the American experiment was to be made successful.

- 8) **In his Farewell address Washington wrote "...the habits of thinking in a free Country should inspire caution in those entrusted with its administration..." As the first president, Washington gave shape to the office of the Presidency. How would you describe that shape?**

Washington did two great things as the nation's first President. First, he defined the separation of powers. Washington believed that the President, Congress and Supreme Court should be responsible for their respective constitutional spheres. He could have opposed that concept and set the country on an entirely different course.

Second, Washington deeply believed in democracy. He welcomed the advice of his cabinet. He developed the concept of Cabinet meetings which allowed the Executive branch to fashion effective policies.

- 9) **You're the 41st President. Has the evolution of this office retained the spirit of Washington's words?**

Yes. I think our country has survived and grown stronger because we have respected the constitutional separation of powers. Each President puts his own stamp on the office, but we have all understood and adhered to the guiding principles of Washington.

- 10) **Education was a key ingredient in Washington's philosophy. He wrote in 1796, "Promote...institutions for the general diffusion of knowledge...it is essential that public opinion should be enlightened." Would you consider him our first education president?**


Washington believed in education because he knew that education was important in a democracy. Knowledge is strength. Shared knowledge is shared strength. Washington believed that what he called the "diffusion of knowledge" would keep our government honest.

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OCT 7 P1:55

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DARMAN 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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RESPONSE: *See comments*

PHILLIP D. BRADY
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 Ext. 2702

01 OCT 4 P6:37

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EAST ROOM
MONDAY, OCTOBER 7, 1991

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Scully
X 5/78

✓
Scully
X 5/78

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THE PRESIDENT HAS SEEN

10/5/91

OK
with deletions
5

(Smith/Grossman)
October 3, 1991
Draft Four
WASH

PRESIDENTIAL REMARKS: LECTURE SERIES
EAST ROOM
MONDAY, OCTOBER 7, 1991

Members of the Congress. Distinguished guests. / It is a privilege to be with you -- and to welcome you to the White House for the fourth in our series of Presidential Lectures. //

It would be impossible to live in this house and not feel the presence of its former occupants. That is why Barbara and I are thrilled that we will be here next year when the White House celebrates its 200th anniversary. //

Tonight, we honor the only President who did not live in the White House -- but whose spirit thrives here and throughout our land. George Washington looks out upon us each day. His likeness has been preserved on coins, in portraits, even on Mt. Rushmore. / But more importantly, he shaped our very system of government. Ask any grade school student and you'll hear that we remember George Washington as The Father of our Country. //

It has been said that we consciously measure our first love against all others. / In the same way, Presidents measure themselves against the example set by the very first President. Each has wondered how he could be worthy of George Washington's example. // ~~((That's especially true in the Electoral College. Imagine -- a unanimous vote -- the envy of every President.)) //~~

We remember George Washington as a humble and dedicated man -- saddled with the responsibility of shaping the most important

??

office in this nation. He also had to carry one unique burden. He couldn't blame any problems on his predecessors. //

Our Founders occasionally worried that the Presidency could, in the wrong hands, grow into a kind of monarchy. But then they remembered the man who would define the high office -- and in some ways they designed the Presidency in his likeness.

George Washington was shy, but decisive; reserved, but beloved. He did not seek the Presidency. The office sought him. //

Tonight, we salute him. George Washington was a soldier / surveyor / planter / President. He enjoyed good food and wine, and sports of all kind. He married a woman who described herself as "steady as a clock, busy as a bee, and cheerful as a cricket." / Those words remind me of another First Lady. But I'd have to add of Barbara, "Faster than a speeding bullet, more powerful than a locomotive, and able to leap tall buildings in a single bound." //

But most of all, George Washington embodied the values and aspirations of a special nation, one founded upon ideas -- and not merely planted amid the ruins of conquest or dispute. ((One story captures the special esteem in which Americans held him. Ben Franklin, as American Minister to France, once attended a diplomatic dinner in Paris shortly after the Battle of Yorktown. / First rose a French official, toasting Louis XVI and comparing him to the moon. The British Ambassador then toasted his monarch, George III, likening him to the sun. /

Finally, the aging Franklin stood to speak. "I cannot give you the sun nor the moon, but I give you George Washington -- who, like Joshua of old, commanded both the sun and the moon to stand still, and both obeyed.)) //

Franklin, of course, had seen the unassuming giant in action. George Washington led his troops into battle against the world's strongest army and, contrary to all predictions, they won. He helped wage and win the world's only permanent revolution -- the American Revolution. /

Once, he said, "When liberty begins to take root, it is a plant of rapid growth." // Even today, that beautiful plant blossoms in soils that previously had resisted it. George Washington's seedling has become the entire world's hope.

He sought not the security of power, but the power to secure liberty. And he passed that power on to every American.//

Finally, George Washington bequeathed to us a republican model of government -- "staked," as he said, "on the experiment entrusted to the American people." He defined the office in a defining moment of history -- leaving a Presidency strong enough to lead the nation through times of crisis, but also balanced by other branches of government, so as not to grow into something menacing. /

For two hundred years Americans have hoisted freedom's sacred flame and the chosen occupants of this office. All Presidents derive their power from the people, but they also draw inspiration from George Washington. //

((Earlier, I said any President compares himself to the first. I tried that -- until I heard that Washington personally reviewed all executive mail. / I gave up. / It takes a full-time staff just to review Millie's mail.)) //

like it
but tall
is a little
long-

Tonight, we have a man who will tell us of Washington -- and how the Father of our Country mastered events in times of peril. // Our speaker is Gordon S. Wood -- Historian and University Professor at Brown University. /

Professor Wood is a native of Concord, Massachusetts. / Talk about springing from history's womb. / He graduated from Tufts, served in the Air Force, completed work at Harvard, and has been Pitt Professor of American Institutions at Cambridge University and a Visiting Fellow at All Souls College, Oxford. /

Next year, Professor Wood's newest book, The Radicals of the American Revolution, is scheduled for publication. I'm sure it will complement his seminal work, The Creation of the American Republic, 1776-1787. /

And now, it is my honor to introduce one of the great scholars of perhaps our greatest President. Ladies and Gentlemen, the distinguished historian, Gordon Wood.

#

91 OCT 7
Susan Porter
Rose
All: 29 Fine

George Washington
is Fourth Generation
his family in the
U.S.

(Grossman/Smith)
October 4, 1991
Draft Two
QA

PRESIDENTIAL REMARKS: LECTURE SERIES Q&A
EAST ROOM
MONDAY, OCTOBER 7, 1991

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91 OCT 7 A8:34 **WHITE HOUSE STAFFING MEMORANDUM** ✓

DATE: October 5, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: Monday, 10/07, 10:00 a.m.

SUBJECT: PRESIDENTIAL REMARKS: Lecture Series Q & A/October 7th.
(10/04 draft two)

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FIRESTONE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments directly to Tony Snow no later than 10:00 a.m. on Monday, 10/07, with a copy to this office.
 Thank you.

RESPONSE:

Oh RT for SR 1 change

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

31 OCT 4 P 6: 37

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WHITE HOUSE
TIME STAMP

NATIONAL SECURITY COUNCIL
EXECUTIVE SECRETARIAT STAFFING DOCUMENT

91 OCT 7 5:10:59

SYSTEM LOG NUMBER:

7392

SITUATION ROOM ROSTOW SRP
ACTION OFFICER: ROSTOW SRP

DUE: 7 OCT 91, 9:00am

Prepare Memo For Scowcroft/Gates

Appropriate Action

Prepare Memo For Brady

Prepare Memo for Sittmann

Prepare Memo Scowcroft

to SNOW CC: Brady

CONCURRENCES/COMMENTS*

PHONE* to action officer at ext. 6538

Concur FYI

Concur FYI

Concur FYI

Barth

Hewett

Pilling

Basora

Hutchings

Poneman

Beers

Johnson

Popadiuk

Broome

Kanter

Pryce

Burns

Kitchen

Rademaker

Canas

Kuehne

Rostow

Chamberlin

Lampley

Tilley

Charles

Laposa

Tobey

Davis

Lundsager

Van Eron

Deal

Melby

Watson

Dyke

Menan

Welch

Frasure

Merchant

Whitley

Fry

Needles

Wilson

Gordon

O'Leary

Working

Gompert

Paal

Haass

Pacelli

Hayden

Pavitt

INFORMATION

Sittmann

Hill

Exec Sec Desk

Scowcroft (advance)

Gates (advance)

Secretariat

COMMENTS

Logged By [Signature]

Return to Secretariat

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(10/04 draft two)

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(Grossman/Smith)
October 4, 1991
Draft Two
QA

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First, the American revolution was not waged to preserve any particular boundary or to impose dominance over a neighbor. Rather, our revolution defended a universal value: "the right of people to make and to alter their constitutions of government." Secondly, while our founders -- and residents of various colonies -- disagreed on particular aspects of our Constitution, all agreed on the necessity of unity amidst diversity. "E Pluribus Unum" had to be made real, if the American experiment was to be made successful.

- 8) **In his Farewell address Washington wrote "...the habits of thinking in a free Country should inspire caution in those entrusted with its administration..." As the first president, Washington gave shape to the office of the Presidency. How would you describe that shape?**

Washington did two great things as the nation's first President. First, he defined the separation of powers. Washington believed that the President, Congress and Supreme Court should be responsible for their respective constitutional spheres. He could have opposed that concept and set the country on an entirely different course.

Second, Washington deeply believed in democracy. He welcomed the advice of his cabinet. He developed the concept of Cabinet meetings which allowed the Executive branch to fashion effective policies.

- 9) **You're the 41st President. Has the evolution of this office retained the spirit of Washington's words?**

Yes. I think our country has survived and grown stronger because we have respected the constitutional separation of powers. Each President puts his own stamp on the office, but we have all understood and adhered to the guiding principles of Washington.

- 10) **Education was a key ingredient in Washington's philosophy. He wrote in 1796, "Promote...institutions for the general diffusion of knowledge...it is essential that public opinion should be enlightened." Would you consider him our first education president?**

Washington believed in education because he knew that education was important in a democracy. Knowledge is strength. Shared knowledge is shared strength. Washington believed that what he called the "diffusion of knowledge" would keep our government honest.

THE WHITE HOUSE
WASHINGTON

October 4, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID DEMAREST
TONY SNOW *TS*

FROM: CURT SMITH *CS*

SUBJECT: PRESIDENTIAL LECTURE SERIES

On Monday, October 7th, at 5:00 p.m. you will deliver remarks (eight minutes) introducing the fourth lecture in the Presidential Lecture Series. President George Washington is the focus of this lecture, and Professor Gordon Wood is the historian. Your speech focuses on Washington's unique role as America's first President, his accomplishments, and his legacy.

(Smith/Grössman)
October 3, 1991
Draft Four
WASH

PRESIDENTIAL REMARKS: LECTURE SERIES
EAST ROOM
MONDAY, OCTOBER 7, 1991

Members of the Congress. Distinguished guests. / It is a privilege to be with you -- and to welcome you to the White House for the fourth in our series of Presidential Lectures. //

It would be impossible to live in this house and not feel the presence of its former occupants. That is why Barbara and I are thrilled that we will be here next year when the White House celebrates its 200th anniversary. //

Tonight, we honor the only President who did not live in the White House -- but whose spirit thrives here and throughout our land. George Washington looks out upon us each day. His likeness has been preserved on coins, in portraits, even on Mt. Rushmore. / But more importantly, he shaped our very system of government. Ask any grade school student and you'll hear that we remember George Washington as The Father of our Country. //

It has been said that we consciously measure our first love against all others. / In the same way, Presidents measure themselves against the example set by the very first President. Each has wondered how he could be worthy of George Washington's example. // ((That's especially true in the Electoral College. Imagine -- a unanimous vote -- the envy of every President.)) //

We remember George Washington as a humble and dedicated man -- saddled with the responsibility of shaping the most important

office in this nation. He also had to carry one unique burden. He couldn't blame any problems on his predecessors. //

Our Founders occasionally worried that the Presidency could, in the wrong hands, grow into a kind of monarchy. But then they remembered the man who would define the high office -- and in some ways they designed the Presidency in his likeness.

George Washington was shy, but decisive; reserved, but beloved. He did not seek the Presidency. The office sought him. //

Tonight, we salute him. George Washington was a soldier / surveyor / planter / President. He enjoyed good food and wine, and sports of all kind. He married a woman who described herself as "steady as a clock, busy as a bee, and cheerful as a cricket." / Those words remind me of another First Lady. But I'd have to add of Barbara, "Faster than a speeding bullet, more powerful than a locomotive, and able to leap tall buildings in a single bound." //

But most of all, George Washington embodied the values and aspirations of a special nation, one founded upon ideas -- and not merely planted amid the ruins of conquest or dispute. ((One story captures the special esteem in which Americans held him. Ben Franklin, as American Minister to France, once attended a diplomatic dinner in Paris shortly after the Battle of Yorktown. / First rose a French official, toasting Louis XVI and comparing him to the moon. The British Ambassador then toasted his monarch, George III, likening him to the sun. /

Finally, the aging Franklin stood to speak. "I cannot give you the sun nor the moon, but I give you George Washington -- who, like Joshua of old, commanded both the sun and the moon to stand still, and both obeyed.") //

Franklin, of course, had seen the unassuming giant in action. George Washington led his troops into battle against the world's strongest army and, contrary to all predictions, they won. He helped wage and win the world's only permanent revolution -- the American Revolution. /

Once, he said, "When liberty begins to take root, it is a plant of rapid growth." // Even today, that beautiful plant blossoms in soils that previously had resisted it. George Washington's seedling has become the entire world's hope.

He sought not the security of power, but the power to secure liberty. And he passed that power on to every American.//

Finally, George Washington bequeathed to us a republican model of government -- "staked," as he said, "on the experiment entrusted to the American people." He defined the office in a defining moment of history -- leaving a Presidency strong enough to lead the nation through times of crisis, but also balanced by other branches of government, so as not to grow into something menacing. /

For two hundred years Americans have hoisted freedom's sacred flame and the chosen occupants of this office. All Presidents derive their power from the people, but they also draw inspiration from George Washington. //

((Earlier, I said any President compares himself to the first. I tried that -- until I heard that Washington personally reviewed all executive mail. / I gave up. / It takes a full-time staff just to review Millie's mail.)) //

Tonight, we have a man who will tell us of Washington -- and how the Father of our Country mastered events in times of peril. // Our speaker is Gordon S. Wood -- Historian and University Professor at Brown University. /

Professor Wood is a native of Concord, Massachusetts. / Talk about springing from history's womb. / He graduated from Tufts, served in the Air Force, completed work at Harvard, and has been Pitt Professor of American Institutions at Cambridge University and a Visiting Fellow at All Souls College, Oxford. /

Next year, Professor Wood's newest book, The Radicals of the American Revolution, is scheduled for publication. I'm sure it will complement his seminal work, The Creation of the American Republic, 1776-1787. /

And now, it is my honor to introduce one of the great scholars of perhaps our greatest President. Ladies and Gentlemen, the distinguished historian, Gordon Wood.

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