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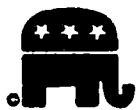
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Education Summit, 9/89

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Republican National Committee

Lee Atwater
Chairman

October 11, 1989

Dear Republican Leader:

To further his goal of fostering excellence in education, President Bush recently convened a historic Education Summit with our nation's governors in Charlottesville, Virginia.

The President and governors worked together to find ways to strengthen our schools, to enlarge opportunities and to improve America's educational performance. This was only the third time in history that a President called the governors together -- a mark of President's Bush's leadership on education.

To assist in heightening awareness of the importance of education and in spreading the word about the Bush Administration's leadership on this issue, the Republican National Committee has prepared an editorial piece and talking points for use by you and your colleagues.

I encourage you to place the editorial piece in your local newspaper and use the talking points for newsletter articles or in talking with your local press. Please contact us if we can be of additional assistance.

Sincerely,

Lee
Lee Atwater

REFORMING AND RESTRUCTURING AMERICAN EDUCATION

INTRODUCTION

- o Awash in misspent money and misguided ideas, American schools sank into decay during the 1960s and 1970s.
- o Republican Administrations have fought that decay. They have met some success. But it is not enough to halt our educational decline. We must rise to educational excellence. That is President Bush's goal.
- o Progress depends more on new thinking than new spending.
- o As part of his commitment to reform American education, President Bush convened the nation's governors in an "education summit" -- only the third gubernatorial summit in history. Democratic Governor Bill Clinton of Arkansas said of the summit: "This is the first time in the history of this country that we have ever thought enough of education to commit ourselves to national performance goals. It has never happened in almost 200 years."
- o At the summit, President Bush said: "Education is our most enduring legacy, vital to everything we are and can become. And come the next century -- just 10 years away -- what will we be? Will we be children of the Enlightenment or its orphans?"

PROGRESS UNDER REPUBLICAN LEADERSHIP

- o Average SAT scores are now higher than in 1980:

	1980	1988
Verbal	424	427
Math	466	476

- o In 1988, only 4.4 percent of students in grades 10 through 12 dropped out of high school, compared with 6.6 percent in 1978.
- o According to polls sponsored by Phi Delta Kappa, only 35 percent of Americans gave their local public schools a grade of A or B in 1980. By 1989, that figure had risen to 43 percent.

AMERICAN EDUCATION STILL NEEDS IMPROVEMENT

- o The American people will spend a record \$353 billion on schools and colleges this year.
- o The average salary today for a public school teacher is \$31,200 -- a real (inflation-adjusted) increase of 23 percent since 1981.

- o Spending per pupil in public elementary and secondary schools is at a record high of \$5,246 -- \$308 more than last year.
- o The problem isn't money, but motivation. With an attentive class, a good teacher can move the world with a piece of chalk.
- o Despite progress under GOP leadership, we have not fully recovered from the mistakes of the 1960s and 1970s. Between 1963 and 1980, the average verbal SAT score dropped from 478 to 424, while the average math score dropped from 498 to 466.
- o Such a trend disproves the myth that spending alone can solve our problems. While SATs were plunging, real federal spending for elementary and secondary education was soaring -- an inflation-adjusted 328 percent increase between 1963 and 1980.
- o Americans believe that we are falling behind other nations. The executive director of the National Association of Secondary School Principals examined learning conditions in the United States and compared them with those in South Korea and West Germany. He gave South Korea an A-minus, West Germany a B-plus and the United States a C-plus.
- o Again, comparative statistics show that money is not the problem. The United States spends a greater percentage of its gross national product on education than Japan, West Germany or South Korea.

US	6.7
Japan	5.1
W. Germany	4.6
S. Korea	4.5

- o Education Secretary Lauro Cavazos has said that there is "overwhelming support" for "a major restructuring of our education system, with school choice as the cornerstone."
- o Factories for failure. Some high schools have become factories for failure: noisy, dangerous places where the switchblade has replaced the pencil as the implement of choice.
- o In bad school systems, hard-working students see little immediate reward. In fact, other students confront them with criticism, isolation and even physical assault.

PRESIDENT BUSH'S PRINCIPLES FOR REFORM

- o President Bush has proposed adding more than \$400 million to the previous request of \$21.9 billion in budget authority for education programs. His ideas for reforming American education rest on these principles:
 - * Recognition of excellence - Rewarding good performance will

Co-chairs of the ^{Practical} ~~Coordiner~~ ~~Campbell~~ ~~Clinton~~ Summit

~~Co-Chair~~ Campbell
& Clinton

were Co-Chair
of ed. task force.
Other box on that:

McKinnon	Mabus
Schaffner	Ashcroft
Leipziger	Conrad
Andres	Hunt

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encourage schools, teachers and students to do better. Public recognition and financial rewards will provide new spurs to achievement.

- * Addressing need -- Federal funds should target those most in need -- where support can make a difference.
- * Flexibility and choice -- All parents, not only the affluent, should have greater choice in what, where and how their children learn. And local school systems must have greater flexibility in choosing teachers and principals.
- * Accountability -- The Administration backs objective measurement and reward of progress toward good education. Federal, state and local authorities must assure that the funds they spend and the programs they run accomplish their goals -- as measured by student learning and achievement.

REWARDING SUCCESS: PRESIDENT BUSH'S REFORM PROPOSALS

- o While proposing to increase federal support for education, President Bush knows that the measure of leadership is inspiration, not appropriation. His program, the Educational Excellence Act of 1988, has a simple premise: if we reward success, we will get more of it.
- * Presidential merit schools. This program would provide cash awards to public and private elementary and secondary schools that have made strides in improving student achievement, creating a safe and drug-free setting, and cutting the dropout rate.
- * Magnet Schools of Excellence. The Education Department now makes Magnet Schools Assistance grants to school systems undergoing desegregation. President Bush would help create and support magnet schools not only in currently-participating systems, but in others as well.
- * Alternative Certification of Teachers and Principals. The President would help states that want to expand the pool of talent from which to draw teachers and principals.
- * President's Awards for Excellence in Education. This plan would reward excellent public and private school teachers. Each award would amount to \$5,000.
- * National Science Scholars. President Bush would encourage achievement in the sciences by providing scholarships to graduating high school students who have excelled in science, math and engineering.
- * Drug-Free Schools Urban Emergency Grants. The bill would authorize special, competitive grants to urban districts

that have the worst drug problems, so that these districts can carry out comprehensive solutions.

- * Historically Black Colleges and Universities. These institutions, which have given many black Americans their only key to the college door, now enroll about 220,000 students. President Bush would provide an additional \$40 million in aid over the next three fiscal years.

GOALS SET AT THE SUMMIT

- o The education summit agreed on a process for setting national goals in seven areas:
 - * Ensure the readiness of all children to start school.
 - * Improve student performance on international achievement tests, especially in math and science.
 - * Cut the dropout rate and raise academic performance.
 - * Advance the functional literacy of adults.
 - * Foster the level of training necessary to guarantee a competitive work force.
 - * Increase the supply of qualified teachers and up-to-date technology.
 - * Restore safe, disciplined and drug-free schools.
- o The President and the governors also agreed to work for greater flexibility and accountability and for a major restructuring effort in each state.
- o Albert Shanker, president of the American Federation of Teachers, said that President Bush "defined a vision of education that was not public relations" and that the summit results "will drive what happens in the schools."
- o The President concluded the summit by saying: "From this day forward, let us be an America of tougher standards, an America of higher goals, and a land of bigger dreams."

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Bush and Governors Set Education Goals

By BERNARD WEINRAUB

Special to The New York Times

CHARLOTTESVILLE, Va., Sept. 28 — President Bush and the nation's Governors agreed today on the need to overhaul the nation's education system by creating a set of goals that will focus on eliminating illiteracy, reshaping curriculums and holding teachers accountable for their performance.

"We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive," said the joint statement issued here at the end of a two-day meeting called by Mr. Bush to discuss education. The statement was written by the White House staff, Administration officials and a bipartisan group of governors.

Earlier today, in a speech to the governors, Mr. Bush said: "The American people are ready for radical reforms. We must not disappoint them."

"Education is our most enduring legacy, vital to everything we are and can become," Mr. Bush said. "And come the next century — just 10 years away — what will we be? Will we be children of the Enlightenment or its orphans?"

'The First Step'

Specific goals and details will be shaped by the White House and governors to be ready for a meeting of the National Governors' Association in Washington in February.

"This agreement represents the first step in a long-term commitment to reorient the education system and to marshal widespread support for the needed reforms," the statement said.

Mr. Bush and the governors said that the caliber of the education system and the nation's economic future were inextricably intertwined. Developing a national strategy that includes new directions for education, Mr. Bush said, is pivotal to the nation's well-being.

The overall proposals carried few surprises, but they were hailed as the first time any President had outlined a framework for the Federal Government and states to work together to reform the nation's ailing schools.

Triumph for Bush

For Mr. Bush, who pledged in his campaign to serve as the "education President," the agreement represented a triumph and clearly achieved one immediate goal, focusing attention on education, not just for the two days of meetings here but with the many special reports on education appearing all week.

"This is a major step forward in education," said Mr. Bush, standing near the sun-drenched steps of the rotunda on the University of Virginia campus. "We've reached agreement on the need for national performance goals, on the need for more flexibility and accountability, the need for restructuring and choice."

Obviously bowing to pressure from the Democratic governors, Mr. Bush

added that the Federal Government was committed to "more Federal support" for preschool programs like Head Start for poor children.

Overall, said the beaming Mr. Bush, "This has been historic."

Test of Financing

But some Democratic governors, including Michael S. Dukakis of Massachusetts, said it was too early to forecast the agreement's scope and effectiveness.

"There's good news in the sense that 50 governors and the Administration seem to be committed to improving the quality of our schools," said Mr. Dukakis, the President's opponent in the 1988 campaign. "But the test for all of us will be over the next couple of months. It means not only deciding who does what, but who pays for it." But most of the Democratic governors

'Will we be children of the Enlightenment or its orphans?'

spoke positively, even warmly, about the agreement.

Mr. Bush won praise from several union leaders.

Albert Shanker, president of the American Federation of Teachers, said Mr. Bush's speech "defined a vision of education that was not public relations."

Mr. Shanker said he was surprised that Mr. Bush had offered some "radically different proposals" that departed from the ideas of conservative educators, notably in emphasizing the notion of diverse, nonrigid curriculums to meet the needs of students of differing ethnic and geographic backgrounds.

Hailed as a First

The joint agreement was announced hours after Mr. Bush addressed the governors, Cabinet officers, education officials and students and faculty members at the university.

The agreement was also the first time that the nation's governors, Democrats and Republicans, had agreed to forge a national education strategy.

"This is the first time in the history of this country that we have ever thought enough of education and ever understood its significance to our economic future enough to commit ourselves to national performance goals," said Gov. Bill Clinton of Arkansas, a Democrat who helped draw up the agreement. "It has never happened in over 200 years."

With state and local governments providing more than 90 percent of the

money spent on education, Mr. Bush squarely left the details and the burden of substantial education changes in their hands.

Mr. Bush had called the rare meeting with the governors largely because of the consensus with the Government and the education establishment that American schools were in turmoil and that the education system was increasingly lagging behind those of other industrial democracies.

More Than Three R's

In his speech at midday, Mr. Bush said his Administration envisioned "tradition-shattering reform in five areas."

"First, I see the day when every student is literate," he said. "But literacy should mean more than the 'three R's.' We must be a reading nation. We must grapple with the hard sciences."

Mr. Bush also said students "must do more than identify names on a multiple-choice question. They must understand the generosity of Andrew Carnegie, the genius of Alexander Graham Bell and the heroism of Rosa Parks."

Mr. Bush's second proposal centered on "diversity" in classroom curriculums and standards. Current lessons and procedures are often too rigid to meet the needs of the diverse ethnic groups of students around the nation, White House officials said.

"Of course all schools in a state will share a core curriculum and minimum standards of achievement," Mr. Bush said. "But the means by which that curriculum is taught, and those goals met, should be as diverse and varied as America."

These were the President's other proposals:

"Giving parents more choice in selecting the schools they want their children to attend. 'Children differ in their interests, learning styles and capabilities,' said Mr. Bush. 'I see the day when choice among schools will be the norm rather than the exception.'"

"Developing more accountability, where teachers, principals and administrators must clearly answer for poor performances. 'We must now evaluate ourselves on a tougher grading curve, one that includes that other major industrial nations,' Mr. Bush said."

"Exploiting the potential of every student, not only those who are gifted, but also the 'average students' and the disadvantaged."

"Some of our reforms and experiments are sure to come up short," said Mr. Bush. "But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse."

"After two centuries of progress," Mr. Bush told the governors, "we are stagnant."

Teachers Praise Bush's Effort to Set a New Education Agenda

By DEIRDRE CARMODY

School superintendents, union leaders and teachers were virtually unanimous yesterday in praising the efforts of President Bush and the nation's governors in setting a national agenda for education.

"What a breathtaking beginning of a new affirmation of the work for schools," Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, said of the education meeting at the University of Virginia on Wednesday and Thursday.

"This is a historic shift in the way this nation is willing to talk about the school agenda," Dr. Boyer said.

At their meeting in Charlottesville, the President and the governors agreed on national goals aimed at eliminating illiteracy, improving early childhood programs and holding teachers accountable for performance.

Specifics will be worked out by the White House and the governors in time for a meeting of the National Governors' Association in Washington in February.

A few educators said today that they would reserve judgment until they saw the specifics, and some expressed concern that the issue of more money was not pressed. But over all there seemed to be little criticism.

Not Passing Buck to States

Educators generally agreed that the President's priorities were on target and particularly praised his recognition that preschool education and the early school years were crucial. They also spoke of the effort at the meeting to balance national purpose and creativity at the local level.

It is still unclear how the efforts will be financed. But several education officials suggested that it would be churlish to grumble about lack of new spending before more is known about the specifics.

"I think essentially the message is

that we thought it was a good speech," said Albert Shanker, president of the American Federation of Teachers. "For the first time we have a President who is using the word 'national' when he is talking about education, instead of passing the buck to the states."

Dr. Scott Thomson, executive director of the National Association of Secondary School Principals, which represents 41,000 principals and assistant principals, issued his own report card of the President's performance.

"I would have given President Bush a 'C' up to now as the education President," he said. "But with this summit I'd move him up to a 'B,' and whether

he makes an 'A' or not in my gradebook depends on how he engages himself with the specific plan in the next three or four months and whether he is going to support specific programs with some money."

Motivation and Inspiration

Dr. Thomson said that "the successful summit is worth literally hundreds of millions of dollars because it provides inspiration and motivation for teachers and generates a lot of activity on the part of the business community."

While teachers generally supported the goals that emerged from the meet-

ing, some like Ginay Marks, the drug education supervisor in District 15 in South Brooklyn, said there was not enough stress on giving teachers more say in managing their schools.

"If teachers have an investment in the choice of textbooks, in the curriculum, they'll take pride in their programs," she said.

She said she was disappointed that teachers were not represented at the meeting. Still, she was glad that "they recognized education as something important, especially since our system is so bad compared to other countries."

Robert Spillane, superintendent of the Fairfax County Schools in Virginia,

said he thought it was a good that the conference did not have more prepared guidelines to follow. "It gave them an opportunity to see if they could come up with an agenda," he said.

Moving on 'Hard Issues'

Frank Newman, president of the Education Commission of the States, which coordinates state efforts, said that after six years of educational reform, the point was being made at last that it was a "complicated business" and that the restructuring of schools was difficult to accomplish. "We're now moving to the hard issues," he said.

It is solutions to issues like student dropouts and absenteeism and teacher burn out, especially in inner-city schools, that have proven tough for education innovators to push through school boards and legislatures.

Gary Marx, associate executive director of the American Association of School Administrators, which represents 19,000 superintendents and other central school officials, expressed some misgivings about Mr. Bush's stress on giving parents more choice of which schools their children attend.

"Choice is not a panacea," he said. "You can offer alternatives for students within a school. There can be magnet schools, even open enrollment in some situations, provided it doesn't upset the integration apple cart."

Mr. Marx said the most motivated students might move to a better school, leaving their own school in even worse condition.

"Every school ought to offer an excellent program," he said.

SAMPLE OP-ED ON EDUCATION

Schools are the self-portrait of a nation. In the past few decades, the United States painted itself an unflattering likeness. Every day the newspapers seemed to publish another story of students who cannot solve an algebra problem, find France on a map, or name which country started World War II.

In short, we caricatured ourselves as slow and undisciplined.

Not all the news about American education is bad. In significant ways, there is good news. First, recognizing a problem is a big step toward solving it -- and the people know about education's troubles. When asked by pollsters how they would grade public schools nationally, nearly half gave them a passing "C"; 19 percent gave them a "D" or a "Fail." And when asked which country has the best educational system, every age group named Japan, not America.

Second, recent Secretaries of Education have fought hard to make things better. They have looked at the big picture, seen the big failures, and voiced the need for reform. The alarm began with the Education Department's report, "A Nation At Risk," which said: "Our nation is at risk ... The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future ..."

Last year, the Department concluded that we are doing better -- but not well enough.

Third, the American who won the highest office has stressed his commitment to educational reform. President Bush recently convened the nation's governors in an education summit -- only the third gubernatorial summit in history -- to seek ways to nurture excellence in our schools.

The President and the governors agreed on a process for setting national goals in seven areas: children's readiness to start school; student performance on international achievement tests; reduction of the dropout rate; adult literacy; the level of training necessary for a competitive workforce; the supply of qualified teachers and up-to-date technology; the establishment of safe, disciplined and drug-free schools.

And the President had already sent Congress far-reaching education proposals, including: a National Science Scholars program, Presidential Merit Schools, Magnet Schools of Excellence, and Drug-Free Schools Emergency Grants.

[MORE]



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

October 16, 1989

MEMORANDUM

TO: Holly Williamson
The White House

FROM: John Bertak *J. Bertak*
Acting Deputy Director of Public Affairs

SUBJECT: Quotes from Education Summit Coverage

As per our conversation on Friday, I have selected some quotes from the coverage of the Education Summit. If they do not meet your needs, please advise and I will continue researching.

The quotes follow:

"In two days at Charlottesville we've put education back at the top of the national agenda."

Iowa Gov. Terry Branstad
Chairman, National Governors Association
(Associated Press, 9/29)

The Summit "has the potential for bringing about a historical turnaround in public education."

Albert Shanker
President, American Federation of Teachers
(Associated Press, 9/29)

"I get the sense the president is committed, and spotlighting education can serve an important purpose...."

Timothy J. Sullivan
Dean, Law School
College of William & Mary
Member, VA State Board of Education
(Richmond Times-Dispatch, 9/29)

"What a breathtaking beginning of a new affirmation of the work for schools; this is a historic shift in the way this nation is willing to talk about the school agenda."

Ernest Boyer
President, Carnegie Foundation for the
Advancement of Teaching
(New York Times, 9/29)

"The successful summit is worth literally hundreds of millions of dollars because it provides inspiration and motivation for teachers and generates a lot of activity on the part of the business community."

Scott Thompson
President, National Association of Secondary
School Principals
(New York Times, 9/29)

"The education summit has reminded us that, despite our differences, we are all behind children."

Keith Geiger *Education Association*
President, National ~~Association of Teachers~~
(Education Daily, 9/29)

"They not only agreed to set nationwide goals, but they also included seven areas in which to set those goals. I'm very pleased by the results."

Gordon Ambach
President, Council of Chief State School
Officers
(Education Daily, 9/29)

Potus met w/ Business Folks ^{Sept 26} - followup on his call to the Bus. community June 5.

Pres Ed Policy Advisory Committee - maybe news there when

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS

announce =

Soon. The people are all signed off

UNIVERSITY OF VIRGINIA

Brandstad 18th

w/ summit + later September

ask member / also choice mtr going on now. Not

The President and the nation's educated citizenry is the key to the prosperity of the United States and should remain, a state which works best when there is a strong workforce, second to none, in the schools. And, as a competitive world economy.

Education has always been important because the stakes have changed. As we are also working to educate and improve, they make the future. The time has come, for the first time, to establish clear, national goals for us internationally competitive.

The President and the nation's summit to:

- establish a process for
- seek greater flexibility in the use of Federal resources, regulatory and legislative
- undertake a major study of the education system; and
- report annually on progress

This agreement represents a commitment to reorient the nation's widespread support for the

NATION

The first step in restructuring is to reach a broad-based consensus on education goals. The National Commission on Education will work with

ask member

National Education Association

Talk to brethren in Nat. Service about anything they're doing.

all major nat'l educ associations organizations in elem, sec, post-sec public & private educ.

Parents, teachers, principals, AFT + NEA school ~~sta~~ administrators local & state boards of ed. voc ed, junior & comm colls.

Business Round Ed Task Force

action committee

recommend goals to the President and the Nation's Governors. The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large. The overriding objective is to develop an ambitious, realistic, set of performance goals that reflect the views of those with a stake in the performance of our education system. To succeed we need a common understanding and a common mission. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

The process for establishing these goals should be completed and the goals announced in early 1990.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- only examples
not limited to*
- the readiness of children to start school;
 - the performance of students on international achievement tests, especially in math and science;
 - the reduction of the dropout rate and improvement of academic performance, especially among at-risk students;
 - the functional literacy of adult Americans;
 - the level of training necessary to guarantee a competitive workforce;
 - the supply of qualified teachers and up-to-date technology; and
 - the establishment of safe, disciplined, and drug-free schools.

THE FEDERAL/STATE PARTNERSHIP

Flexibility and Accountability

The President and the Governors are committed to achieving the maximum return possible from our investment in the Nation's education system. We define maximum return as the following: significant and sustained educational improvement for all children. Nothing less will meet the Nation's needs for a strong, competitive workforce; nothing less will meet our children's needs for successful citizenship and economic opportunity.

Federal funds, which represent only a small part of total education spending, are directed particularly toward services for

young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to State laws and administrative rules.
- to submit legislation to Congress early next year that would provide State and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

The President and the Governors have agreed to establish a working group of Governors and the President's designees to begin work immediately to accomplish these tasks.

We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

The urgent need for flexibility in using Federal funds can best be illustrated by a few examples.

First, the Federal Vocational Education Act, which mandates specific set-asides that often result in individual awards that are too small to be meaningful and that prohibit the money from being spent to achieve its purpose. One state reported being required to divide \$300,000 in aid among far too many categories and set-asides.

Second, similarly, the Chapter 1 program requires that equipment purchased to provide remedial education services cannot be used for non-Chapter 1 institutions in areas such as adult education. Several States report that large numbers of computers purchased by Federal funds are idle at night, while adult education classes that need them either do without or use scarce tax dollars to buy other equipment.

Third, the requirements that children who benefit from Federal

funds for compensatory and special education be taught separately often undermines their achievement. Waivers that permit these students to return to regular classes and receive extra help have produced large increases in their test scores. This option should be available for all school districts.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential.

In a phrase, we want to swap red tape for results.

The Federal Government's Financial Role

State and local Governments provide more than 90 percent of education funding. They should continue to bear that lion's share of the load. The Federal financial role is limited and has even declined, but it is still important. That role is:

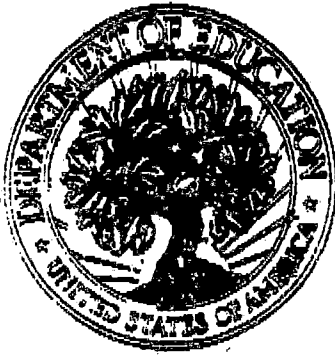
- to promote National education equity by helping our poor children get off to a good start in school, giving disadvantaged and handicapped children extra help to assist them in their school years, ensuring accessibility to a college education, and preparing the workforce for jobs;
- and second, to provide research and development for programs that work, good information on the real performance of students, schools, and states, and assistance in replicating successful state and local initiatives all across the United States;

We understand the limits imposed on new spending by the Federal deficit and the budget process. However, we urge that priority for any further funding increases be given to prepare young children to succeed in school. This is consistent with the President's recommendation for an increase in the number of children served by Head Start in this year's budget. If we are ever to develop a system that ensures that our children are healthy and succeed in school, the Federal Government will have to play a leading role.

Further, we urge that the Congress not impose new Federal mandates that are unrelated to children, but that require States to spend state tax money that could otherwise go to education.

COMMITMENT TO RESTRUCTURING

Virtually every State has substantially increased its investment in education, increased standards, and improved learning. Real gains have occurred. However, we still have a long way to go. We must make dramatic improvements in our education system. This cannot be done without a genuine, National, Bipartisan commitment to excellence and without a willingness to dramatically alter our



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FAX COVER SHEET

MESSAGE

TO: Holly Williamson

FAX NUMBER: 456-6218

FROM: Melinda Kitchell

Choice Meetings

Advisory

→ previous press
release

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

****ADVISORY****

****ADVISORY****

****ADVISORY****

WHO: Education Secretary Lauro F. Cavazos

WHAT: First Regional Strategy Meeting
on Choice in Education

WHERE: Public School 117
240 E. 109th St.
East Harlem, New York

WHEN: Monday, October 16, 7 - 9 p.m.
Tuesday, October 17, 9 a.m. - 4:45 p.m.

Cavazos has called choice -- permitting parents to select which school their child will attend -- "the cornerstone to restructuring elementary and secondary education in this country."

The meeting is the first of five regional meetings the Secretary will convene. The others are in Minneapolis-St. Paul, Minn. (10/23-24), Charlotte, N.C. (11/13-14), Denver, Colo. (11/16-17), and Richmond, Calif. (11/28-29).

The meetings will bring together parents, teachers, students, business leaders, legislators, school board members, and state and local education officials. The first regional meeting is intended to include participants from Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, West Virginia, District of Columbia, Puerto Rico and the U.S. Virgin Islands.

The meeting will begin with an evening session to give parents an opportunity to talk directly with Cavazos. The second day will feature plenary panels and concurrent workshops on "Programs of School Choice" and "Choice: Problems, Opportunities, Obstacles, and Solutions."

Cavazos and Gov. Thomas Kean (R-N.J.) will address the meeting. New York State Commissioner of Education Thomas Sobol, New York City Board of Education President Robert Wagner, Jr., and Reps. Charles Rangel (D-N.Y.) and Steve Bartlett (R-Texas) are among those expected to participate.

New York Community School District 4 will provide tours of selected schools of choice from 9 a.m. - 3 p.m., Monday. Reporters wishing to join the tour should call Mary Coleman at the District 4 office, (212) 860-5967. Press kits will be issued from 5 - 7 p.m. Monday and all day Tuesday at the school.

Contact: Tom Lyon (202) 732-4320
(212) 581-1000 after 3 p.m. Sunday

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE
August 24, 1989

Contact: Tom Lyon
202-732-4302

CAVAZOS TO CONVENE MEETINGS ON CHOICE

Education Secretary Lauro F. Cavazos today announced the dates and locations for five regional strategy meetings this fall where policymakers, parents and educators will discuss the role of choice in improving the quality of education.

"Parental choice is the cornerstone to restructuring elementary and secondary education," Cavazos said. "These regional strategy meetings will bring this valuable reform to the attention of families in every part of the nation."

President Bush has made parental choice an essential element of his education initiatives and has called on educators and government officials to implement programs that give parents the opportunity to select which public school their child will attend.

The regional meetings will be held:

October 16-17	East Harlem, New York City, N.Y.
October 23-24	Minneapolis-St. Paul, Minn.
November 13-14	Charlotte, N.C.
November 16-17	Denver, Colo.
November 28-29	Richmond, Calif.

Governors, legislators, parents, school board members, state and local education officials, business leaders, teachers, students and others will be invited to the sessions.

-MORE-

-2-

Each regional meeting will feature an address by the Secretary, presentations by other national and regional leaders, panel discussions, and an evening for parents to express their views on choice directly to the Secretary.

In a May 19 speech at the National Press Club, Cavazos announced that the meetings would be scheduled and said, "Children have different needs and learning modes. Teachers have different approaches. Parents have different philosophies. Choice allows schools to draw strength from diversity by developing different programs. It allows each school to excel."

###

10/13/88
9:00 AM

DRAFT

EAST HARLEM, NEW YORK CITY, NEW YORK

Monday, October 16

REGISTRATION
9:00a.m.-3:00p.m.

Public School 117

SITE VISITS
9:00a.m.-3:00p.m.

Optional site visits to selected schools of choice

**REGISTRATION/
RECEPTION**
6:00p.m.-7:00p.m.

**Public School 117 -- Reception hosted by
Lauro F. Cavazos, U.S. Secretary of Education
and District 4**

PARENTS' NIGHT
7:00p.m.-9:00p.m.

PARENTS SPEAK OUT ON CHOICE IN EDUCATION
Moderator: Secretary Cavazos

o **President Bush welcome**

o **Patriotic opening (10 minutes):**
6th graders; pledge of allegiance;
lift every voice; music selection

**Panel of leaders to listen to parental
concerns and wishes**

Congressman Charles B. Rangel (N.Y. - District 16)
Congressman Steve Bartlett (Texas - District 3),
Ranking Member, Select Education Subcommittee
Barbara Dandridge, Administrative Assistant,
Committee on Education and Labor, U.S. Congress
Ted Sanders, Under Secretary, U.S. Department of
Education
Thomas Schol, Commissioner of Education, New York
State Department of Education
Robert F. Wagner, Jr., President, New York City
Board of Education
Shirley Walker, Acting Interim Superintendent,
District 4
Reverend Gregory McCants, former President,
District 4 School Board
Carolyn Maloney, City Council Member
Angelo Del Toro, State Assemblyman of New York
Olga Mendez, New York State Senate
Bernard Diamond, Principal, P.S. 117

Tuesday, October 17

REGISTRATION Public School 117
8:00a.m.-9:00a.m.

WELCOMING
REMARKS
9:00a.m.-9:30a.m. New York Boys Choir, Reverend Gregory McGants
Ted Sanders, Under Secretary (Master of Ceremony)
Congressman Charles B. Rangel
Thomas Sobol, Commissioner of Education, New York
State Department of Education
Robert F. Wagner Jr., President, New York City
Board of Education
Shirley Walker, Acting Interim Superintendent,
District 4

KEYNOTE ADDRESS "Choice: Cornerstone for Restructuring Education"
9:30a.m.-9:45a.m. Secretary Laure F. Cavazos

PLENARY PANEL I "What Choice Means to Me"
9:45a.m.-10:15a.m. MacNeill-Lehrer video presentation

Moderator: John Merrow, The MacNeill-Lehrer Report
Althea Hall, District 1 Parent/Teacher
Joyce Duncan, Director, Career Academy, District 4
Andre Lawrence, Student

PLENARY PANEL II "Putting Choice into Place to Restructure Schools"
10:15a.m.-11:00a.m. ABC News video presentation

Moderator: Congressman Steve Bartlett (Texas)
Ruth Randall, Superintendent, State of Minnesota
Sy Fliegel, Former Deputy Superintendent,
District 4
Walter Marks, Superintendent, Richmond, California
Ed Rodriguez, Principal, JHS 99

Questions and comments from audience

Introduction to Workshops by Ted Sanders

CONCURRENT
WORKSHOP I
11:15a.m.-12:30p.m.

"Programs of School Choice"

MINNESOTA

Room _____

Moderator: Ruth Randall, State Superintendent,
Commissioner of Education
Bob Wedl, Deputy Commissioner of Education
David Bennett, Superintendent, St. Paul
Peggy Hunter, Enrollment Options Specialist
Steve Allen, Director, Area Learning Center
Barry Brown, Student

EAST HARLEM (DISTRICT 4)

Room _____

Moderator: John Falco, Assistant Superintendent
New York City, District 4
Sy Fliagel, former Deputy Superintendent
Joyce Duncan, Director, Career Academy
Tom Webber, School Board Member
Lucy Matos, Director, Central Park East Open
Education
Juan Munoz, Parent

RICHMOND, CALIFORNIA

Room _____

Moderator: Walter Marks, Superintendent
Richmond, California
Sylvester Greenwood, Deputy Superintendent
Deborah Pearce, Associate Superintendent for
Curriculum
Frank Calton, Board Member
Rosemary Moses
Susan Yourd, Parent
LeVonya DeJean, Principal
Bobbie Breithervits, Student

MASSACHUSETTS (City Plans)

Room _____

Moderator: George Tsapatsaris, Parent Information
Center
Francis X. Foley, Director, Elementary Education,
Cambridge, MA
Dorothy Jones, former Desegregation Director
James Wallace, Equal Educational Opportunity
Planner/Desegregation Coordinator, Fall River
Roland Charpentier, Magnet School Planning
Coordinator, Worcester
Richard Hoffman, Desegregation Coordinator

Peter Colleary, School Assignment Officer,
Cambridge, MA
Leonard Solo, Alternative School Principal,
Cambridge, MA
Linda Peterson, Boston
Manual Goncalves, Student Assignment Officer,
Fall River

LUNCH
12:30p.m.-1:30p.m. Box lunches provided by _____
Auditorium: Choir

CONCURRENT
WORKSHOP II
1:45p.m.-3:00p.m. "Choice: Problems and Opportunities,
and Obstacles and Solutions"

PARENT INFORMATION AND INVOLVEMENT Room _____

Moderator: John Falco, Assistant Superintendent,
New York City, District 4
Jerry Colonna, Eugene Oregon
Shirley Streud, President, Community School
Board, District 4
Maria Bonet, Northview Tech, District 4
Peter Colleary, School Assignment Officer,
Cambridge, MA
George Tsapatsaris, Lowell
Linda Peterson, Boston
Susan Yourd, Parent, Richmond, California
District 4 Parents: Ray Rivera, John Moscow

CREATING DISTINCTIVE SCHOOLS Room _____

Moderator: Sy Fliegel, Former Deputy
Superintendent, District 4
Elaine Schwartz, Director of the Center School,
District 3
Roland Charpentier, Magnet School Planning
Coordinator, Worcester
Mary Romer-Coleman, Assistant Director, Alternative
Schools, District 4
Linda Hill, Director, College and Human Services,
District 4
Rosemary Moses, Teacher, Richmond, California
LeVonya DeJean, Principal, Richmond, California
Bobbie Breitkervits, Student
District 4 Parents: Pearly Lusan, Minerva Warwin

**DISADVANTAGED, AT-RISK, AND
SPECIAL EDUCATION STUDENTS**

Room _____

Moderator: Denis Doyle
 Phyllis McClure, NAACP
 Steve Allen, Minnesota Area Learning Center
 Director
 Steve Kahn, Director of Special Education,
 District 4
 Leonard Solo, Alternative School Principal,
 Cambridge, MA
 Frances Foley, Cambridge
 Iris Nevak, Director, Key School, District 4
 Barry Brown, Student
 District 4 Parents: Maritsa Villega,
 Laverne Michelson

IMPLEMENTING A SYSTEM OF CHOICE

Room _____

Moderator: Anthony Alvarado, Superintendent,
 New York City, District 2
 Nancy Rhodes, Rhode Island
 John McClaughry, State Senator, Vermont
 Dorothy Jones, Cambridge
 James Wallace, Equal Educational Opportunity
 Planner/Desegregation Coordinator, Fall River
 Althea Hall, Teacher, New York City, District 1
 Coleman Gann, Superintendent, New York City,
 District 27
 Ester Rosenfeld, Director Central Park East 1
 Lucilla Rodriguez, Director, BOSTON Bilingual
 School
 District 4 Parents: Olivia McCrossin,
 Robert DeLeon

MINORITY FAMILIES AND CHOICE

Room _____

Moderator: Sylvester Greenwood, Deputy
 Superintendent, Richmond
 Dr. Samuel Banks, Baltimore
 Migdalia Maldonado, Principal PS 108, District 4
 Evelyn Pacheco, School Board Member, District 4
 Wilda Astendos, Bilingual Program Director,
 District 4
 Carl Grecia, School Board Member, District 4
 Pearl Helder, Director, Gifted and Talented,
 District 4
 Richard Hoffman, Lawrence
 Manuel Goncalves, Student Assignment Officer,
 Fall River
 District 4 Parents: Urania Pacheco, Rosa Farfan

RESEARCH ON CHOICE

Room _____

Moderator: Chester E. Finn, Jr., Director,
Educational Excellence Network
Raymond Domanico, Director, Center for
Educational Innovation
Peggy Hunter, Enrollment Options Specialist,
Minnesota Department of Education
Evelyn Castro, Director of Funded Programs,
District 4
Bruce Cooper, Fordham University
Marilyn Calle, Director, Schenberg School,
District 4
District 4 Parent: Maryann Rogers-Wright

ROLE OF LOCAL OFFICIALS

Room _____

Moderator: Walter Marks, Superintendent, Richmond,
California
Antonio Rodriguez, Bilingual Education Director,
District 4
Frank Calton, School Board Member, Richmond,
California
Jeremiah Regan, President, New Jersey School Boards
Association
Philip Fenster, President, Connecticut Association
of Boards of Education
Juana Dainis, Deputy Superintendent, District 4
Carolyn Maloney, Manhattan City Council
District 4 Parent: Mrs. Vasquez

CHOICE AND PRIVATE SCHOOLS

Room _____

Moderator: Gregory McCants, former President,
District 4 School Board
Joan Davis Ratteray, President, Institute for
Independent Education
Brian Spears, Director, New York Prep
Peter Flanagan, Managing Director, Dillon Read and
Company
Mariam Alehandro, Director, Bilingual School,
District 4
Agudeth Israel Representative
District 4 Parent: Mrs. Morales

**LINKING CHOICE WITH OTHER
IMPROVEMENT STRATEGIES**

Room _____

Moderator: Bob Wedl, Deputy Superintendent,
State of Minnesota
Frank Esposito, New Jersey
Deborah Pearce, Associate Superintendent for
Curriculum, Richmond, California
Mae Gamble, Hunter College, District 4
Robert Gyles, Director of Math and Science,
District 4
Camile Aramondo, Director of Communication Arts,
District 4
Dorothy Petrlik, Assistant Director for Bilingual
Programs, District 4
District 4 Parent: Kimberly Kinsler

SPECIAL ADDRESS
3:15p.m.-3:40p.m.

Governor Thomas Kean, State of New Jersey
(Introduced by Peter Flanagan, Managing Director,
Dillon Read and Company)

PLENARY PANEL III
3:40p.m.-4:40p.m.

"Exploration of Policy Options"

Moderator: Lawrence C. Patrick, Jr., President,
Detroit Board of Education
Pete duFont, former Governor, State of Delaware,
Chairman, Ideas for America's Future
Barbara Dandridge, Administrative Assistant,
Education and Labor Committee, U.S. House of
Representatives
Judith Katz, President, New York State School
Boards Association
Anthony Alvarado, Superintendent, District 2,
New York City

Questions and comments from audience

CLOSING REMARKS
Adjourn 4:45p.m.

**"Challenge to participants to develop innovations
to promote Choice"**
Secretary Lauro F. Cavazos

Informal discussions with State, district and other leaders

WHERE WE STAND



By Albert Shanker, President
American Federation of Teachers



The President's Speech from the Summit

A Generous Vision

President Bush deserves many more cheers for his summit speech on education than he's gotten. A lot of people who heard the speech believed he didn't say much because the only thing they were listening for was a promise of more money. But President Bush did define his vision of American education. And in doing so, he took some tough stands and probably made some enemies.

The president could have joined his predecessor and many others who favor moving away from public schools toward government support for private education. Those who wanted this were bitterly disappointed. President Bush not only failed to mention private schools, but he opened his remarks with a ringing tribute to Thomas Jefferson, "our first education president, [who] was a relentless advocate for universal public education."

Our schools and our country are obsessed with "objective" measurements and standardized test scores. President Bush could have joined the chorus in deploring the low scores of our students. Instead, he cited the results of the National Assessment of Educational Progress that show how few of our about-to-graduate high schoolers can write a simple letter, manage fractions and decimals or know within which half-century the Civil War took place. Instead of inviting us to look at SAT scores and percentiles on standardized tests, the president asked us to zero in on the fundamental issues of what our kids know and what they are able to do.

Many are proud of what the education reform movement has done so far. They claim that things are already better, or that they soon will be. President Bush doesn't share that view. He doesn't credit the reform movement with succeeding or being about to succeed; he says only that it has "done well in articulating its criticism." The first six years of reform have brought us lots of new laws, rules, regulations, requirements. If you read his lips and listened to his words, George Bush was saying we need to empower people by getting rid of these onerous rules and bureaucratic regulations. Instead of more rules, he called for us to "give our schools the freedom that they need" to experiment and try new things.

George Bush could have gained applause by saying that the signs are pretty good; we only need to do a little better. He didn't. He called on us to "restructure" our schools. He could have agreed with those who want to go back to the good old days—with former Education Secretary William Bennett and his "James Madison High School." Far from it. George Bush is moving in the opposite direction: "I do not counsel a naive nostalgia, some tame adherence to the past. Business as usual is not getting us where we need to go. So when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every PTA board member already knows—the American people are ready for radical reforms. We must not disappoint them."

The president could have joined those who want to go back to the basics. Instead, he took them on: "I see the day when every student is literate. But literacy should mean more than the 'three Rs.' We must be a reading nation. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know why Americans died at Bunker Hill, at Gettysburg and at Monte Cassino. And they must do more than identify names on a multiple choice question. They must understand the generosity of Andrew Carnegie and the genius of Alexander Graham Bell and the heroism of Rosa Parks."

He could have joined others who want to abandon the system we have and put another in its place, but instead he counseled persistence and patience in remaking the *public* education system, because "some of our reforms and experiments are sure to come up short." And, far wiser than reformers who expect one quick fix to solve problems that have been building for decades, the president warned us that what he envisions is "the work of years."

The president did call for accountability: "Weak performance in the classroom or the principal's office will no longer be tolerated. But neither will indifference towards good educators. Society has no greater benefactors than outstanding teachers and principals." In President Bush's generous vision, accountability means the possibility of "praise and solid rewards" as well as blame.

The president's vision of American education was generous in another way. He spoke about the economic importance of educated workers. But he went beyond seeing education in merely economic terms: "We've discussed the need for educational reform in terms of our national competitiveness. . . . But . . . there is more to learning than just our trade balance or the graying of our work force; it is broader than the important, but narrow, compass of economics and government." And he looked for the day "when every young American can know the life of the mind."

Of course, there was more to the summit than the president's speech. The governors' role was and will be vital, and I'll talk about that in another column.

And of course, fine words—even from the president—aren't enough. It's possible to have great ideas and not follow through on them. But having a vision of where you want to go is the first step in getting anywhere. President Bush has taken a terrific first step.

Happy New Year 1990

FISCAL 1990 BEGINS today. The auld lang syne party occurred in the House last week. They toasted the deficit with a few quarts of Old Trickle Down and passed a capital gains tax cut that will transfer billions of dollars from the Treasury, mainly to the very rich. Now will come the New Year's resolutions. To accommodate the continuing deficit, the debt ceiling must be raised again this month. The game will be to attach to this confession of past failure an expression of renewed resolve in the form of a tightening of the Gramm-Rudman deficit targets. No matter that none of these goals has yet been met; the new proposal will set even more laudable goals—but not until the next election.

President Bush and congressional leaders reached a 1990 budget agreement last spring. It called for only a modest amount of deficit reduction, and much of that was fake. Still, budget director Richard Darman and others defended it as a first step toward restoring trust between the branches and the parties and reaching an agreement that really *would* reduce the deficit in 1991. No more of the policy stalemates of the Reagan years.

Now, however, partly because such policy disputes continue, only one of the 13 regular appropriations bills for the year just begun has been passed. For the rest of government, Congress has been forced to pass another month-long continuing resolution. In item after item in these bills—the space program, aid to Poland, the defense budget, the war on drugs, health care—the mismatch between the government's limited resources and the lofty goals of the president and Congress is evident.

The reconciliation bill, which makes deficit reductions in the broad expanses of government not subject to the appropriations process, also is bogged down; the result is likely to be a brief

resort to the automatic military and domestic spending cuts called for by Gramm-Rudman. The tax dispute has helped to hold up the reconciliation bill, but the measure is burdened with other controversies as well. More than 1,900 pages long, the House version includes a multibillion-dollar increase in aid to the working poor, a broadening of Medicaid, a new child care program and a cost-cutting proposal that would take away from doctors the right to set their own fees under Medicare. In a sign of continuing weakness in both the political and legislative systems, Congress continues to legislate protectively by megabill.

Mr. Darman intimated last spring that it might be possible to have a 1991 budget agreement by the end of this year—before election-year pressures intervened. Now the adversaries will be lucky if they finish the 1990 budget by then. There is plenty of blame to go around, but at the center remains the lack of funds. Everyone wants to reduce the deficit. But the president will neither accept a tax increase nor spell out and support the necessary spending cuts; he prefers to talk about the areas in which he wants to increase spending. The Democrats do want a tax increase but lack the votes, in part because they have not been able to persuade people that they would use the money well; and, in any event, it is a politically disastrous position to keep taking in the face of Republican assertions that such an increase is not required. That is where the country was in the Reagan years, when the national debt nearly tripled, and the nation became dependent on high interest rates and foreign loans. And for all the differences in tone, that is where the country still is. Happy New Year.

wp 10-1-89 06

The 'What' of Education

IN THE WEEKS before his Charlottesville education meeting with the governors, President Bush took some pains to establish that he was not interested in dealing with the nation's education emergency through the budget. His repeated assertions that this country already spends more per capita on education than most of its international competitors, including Japan, have drawn some sniping from educators who insisted that, first, such comparisons are iffy to make—depending on the vagaries of differing access and shifting exchange rates—and, second, that the refusal to consider a spending increase proved the president's interest in education was superficial. But the critics have been playing some games with the numbers themselves, and on the whole the president's assertions about American education spending hold up: it's considerable, it's higher than that of most Western nations', and the way it's spent is not demonstrably efficient.

The administration emphasis on the "what" of spending appears to have borne fruit in the statements that concluded the Charlottesville meeting. The governors and the president declared jointly that the schools need specific goals, and that schools and teachers need more freedom in how they pursue those goals and more strict scrutiny on whether they are meeting them. The president, for his part, seems to have learned something from the governors in closed session: he agreed that whatever new dollars do become

available for education should go to early-childhood programs like Head Start.

This closer scrutiny of education money's uses is an echo, on a national scale, of a dynamic that has already become obvious in several states and cities. Over and over in recent years—Detroit is a notable example—taxpayers asked to approve yet another tax for the noble purpose of improving the schools have demanded that they first see an accounting of how the current money is being spent—and, once a credible reform initiative was offered, have proved more willing to fund it.

Thus challenged, some school boards have proved unable even to provide coherent financial records—sure sign that budgeting could be tighter. None of this goes to the question of whether more money is needed in the long run, or whether the United States spends enough, too little or too much on its schools. The Charlottesville move is, rather, a step toward making both sides of the debate sound more credible.

Setting goals, as the governors promise, will require considerable care. So will another initiative stressed by all the participants: a loosening of restraints on how federal and state monies are spent. Some current restrictions are trivial; others, especially at the federal level, go to crucial matters like racial balance and access for the disabled. A balance needs to be struck between judicious streamlining and wholesale educational deregulation. But the scrutiny such choices will entail can only help a system that is desperately in need of some disciplined attention.

EDUCATION SUMMIT

'Competition' Is Meeting's Byword

Governors, on the front lines, see urgent need for better schools in a global labor market

CSM 10-2-89 p. 7

By Marshall Ingwerson

Staff writer of The Christian Science Monitor

CHARLOTTESVILLE, VA.

WHEN Mississippi Gov. Ray Mabus arrived here for the education summit last week, he was already carving a set of goals for Mississippi schools much like those sum-
mitteers had promised to produce early next year.

Governors have reflected more keenly than any other group of political leaders the economic urgency of better schools in a global labor market.

When businesses look at investing in Mississippi, "they ask about teachers before they ask about taxes," says Mr. Mabus. "They ask about students before they ask about roads."

Since the largest share of education budgets comes from state government — about 50 percent on average — governors are getting a clear message from business about the critical state of education. The message is that either the level of learning of American workers improves radically or the national economy will go into decline, says Marc Tucker, president of the National Center on Education and the Economy.

"Why should employers anywhere in the world pay American workers 10 times as much to work as hard when we know less than [other workers] do and can do less?" Mr. Tucker asks.

For Governor Mabus, the summit offered two benefits:

One, it lends force to his battle with state legislators to pass his education proposals.

Two, Mabus, a democrat, now sees his state competing for busi-

ness against the world, not against other states. National standards can help the whole country remain competitive.

"Mississippi kids have got to compete in the same world Connecticut kids do," he says.

Besides, says Republican New Jersey Gov. Thomas Kean, "it doesn't do any good for New Jersey to be in the lead if the people around us aren't with us. Forty percent of the people of New Jersey went to school in other places."

Just how American schools stack up to their foreign counterparts is not well measured in most areas. Where solid comparisons have been made, American secondary school students rank very poorly — both by overall age group and by comparing only the best performers.

As recently as the 1960s, American students were outshone in math tests by their counterparts in other industrialized countries. But American schools then were more universal — a larger share of US youth went to high school, while other countries were testing only a select group.

That is no longer true, according to Larry Suter, a statistician at the National Center for Education Statistics. Japan now has an 89 percent high school participation rate, compared with about 75 percent for the United States, using the same criteria.

In recent math and science tests by the Educational Testing Service, American students scored decisively lower than students in other industrialized countries by age 14. In the sciences, Americans were outscored by students from Italy and Korea, among many others, and were clumped near the bottom with



SUMMIT: Bush with Iowa's Terry Branstad (left) and Lauro Cavazos.

those from Thailand, Hong Kong, and Singapore.

A 1982 test calculating the top 1 percent of math students in each of 17 countries found the top US students at the bottom of the ranking, below those of Hungary, New Zealand, Britain, Finland, or Canada. Only Israel's elite ranked close to Americans.

Educators point out that few countries educate as diverse a group of students, ethnically and culturally, as the United States.

But researchers are just beginning to probe rigorously why Americans do so poorly. According to Mr. Suter, the number of days per year spent in school shows no relation to test scores, the amount of homework shows only a little relation, and the hours per year spent studying math show only a little relation.

"It's got to have something to

do with the total commitment to school," he says, describing the seriousness with which the Japanese take their schooling.

Ironically, he notes, the Japanese are emulating some aspects of the freedom to explore found in the American system "because they admire it and they think we're more creative."

A sweeping study of reading literacy in 40 countries is underway now. Meanwhile, some American businesses are teaching their employees to read, as well as how to use automated equipment.

State governors, says Mr. Tucker, "were the people who saw how economics came together with education."

Says Ray Mabus: "The biggest problem we have now is for people to understand the urgency, that states aren't competing with each other any more."

Across Town, Teachers See Students Who 'Are not Whole'

CHARLOTTESVILLE, VA.

AS President Bush and the governors of 49 states decided here to demand re-
form of the nation's schools, across town at Charlottesville High School, Shirley Marshall drew back one corner of her mouth in a skeptical smirk.

After more than 30 years of teaching English, she sums up what many of the other teachers here say about their students:

"These are not whole people coming to school today."

While Mr. Bush says schools have not achieved much with increasing amounts of money in the past decade, teachers here have watched the student population change markedly.

Students from single-parent homes, some using or living around drugs, many

working long hours after school, about two dozen for whom the school administrators here cannot even find permanent home addresses — these are students with scant interest in school and little support from parents.

Although the idea was mentioned only in passing at the summit, several teachers endorsed a suggestion by New Mexico Gov. Garrey Carruthers (R) that the school day be extended for social workers to help with personal and family problems while teachers concentrate on academic learning.

"Let the teachers teach," says Ms. Marshall, "and not be expected to cure all of society's ills in 50 minutes a day."

Charlottesville High is a racially mixed school. The unprecedented education summit inspired some hope, but no great faith among the faculty here that change would reach the classroom.

"The old things just don't work anymore," says Spanish teacher Marcia Hutchinson, agreeing with the politicians across town that schools are not seeing enough results, that they need to change. "I think we're all willing to change things, we just need some direction," she says.

The good students today have changed little from decades past, faculty members here say. The difference is the emergence of another, more-troubled group of students.

"It's not that they don't want to learn," notes principal Wilbert Lewis. "They're raising themselves, trying to run an apartment, working. We're not seeing the parental partnership we need." Teacher K. Diane Price notes that while parents used to flock to back-to-school nights, they now often don't even share meals with their children.

- M. I.

Teachers Praise Bush's Effort to Set a New Education Agenda

NYT 4-10-91 A4
By DEIRDRE CARMODY

School superintendents, union leaders and teachers were virtually unanimous yesterday in praising the efforts of President Bush and the nation's governors in setting a national agenda for education.

"What a breathtaking beginning of a new affirmation of the work for schools," Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, said of the education meeting at the University of Virginia on Wednesday and Thursday.

"This is a historic shift in the way this nation is willing to talk about the school agenda," Dr. Boyer said.

At their meeting in Charlottesville, the President and the governors agreed on national goals aimed at eliminating illiteracy, improving early childhood programs and holding teachers accountable for performance.

Specifics will be worked out by the White House and the governors in time for a meeting of the National Governors' Association in Washington in February.

A few educators said today that they would reserve judgment until they saw the specifics, and some expressed concern that the issue of more money was not pressed. But over all there seemed to be little criticism.

Not Passing Buck to States

Educators generally agreed that the President's priorities were on target and particularly praised his recognition that preschool education and the early school years were crucial. They also spoke of the effort at the meeting to balance national purpose and creativity at the local level.

It is still unclear how the efforts will be financed. But several education officials suggested that it would be churlish to grumble about lack of new spending before more is known about the specifics.

"I think essentially the message is

that we thought it was a good speech," said Albert Shanker, president of the American Federation of Teachers. "For the first time we have a President who is using the word 'national' when he is talking about education, instead of passing the buck to the states."

Dr. Scott Thomson, executive director of the National Association of Secondary School Principals, which represents 41,000 principals and assistant principals, issued his own report card of the President's performance.

"I would have given President Bush a 'C' up to now as the education President," he said. "But with this summit I'd move him up to a 'B,' and whether

ing, some like Ginay Marks, the drug education supervisor in District 15 in South Brooklyn, said there was not enough stress on giving teachers more say in managing their schools.

"If teachers have an investment in the choice of textbooks, in the curriculum, they'll take pride in their programs," she said.

She said she was disappointed that teachers were not represented at the meeting. Still, she was glad that "they recognized education as something important, especially since our system is so bad compared to other countries."

Robert Spillane, superintendent of the Fairfax County schools in Virginia,

said he thought it was a good that the conference did not have more prepared guidelines to follow. "It gave them an opportunity to see if they could come up with an agenda," he said.

Moving on 'Hard Issues'

Frank Newman, president of the Education Commission of the States, which coordinates state efforts, said that after six years of educational reform, the point was being made at least that it was a "complicated business" and that the restructuring of schools was difficult to accomplish. "We're now moving to the hard issues," he said.

It is solutions to issues like student dropouts and absenteeism and teacher burn out, especially in inner-city schools, that have proven tough for education innovators to push through school boards and legislatures.

Gary Marx, associate executive director of the American Association of School Administrators, which represents 19,000 superintendents and other central school officials, expressed some misgivings about Mr. Bush's stress on giving parents more choice of which schools their children attend.

"Choice is not a panacea," he said. "You can offer alternatives for students within a school. There can be magnet schools, even open enrollment in some situations, provided it doesn't upset the integration apple cart."

Mr. Marx said the most motivated students might move to a better school, leaving their own school in even worse condition.

"Every school ought to offer an excellent program," he said.

he makes an 'A' or not in my grade-book (because) how he engages himself with the specific plan in the next three or four months and whether he is going to support specific programs with some money."

Motivation and Inspiration

Dr. Thomson said that "the successful summit is worth literally hundreds of millions of dollars because it provides inspiration and motivation for teachers and generates a lot of activity on the part of the business community."

While teachers generally supported the goals that emerged from the meet-

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8478

Remedial Work

Paying Attention To the Schools Is a National Mission Now

NYT 10-19-91

By EDWARD B. FISKE

MANY educators and state officials feared that President Bush's "education summit" last week at the University of Virginia would be little more than an extended photo opportunity for the man who has vowed to be "the education President." But afterward, there was growing agreement among the experts that something more substantive had occurred.

"It was a historic event," said Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching. "The President and the governors acknowledged the national interest in education in a dramatic fashion. What they said and did will shape public schooling in America for years to come."

Not everyone was as sanguine as Mr. Boyer. But there was remarkably little demand from the governors for a significant increase in Federal spending on education. (Gov. Mario M. Cuomo of New York was a notable exception.) And praise came from education experts, a group that had initially been critical, largely because of Mr. Bush's decision to exclude educators from the conference. The meeting was, after all, less to shape school reform than to gauge the political climate for such change.

The bipartisan goodwill did conceal a disagreement over whether the Federal Government should assume more responsibility for nutritional and other programs that are supposed to assure that poorer children arrive at the schoolhouse door with unimpaired learning abilities. ... and, Mr. Bush made a commitment to "more Federal support" for preschool programs like Head Start.

The most notable product of the

two-day meeting was an agreement between the President and the state leaders to work together to improve schools. "This is the first time in the history of this country that we have ever thought enough of education to commit ourselves to national performance goals," said Gov. Bill Clinton, the Arkansas Democrat who was an architect of the agreement.

American education has always been viewed as a state responsibility and a local enterprise. Talk of a "national curriculum" has been tantamount to embracing Communism.

Soaring Concern

But in the face of competitive pressures of the global economy and of a national prosperity becoming increasingly dependent on the management of information, the concern over how well states and local school boards perform has soared.

Alarms have been sounded before, each broader than the last. Thirty years ago, the Soviet Union's surprise launching of the first satellite frightened Washington into increasing support for math and science education. And six years ago, the National Commission on Excellence in Education issued a report called "A Nation at Risk." It deplored the "rising tide of mediocrity" in the schools and called for tougher high school graduation requirements, more core academic courses, higher teacher salaries and other measures.

Now the President and the governors say that something more, and different, is needed. "We share the view that simply more of the same will not achieve the results we need," their agreement declared. "We must find ways to deploy the resources more effectively." Or as Mr. Bush stated, "The American people are ready for radical reforms."

To begin with, the meeting pushed for "national education goals" that address dropout rates, adult litera-

The 'summit' was meant to gauge the political climate.

cy, teacher quality, drugs and the physical readiness of kindergartners to learn. The governors and the White House hope to have a list ready for the National Governors' Association's meeting in February.

Listing goals is easy enough. Much more important, the agreement calls for "annual report cards" not only on students and schools but also on the actions of states and the Federal Government. Mr. Bush and the governors have thus not only made

some promises but propose to give critics a tool for judging whether they keep them.

Other new directions take the form of what Mr. Bush and the governors called the need to "restructure education." Such changes, many of which are already in place in some school districts, include:

- Decentralized management of schools. Local school boards in Miami and other cities have given individual schools more control over budgets, staffing and other decisions. Chicago is now carrying out a plan that will transfer power from the central education board to parent-led councils.

- Parental choice. Some school systems like District 4 in East Harlem let parents select the school their child will attend. Political conservatives like the idea because it in-

troduces competition into the education, but many liberals and educators argue that it could lead to increased racial imbalance in some urban school systems.

- New routes into teaching. New Jersey pioneered a program to provide teacher certification to college graduates who do not have education degrees, and other states have followed its lead. The idea has drawn fire from some teachers' unions, but many politicians and educators see it as a way to bring new blood into the classroom.

- Accountability. Teachers and school administrators are currently judged not on how much students learn but on the extent to which they comply with legislative and school board regulations. A movement is under way to base such evaluations on academic results, as in a plan now being developed in Vermont.

One of the first results of the governors' meeting is expected to be a plan to make existing Federal education programs more flexible by giving local officials a measure of discretion in carrying them out. Currently, the conference agreement noted, computers purchased under the Chapter I program for disadvantaged students cannot be used in the evening for adult education.

Recognizing the tensions over the issue of Federal spending, Mr. Bush emphasized in his speech at the conference that "our goals must be 'national' not 'Federal.'" But if the governors were willing to let money matters rest for now, it was at least partly because Washington accounts for less than 7 percent of spending on public education. So a marginal increase in Federal financing next year would hardly be noticed.

"We're here for the long haul," said Governor Clinton. "If we can demonstrate the urgency of the issue, set some goals and get the President and the governors to accept responsibility for meeting them, then I sincerely believe the money that is needed will begin to flow."

"The object is to bring into action that mass of talents which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind."

804/977-3763 curator at Montecello

804/924-0311 main info U.Va.

804/924-3297 Fishback

804/924-3239 U. Guides

804/971-2530 public affairs at Montecello

804/924-3052 Chairman, dept. of music

804/293-7134 Mr. Meade

804/296-6782 Mr. Loach

Jennifer Mendelsohn

overnight trip on Cabell hall elevators

center of arts and sciences, soul of university

I understand from a professor in the School of Education that Jefferson was the first "Education President,"

Beta the dog in Cabell hall/ Millie

dog warden now

old dogs new tricks?

Frank Hereford - 924-3781 or home 296-7578

Ray Bice Secretary to the BOV - 924-7081 or home 293-5584

Sandy Gilliam - 924-3339 or home 977-6459

reagan sounded the call under Nation at Risk

Dismal stats/ modest turnaround/ed reform needs a second wind
said one ed leader

Tag: POOL REPORT UVA SUMMIT
Source: murray
Story: twt.nation.murray.M0012720
Depth: 49.9

Mark
Christina
MKG

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OFF THE RECORD{q1}
NOT FOR PUBLICATION OR BROADCAST{q1}
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POOL REPORT{q1}
"Education Summit" Pre-Advance{q1}

{q1}
University of Virginia, Charlottesville, Sept. 15, 1989{q1}

{q1}
Rare as it may be to pre-advance a nearby domestic trip, the White House set up this one primarily for visual media because of special logistics circumstances surrounding the meeting called by President Bush with the nation's governors and the entire Cabinet. Like everything else in Charlottesville, and the historic university that was founded in 1819, the situation is best understood in the context of Thomas Jefferson. As one pre-advance official said, "Mr. Jefferson had a great vision -- for the 1850s."{q1}

{q1}
That translates to small rooms, lighting problems, no air conditioning, an undersupply of electricity, and a series of meetings that will be reported virtually entirely by pools of all sizes and descriptions. (This is contrary to what some may have heard at White House briefing announcing the meeting.) As of now, the only truly "open coverage" events are the president's welcoming remarks on Wednesday, a one-hour convocation on Thursday, and the president's departure comments on Thursday.{q1}

{q1}
In addition to 150 White House press, estimates of the National Governors' Association and education press corps range from 450-650. As always, there is a separate White House filing center located in Cavalier Room of Newcomb Hall as well as "Summit Press Center" in the Old Gym. This room was described as "not ideal but it will work." It is a low-ceilinged room that appears suitable to accommodate tables, telephones, etc., but perhaps not a press conference or major briefing. Hotel space also is at a premium. White House press are to be centered at Holiday Inn Monticello where 106 rooms had been committed at this writing. Other hotels reportedly are filled up. [Complicating things is the fact that university life will continue apace, reportedly at the instruction of Mr. Bush who is quoted as saying, "It makes no sense to go to a university to talk about education and disrupt classes for two days." This effectively eliminated more commodious space and facilities.{q1}

{q1}
Arrangements at UVA campus, which is called The Grounds (with caps), are in the hands of the host Summit committee headed by Kevin Moley with Dave Frederickson coordinating press. Their main number is (804) 960-8856. They will handle credentialing for non-White House press.{q1}

{q1}
Except for the dinner on Wednesday night at Monticello, all events are on The Grounds of UVA. Campus p.r. is headed by William Fishbach and Tom Doran (924-7116) heads the news bureau. The Governors' Association also is expected to have a press office (details not available), but Summit office is the place to contact on logistics, etc. Substantive inquiries about the meeting are directed to Deputy White House Press Secretary Steve Hart.{q1}

{q1}

①

Following is the tentative presidential schedule followed by brief notes on venues marked with a *:[q1]

[q1]

Wednesday, Sept. 27[q1]

[q1]

3 p.m. President arrives by copter from Washington at landing zone to be determined and motorcades to Old Cabell Hall*. Expanded pool will accompany by chopper with remainder of White House press to be bused down (about two hours). "Sizeable" expanded pool.[q1]

[q1]

3:30 p.m. Welcoming remarks, Old Cabell Hall (president to speak about 5-7 minutes). Open coverage.[q1]

[q1]

3:45 (approximate) President, governors, Cabinet members and spouses walk about 400 yards northeast on the grassy, ash- and apple-lined Lawn* (cap L) to the Rotunda*, the most famous structure at UVA. Press restricted to fixed positions, probably at two platforms, along the way. No pool walking alongside. As is done at commencement, wooden stairs will be in place at five steep terraces along the rectangular Lawn. (FYI, Queen Elizabeth II also made this walk on her 1976 visit.)[q1]

[q1]

4-5:30 p.m. Working session in Oval Rooms of Rotunda (two on main floor and one in basement). Governors and Cabinet will divide evenly among three meetings. President to visit each for about 20 minutes each. NOTE: Governors' spouses to attend these sessions, seated along wall rather than at oval tables with conferees.[q1]

[q1]

5:30-7:15 p.m. Break[q1]

[q1]

7:15 p.m.: President and Mrs. Bush arrive at Monticello*, probably by helicopter weather-permitting, to host dinner (not black tie). Travel pool accompanies. Expanded pool in place outside front door.[q1]

[q1]

7:30-8 p.m.: Guests arrive, walk along brick path (past press pool on one side and fife and drum corps on other) to main house at Monticello where they will be greeted by the Bushes and swept away for a house tour, drinks and then onto a wooden deck on the north side of the building. No coverage inside house.[q1]

[q1]

8 p.m.-10 p.m.: Dinner in 60 x 60 tent on magnificent rear lawn of Monticello. As of now, toast is set for later in the dinner but press advance, etc., trying to move it to earlier in the dinner. Poolers to be inside only until toast is given. About 150 guests are expected. A military combo will serenade during dinner. No decision yet on after-dinner entertainment.[q1]

[q1]

[q1]

Thursday, Sept. 28[q1]

[q1]

7-8 a.m.: Informal coffee in Rotunda, president and all Summit participants.[q1]

[q1]

8-9:30 a.m.: Second working session in Oval Rooms of Rotunda.[q1]

[q1]

9:30-11 a.m.: Plenary session on top floor of Rotunda. NOTE: Spouses to hold separate plenary session at Alumni Hall, hosted by Mrs. Bush.[q1]

[q1]

11-11:30 a.m.: Break to shift scenes to University Hall, the school's basketball arena.[q1]

[q1]

11:30 a.m.-12:30 p.m.: Convocation with president's "major remarks" at

University Hall. This will include all governors, Cabinet, full press corps with remainder of seats to be filled by several thousand UVA students. Governors will be announced individually, leading to an estimated 20 minute ceremony just to get them seated. President enters from side at what would be half-court, then turns right and walks to about where the basket would be. He will give 20-minute speech.[q1]

[q1]

12:30-1 p.m.: Break to move to Newcomb Hall*[q1]

[q1]

1-2:30 p.m.: Working lunch in Blue Ballroom, Newcomb Hall.[q1]

[q1]

2:30 p.m.: Move to Lawn outside Rotunda for closing statement of Summit and, possibly, some kind of presidential Q&A session, either a press conference or informal ropeline questions.[q1]

[q1]

Conference Adjourns.[q1]

[q1]

It is not clear whether the conferees will issue a formal final communique, but we are told some kind of a statement should be expected.[q1]

[q1]

VENUE NOTES[q1]

[q1]

OLD CABELL HALL: A steeply pitched theater built in 1899 that seats about 1,500 persons before removing some seats for this event. A huge painting covers the entire wall behind the stage. It is a copy of Raphael's "The School of Athens," painted by George Breck in Rome and given to the university in 1902.[q1]

[q1]

ROTUNDA: Keystone of Jefferson's original Academical [cq] Village. This is the last building designed by Mr. J and is a one-half scale, somewhat modified copy of the Pantheon in Rome. The drumlike cylinder has three floors capped by a dome with a glass skylight at its crest. It is 77 feet in diameter and 77 feet in height. The first two floors each house three oval shaped rooms where working sessions of the meeting will be held (one on ground floor and two on main floor). See first floor plan attached.[q1]

Plenary session Thursday morning to be on the third floor, a bright domed room (dome is 120 degrees of a sphere) that housed the original library. Stocked bookshelves are in place. Because Jefferson wanted the room also to be used for social activities, the stacks are arranged perpendicularly to outside wall all the way around in such a way that the books are not visible to a person anywhere near the center of the room. As of now, it is intended that participants (about 65 people) sit around a circular table that is open at the center like a giant donut. Two balconies extend completely around the room's circumference but are said to be unable to support more than a few people so are not available for coverage, except possibly a small pool.[q1]

The Rotunda, finished in September 1826 at a cost of \$60,000 (cq) was burned in 1895 and the interior rebuilt in a different manner, but Jefferson's design was restored in a three-year, \$2.3 million project dedicated on April 13, 1976, the 233rd anniversary of his birth.[q1]

[q1]

LAWN: Central vista of Jefferson's original Academical [cq] Village. University says it is 600 feet from Old Cabell Hall to the Rotunda and 200 feet wide. Television people who measured it say length is over 1,000 feet. The Lawn is flanked by Ranges, long rows of rooms assigned to individual honor students and campus leaders. The only item the procession will encounter other than grass and a little doggy-do is a statue of Homer and His Young Guide by Sir Moses Ezekiel. The statue shows a seated Homer with the Young Guide on the ground at his feet. It was a World War I memorial to the first university student killed in that conflict (James R. McConnell).[q1]

[q1]

~~NEWCOMB~~ HALL: Student center, houses shops, Post Office, theater, and cafeteria (which is open to public).{q1}
{q1}

MONTICELLO: It would be gratuitous to explain Jefferson's home, except to mention a few points for those who haven't visited. The house is virtually invisible until you're right there, sheltered by trees although it commands a hill southish of Charlottesville. The house is largely brick with a dome like just about everything else Jefferson was associated with. Currently restoration is under way on the gardens, blacksmith shop and artisan shops. The Bushes will receive guests in a two-story foyer which has a railed balcony around three of its four sides. Several of Jefferson's inventions were visible in the foyer including a clock that also keeps track of the day of the week (accurately when we were there) and French doors that move in tandem when one is adjusted. His natural air conditioning still keeps the place cool on a sweaty hot day. (The university is not air conditioned.){q1}
{q1}

SEVERAL COMMENTS{q1}

{q1}
Parking on campus is virtually non-existent although Tom Doran said the question of providing press parking is being explored. White House buses will be available from the press hotel to campus and open events, with White House transportation for pools as is customary.{q1}

{q1}
Press coverage and pools to be based on "parity" among White House press corps, governors and education press, and "local press."{q1}
{q1}

Questions raised by your pool about access to deliberations (through such means as audio-video to plenary and/or working sessions in rooms too small for coverage) and material other than president's speeches received no direct response, but reporters were advised to seek information on these aspects from Steve Hart. Gary Fendler said the White House press would have "access to the president."{q1}

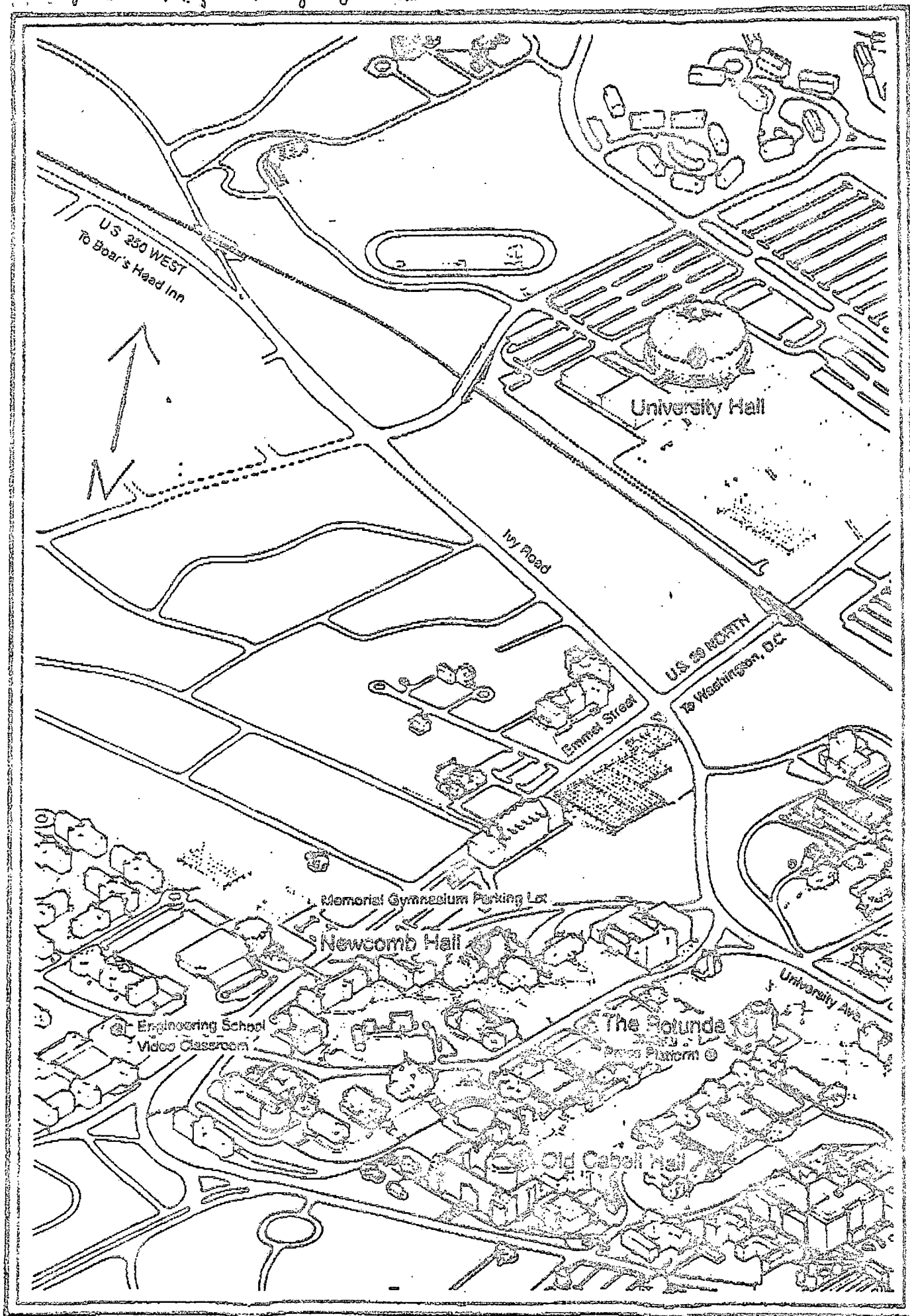
{q1}
Frank Murray, The Washington Times{q1}
Friday, September 15, 1989{q1}

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OFF THE RECORD{q1}
NOT FOR PUBLICATION OR BROADCAST{q1}
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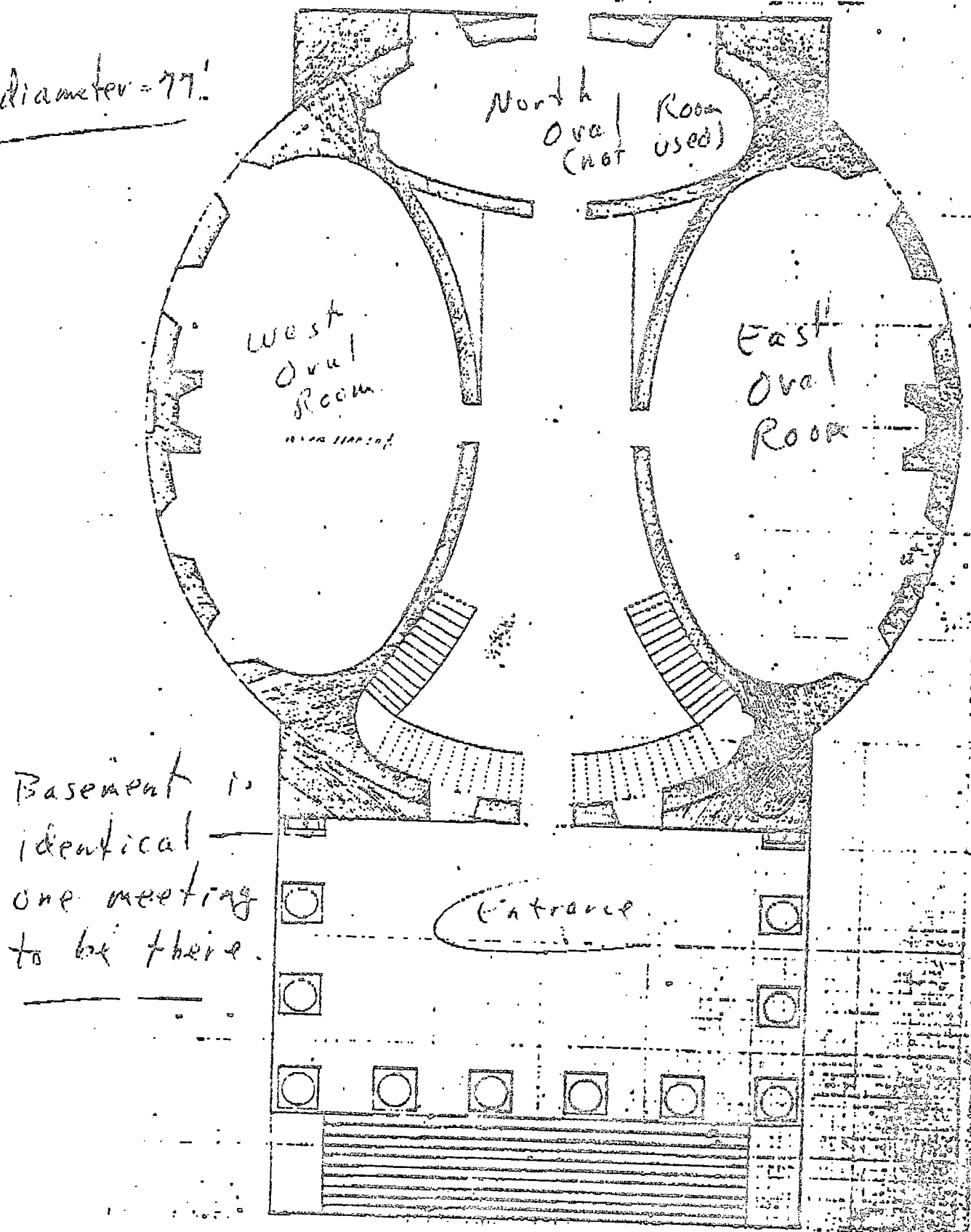
Attached is map of campus
and floor plan of Rotunda oval
rooms where working sessions to be held

↓



Pool report page 6

diameter = 77'



Basement is identical
one meeting
to be there.

(6)

((Grant))
September 20, 1989
Draft two
a:dinner

TOAST: GOVERNORS' DINNER
JEFFERSON'S HOME AT MONTICELLO
WEDNESDAY, SEPTEMBER 27, 1989
7:30 P.M.

((I was worried about coming up Route 53 to get here. I heard there were so many limosines tonight the Secret Service put them in alphabetical order by state. Well, I ^{am sure} suppose Governor Sullivan, of ^{Wondered if he'd get dinner or} Wyoming, ~~will get here by breakfast.~~))

I'll try and keep it short tonight ... you see, the record has already been set for toasts here at the University ... Back in 1824, Mr. Jefferson hosted a dinner in the Dome Room of the Rotunda for the Marquis de Lafayette, attended by former President James Madison and then-President James Monroe. It was an elegant dinner, and the libations flowed freely -- so freely, in fact, that thirteen formal toasts ensued. Only to be followed by thirty-seven more impromptu ones. So once again, I'm holding my charisma in check ... and I'm only giving one toast.

We stand tonight at "the beloved mountaintop home" of President Thomas Jefferson, the twinkling lights of Charlottesville below us, the quiet pastures of Brown's Mountain above us. Not far down the mountain road is Ashlawn Highlands, the home of President James Monroe.

We are overlooking the "academical village" founded by Mr. Jefferson 170 years ago. Earlier, at sunset, we could see the Rotunda and the purple shadows of the Lawn -- once an open-ended

field that looked out to the Blue Ridge Mountains of Virginia. It was Mr. Jefferson's wish that it remain that way, so that students would look out to the horizon, poised between their education and their future. Today, in the Rotunda, we worked in that elusive area between education and the future, defining our dream for excellence and giving shape to our hopes for America. And it was one day, shortly before he died, that Mr. Jefferson gazed at the Rotunda and said that establishing his University was "the last act of usefulness I can render my country."

Building the Rotunda and the University were the crowning achievements of "the Sage of Monticello," yet he knew that without the ^{creativity} ~~bright minds~~ and ^{the intellectual challenge a great faculty} ~~rigorous programs of the professors,~~ ^{his new center of learning and thought would be} ~~he simply had~~ bricks and mortar. Mr. Jefferson searched for the best in Europe, and brought them to teach at the University as new citizens -- except in the subject of law, to be taught only by a resident American. In fact, Jefferson's favorite teacher was his own law professor, George Wythe, a man who also taught him the essentials of ancient philosophy and the classics. I'm sure everyone here has a favorite teacher ... mine was my high school teacher, Dr. A.B. Darling, who made the immortals of

American history come alive for me.

~~Today, as it was in Jefferson's time, it is~~ ^{who enlighten and inspire} ~~America's teachers will bring our young people into the next century, inspiring them to greatness and enlightening them to excellence.~~ Jefferson knew this, writing once that aside from education, "no other sure foundation can be devised for the preservation of freedom and happiness."

And so tonight I toast those who have heard the call and followed it -- those who have sacrificed so much in order that America ^{might} ^a enjoy the sure foundation of freedom and happiness.

I toast our teachers ... those who taught us, ^{and} those teaching our

children, ~~those studying how to teach~~, and those among us who

have been members of this proud profession! The five members of my Cabinet
~~have taught~~: [Dick Thornburgh; Governor Sununu; Secretary

Director Bennett
~~Cavazos; Secretary Yentter~~] ... and ~~all~~ ^{the} thirteen of the governors

present who are former teachers. And not to give too big a plug for Alternative Certification ... but there is one person present

who has never held a teaching position yet has been a leader in

the fight against illiteracy ... ~~the Silver Fox~~, my wife Barbara.

We have come to ^{*to the home of Thomas*} ~~Charlottesville~~, Jefferson's ~~home~~, to build upon his dream of a strong system of public education for all.

~~But the~~ dream is nowhere without our teachers, and we salute them tonight.

God bless them ^{*all*} and ~~God bless America~~.

#

without and
But without our teachers - ~~their vision~~, ^{and} their education
the dream would be lost. I ask you
join me in saluting the teachers of America.

THE WH
WASH
September

MK-
I thought this
might be helpful
to you. Haley

*also you need
to come to a
3:00 mtg in CW's
office today.

Dear Governor ^F1^:

We are extremely pleased with the enthusiastic response from a large number of Governors, and appreciate very much the assistance from you and the National Governors Association staff in developing the agenda for the President's Education Summit Conference with Governors on September 27-28, 1989 in Charlottesville, Virginia. This conference has the promise of being an exciting and productive meeting.

The agenda and format of the sessions are designed to provide for a candid and constructive exchange of views in informal settings on a wide variety of issues. The format and agenda reflects our discussions and the suggestions received through the National Governors Association.

We will hold three simultaneous working groups on Wednesday afternoon, September 27, and three different simultaneous working group sessions on Thursday morning, September 28, before beginning the two plenary sessions later Thursday morning and Thursday afternoon. The plenary sessions will consider all six subject areas covered by the working groups.

The co-chairmen listed for each working group are the Governors recommended by the National Governors Association. A list of the six subject areas and topics for discussion under each is attached. These topics, of course, do not exhaust the issues that may come up within each of the working groups. They do, however, give a sense for the terrain on which each working group will focus.

A form for you to complete and return to the National Governors Association staff is also enclosed. In order to draw up the list of which Governors will participate in each working group, it is important that you return this form to the National Governors Association as soon as possible, and no later than close of business on Thursday, September 20. In our discussions with Governors Branstad, Gardner, Campbell, and Clinton, they agreed to take each Governor's preferences into account regarding the working groups in which each is most interested.

I am looking forward to seeing you in Charlottesville.

Warmest regards,

Roger B. Porter
Assistant to the President
for Economic and Domestic Policy

^F2^

THE SUMMIT CONFERENCE ON EDUCATION

1. Teaching: Revitalizing a Profession

- o Identifying, recognizing and rewarding excellence in teaching.
- o Enriching the teaching profession by providing more flexible routes to certification.
- o Attracting enough qualified teachers for elementary and secondary schools.
- o Meeting our national needs with respect to science and mathematics instruction in elementary and secondary schools.
- o Increasing the number of minorities entering teaching.
- o Evaluating proposals for national certification examinations.

2. The Learning Environment

- o Providing appropriate pre-school and early childhood experiences to prepare children for primary school.
- o Identifying at-risk youth and reducing the number of student drop-outs.
- o Creating safe, violence-free schools.
- o Establishing and maintaining drug-free schools.
- o Assessing student performance and establishing appropriate goals.
- o Engaging teachers, students, parents, and the community in a partnership and a life-long commitment to education.

3. Governance: Who Is In Charge?

- o Defining the appropriate role of the Federal Government in education.
- o Defining the appropriate role of State governments in education.

- o Defining the appropriate role of local school boards in education.
- o Reforming federal and state education regulations.
- o Ensuring that schools are publicly accountable for their performance, that there is adequate scope for innovation, and that exceptional performance is recognized and rewarded.
- o Ensuring parent and citizen involvement in local school governance.

4. Choice and Restructuring

- o Evaluating the experience with choice across the nation.
- o Assessing transportation and equity issues involved in choice.
- o Considering ways of expanding choice and strengthening accountability.
- o Evaluating the experience with magnet schools across the Nation.
- o Instituting performance-based restructuring initiatives.
- o Evaluating the experience with site-based management and program restructuring.

5. A Competitive Workforce and Life-Long Learning

- o Ensuring that adult Americans are sufficiently literate to perform effectively as parents, workers, and citizens.
- o Determining what institutions, public and private, bear responsibility for various aspects of worker training.
- o Enhancing public-private partnerships in education.
- o Communicating the needs of the consumers of the products of our education system.

- o Creating incentive programs to produce more high school graduates.
- o Enhancing the quality of training and vocational education.

6. Post Secondary Education: Strengthening Access and Excellence

- o Enhancing opportunities for disadvantaged youth and their access to higher education.
- o Strengthening science, mathematics and engineering teaching in American universities.
- o Strengthening university entrance requirements and reducing the need for remedial courses.
- o Recruiting and retaining more minority students and faculty in higher education institutions.

THE WHITE HOUSE

WASHINGTON

SUMMARY SCHEDULE

The following is a Summary Schedule for the President's Education Summit with Governors to be held in Charlottesville, Virginia on September 27 - 28, 1989. This schedule is for planning purposes only and is subject to change.

Wednesday, September 27, 1989

- 10:00 AM Governors and spouses, education advisors, Cabinet
-3:00 PM members and spouses arrive in Charlottesville,
Virginia.
- 3:00 PM The President and Mrs. Bush arrive in Charlottesville,
Virginia.
- 3:15 PM Program begins.
- 3:30 PM The President and Governors Campbell and Clinton make
brief remarks and welcome participants and spouses to
the Summit.
- 3:45 PM The President, Mrs. Bush, Governors, Cabinet
Secretaries and spouses depart Old Cabell Hall and
proceed to the Rotunda.
- 4:00 PM Opening Session in the Rotunda. There will be three
simultaneous sessions in the Rotunda. Governors' and
Cabinet Secretaries' spouses are invited to attend as
observers.
- 5:30 PM Opening Session concludes.
- 7:30 PM Cocktails and Dinner at Monticello, The Home of Thomas
Jefferson, hosted by The President and Mrs. Bush.

Thursday, September 28, 1989

- 7:00 AM The President, Governors, Cabinet Secretaries and
spouses have an informal, continental breakfast in the
Rotunda.
- 8:00 AM Second Session in the Rotunda. There will be three
simultaneous sessions in the Rotunda. Governors'
and Cabinet Secretaries' spouses are invited to attend
as observers.

9:30 AM The President, Governors and Cabinet Secretaries, attend Plenary Session in the Dome Room of the Rotunda. One advisor may accompany each Governor and Cabinet Secretary.

Mrs. Bush will host a separate plenary session for spouses.

11:00 AM Plenary Session concludes. Governors and Cabinet Secretaries and staff board vehicles for transportation to University Hall.

11:30 AM Governors, Cabinet Secretaries, spouses and staff attend Convocation for the University of Virginia Community at University Hall.

12:30 PM Convocation concludes. Governors, Cabinet Secretaries and spouses depart University Hall.

1:00 PM Governors, Cabinet Secretaries and one advisor attend working lunch in the Ballroom of Newcomb Hall.

2:30 PM Luncheons conclude. Governors and Cabinet Secretaries proceed to Rotunda Steps.

2:45 PM Concluding statement by the President and Governors Branstad, Gardner, Clinton and Campbell.

3:00 PM Summit concludes.

September 13, 1989

THE SUMMIT CONFERENCE ON EDUCATION

Working Group Sessions

Please indicate your first, second, and third preferences for each of the two working group sessions.

Wednesday, September 27, 1989

_____ Teaching: Revitalizing a Profession

Co-chairmen

Governor Terry Branstad
Governor Booth Gardner

_____ The Learning Environment

Co-chairmen

Governor Guy Hunt
Governor Ray Mabus

_____ Governance: Who is in Charge?

Co-chairmen

Governor Garrey Carruthers
Governor Bill Clinton

Thursday, September 28, 1989

_____ Choice and Restructuring

Co-chairmen

Governor Jock McKernan
Governor Rudy Perpich

_____ A Competitive Workforce and Education

Co-chairmen

Governor Carroll Campbell
Governor William Donald Schaefer

_____ Post-secondary Education: Strengthening Access
and Excellence

Co-chairmen

Governor Cecil Andrus
Governor John Ashcroft

Please FAX your response to Ray Scheppach at 202-624-5313 by close of business on Wednesday, September 20, 1989.

"The part of college life which, in our minds, is most important, however, and which meant the most to us at Virginia is an intangible one. It is the opportunity to do things on your own, more or less as you please, with few or no restrictions. It is the opportunity to succeed or fail solely because of what you decide to do. It is the opportunity to accept the responsibility of making your own decisions and then reap their benefits or take their penalty. At the University of Virginia you will be treated like a man who is alone responsible for what he does. For some this is too much responsibility. These are the students who simply fall by the wayside. For others, there is the chance to find out how far you can go, to see what your potentials are, and to discover how much you can accomplish -- and all the time having the satisfaction of knowing that you are doing it on your own."

Peter Gray/1968

Mrs. Bush and illiteracy

*5-7 minutes
at Old Cabell*

*School at Athens
Plato & Aristotle
Raphael*

For welcoming

Tom Jefferson is looking over our shoulders. I like to think he would be pleased.

((Remarks followed by Republican and Democrat governors))

Our meeting/Your advice/inclusive language
some have been teachers/governor sununu

for dinner toast at Montecello

POTUS/Barb/govs and spouses, cabinet and spouses.

George Wylie, Jefferson's teacher

George Bush's favorite teacher?

Then toast all teachers.

3 mins

Thornburgh - gov & teacher

Sunnunu -

Bennett ?

Cavazos

Executive Memorandum

The Heritage Foundation

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RUSH!

8/15/89

Number 248

AN AGENDA FOR GEORGE BUSH'S EDUCATION SUMMIT

George Bush recently invited the nation's governors to Washington on September 27 for a "summit" on education. The purpose: to hammer out a plan to reform America's failing school system.

Several governors already have responded to the presidential call by asserting that what really is needed is more federal money. Others are expressing fears that they will be asked to shoulder more of the responsibility for improving education without being given the resources they claim to need. These governors note that recent congressional legislation mandates states to assume more of the burden of funding for health and welfare, and they suspect that education will follow suit.

Even though there is overwhelming evidence that more money is not the answer to the nation's education problems, the suspicions of governors about the summit are understandable. This should not cloud the fact that the summit is needed — not to box in the states and force them to pick up more of the education tab, but to seek ways of removing roadblocks that impede the states from improving education. The states already are setting the pace in education reform. It is the states that are introducing wider choice for parents to spur more competition among schools; and it is the states that are in the vanguard of school management innovation. Thus what Bush needs to do is to soothe the worries of the governors by assuring them that instead of the summit imposing new burdens on the states, it will seek ways to make it easier for the states to introduce more reforms of the kind they are already pioneering.

In particular, at the summit Bush should:

1) Announce that he will issue an Executive Order to free states from cumbersome federal rules that frustrate state education innovation. He also should challenge the states to do the same for their local governments.

Many innovative education reforms are impeded by federal red tape. Example: Washington imposes numerous restrictions on the use of Chapter 1 funds, which serve the needs of disadvantaged students. Thus states are prevented from using these funds creatively. Freeing up this money would allow states to experiment with proven innovative methods of instruction.

Shortly after he took office, Bush pledged to remove cumbersome regulations to make it easier for schools to experiment. The Department of Education is exploring ways to clear away these barriers. Bush should announce to the summit that once this review is complete, he will issue an Executive Order to eliminate regulations that impede reform.

Bush also should challenge the states to follow his lead and clear away red tape at the state level. Education mainly is regulated by state houses, not Washington. Schools must abide by copious state regulations, many of which interfere with a school's ability to improve the quality of education. Examples: teacher certification requirements, vocational education and basic course requirements, and restrictions on the use of school facilities can constrain creative approaches by

Note: Nothing written here is to be construed as necessarily reflecting the views of The Heritage Foundation or as an attempt to aid or hinder the passage of any bill before Congress.

schools. Bush should call on the governors to remove such burdensome red tape and allow their school districts to explore new ways of dealing with the old problems.

2) Seek agreement by the summit for the goal of a school choice plan in at least thirty states within two years.

The experience of Minnesota and Iowa confirms that allowing parents a degree of choice over which school their child will attend significantly raises the quality of education. Bush should signal his determination to see more state-wide choice plans by announcing a target to be reached in two years. He could provide each state that enacts educational choice for parents with a bonus federal grant and technical assistance to administer the new plans.

3) Call for a Commission on Business Support for Education.

Business is spending some \$40 billion on education this year and thus is taking an urgent interest in education reform that could reduce the high tab for remedial education for their employees. Countless reports and studies calling for reforms have been issued by business groups; firms are collaborating with educators, parents, and public policy experts to develop new strategies.¹ Yet businesses' efforts often are unfocussed. The President should join with the governors at the summit in calling on the nation's corporate leaders to establish a Commission on Business Support for Education. Patterned after the Grace Commission, which highlighted waste in the government budget, the product of the Commission would not be more studies or research. Instead it would highlight those strategies that have been improving education and indicate practical ways in which business can stimulate reform.

4) Announce that he will order the Department of Education to assist states in reforming education. Bush also should call on each governor to appoint a senior staffer to deal exclusively with parental choice.

States are taking the lead in promoting choice in education. But while the Department of Education supports these moves, many of its staff lack the direction or authority to help states reform in this way. Bush should tell the governors that the Department now will work closely with the states to develop strategies to promote choice. To help this, Bush should ask each governor to appoint a "choice advisor" to work closely with the Department on reform measures.



Bush's call for an education summit is a recognition of the crisis in American education. Something needs to be done to reverse the breakdown in quality of a school education. And by inviting the governors to the summit, Bush recognizes that he feels the best hope for reform lies in action by the states. What he must do at the summit is develop a battle plan to unlock the pent-up creativity of America's state houses.

Jeanne A. Allen
Policy Analyst
Editor, *Education Update*

William Myers
Director for State Policy
The Free Congress Foundation

1 Some of these are outlined in a forthcoming special issue of The Heritage Foundation's *Education Update* newsletter reporting on a Heritage conference, "Can Business Save Education: Strategies for the 1990s." The full proceedings of this conference are available from The Heritage Foundation as *Heritage Lecture* No. 193.

Davis/Martin
Sept. 20, 1989
Draft: Two
Title: Jefferson

PRESIDENTIAL ADDRESS: CONVOCAATION, UNIV. OF VIRGINIA
Thursday, Sept. 28, 11:30 a.m.

It's a delight to be back in Charlottesville. My son Marvin and my daughter-in-law Margaret have told me to be humble while I'm at U. Hall. ((They told me you only do the wave for Ralph Sampson.)) ////

((Acknowledge governors, events of the last few days.)) I have been deeply impressed by the commitment, the intelligence and the knowledge that you bring to education reform. Together, we can achieve great things if we keep putting progress before partisanship, the future before the politics of the moment.

((I've also heard eloquent appeals from many authorities on education in the last few weeks, from state legislators to leaders in business and education. I have listened. And I am deeply appreciative of all that I have heard.))

((But I want to share with you the concerns of someone from an under-represented group in this debate -- first-graders.

LETTER ANECDOTE from a "Johnny"))

The (("Johnnys)) of our schools are, in many ways, the luckiest generation of children in history. Just last month, these children observed, in the clarity of Voyager's sight, the horizons of alien worlds, the majesty of space. Think what these images would have meant to the ever-curious founder of this

university, who could only look through a primitive telescope at faint patches of light, and wonder.

But our children are growing up in an age where wonder is common place, and peace and prosperity are often taken for granted. Our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we are close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the Shenandoah Valley, here at Mister Jefferson's school.

"Jefferson had not only an eighteenth century rationalist's faith in the perfectibility of man; he had not only an aristocrat's enlightened concern for the less fortunate; he had not only a cultivated awareness of the educational principles of his humanistic heritage, he also had the American's fundamental conviction that on the 'good sense of' an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed these last few words from a friend of mine. This assessment of Thomas Jefferson came from another Renaissance man, but a man of **our** time -- the late A. Bartlett Giamatti. //

The vision of the founders was as old as Athens and as fresh as the new world -- to lead an examined life. This was the credo of Thomas Jefferson. And this was the belief by which Bart Giamatti lived.

Their lives were a metaphor for decency and public service. And it is that commitment to public service that we must carry

on, not just as an education President, but as education governors, as an education society.

We have come close to the Jeffersonian ideal of an educated citizenry. And yet, after two centuries of progress, we are backsliding. While millions of Americans read for pleasure, millions of others don't read at all. While millions of Americans graduate from college, millions of others never finish high school. Jefferson said that no nation could long be both ignorant and free. The state of our educational system is nothing less than the future of our democracy.

So I come to Jefferson's university to make a frank observation: This nation is moving away from the aspirations of its founders. The Founding Fathers were as fluent in geography and science as they were in Latin and French. They began as rapt students of the ancients, the statecraft of Marcus Aurelius, the philosophy of thinkers from Socrates to Cicero. And yet they surpassed their long-dead teachers to become the greatest political philosophers of all time.

Our founders lived at a time when the purpose of education was to develop the **character** of young people. Schools taught literature, physics and geometry. But they also taught honesty, discipline and service to country. Judge for yourself how well we teach these lessons today.

Jefferson wanted to redeem "that mass of talents which lies buried in poverty." And for most of our history, education **has** been the great champion of the poor, leveling all distinctions of

class, race and background. Fifty years ago, the poorest immigrants in the bleakest slum knew that their children could go anywhere, be anything, because they could get **an American education**. Again, judge for yourself if the same could be said today.

We've heard of high school graduates who believe New Mexico is in Latin America. We've seen schools that are overrun by crack and coke. We've read about children who don't know George Bush from George Burns, // or either from George Washington, for that matter. We are all, by now, fully aware of the extent to which our nation is at risk.

This is only the third time in our 200 years as a nation that a President has called a summit with the governors. And I did not ask you to such an historic occasion merely to discuss what is wrong with our schools. We are here to **work**; to work **together**; to again make **an American education** the **best** in the world. ////

This is not a distant goal to be passively pursued. It is urgent. Imperative. Vital. In the past, one could rise to the middle class without a high school education or a special skill. You know as well as I that in the service economy of the future, this will no longer be possible. There will be few jobs for the illiterate and the unskilled. By the year 2000, between five million and fifteen million low-skill jobs will be replaced by jobs that require vastly greater knowledge and ability. If we do not find a way to reach that quarter of young Americans who never

attain a high school degree, then the underclass will be truly permanent. And America will no longer be synonymous with opportunity.

Education is our most enduring legacy, vital to everything we are and can become. And come the next century -- just ten years away -- what will we be? Will our descendants forget all that we have been and forsake all we could become? Will they still be the children of Jefferson?

Bill Milliken, a friend of mine in the educational community, told me last week of a boy he knows who is from an inner-city neighborhood, a neighborhood where chaos and violence reign. For the trouble of going to school, this boy was shot through his shoulder.

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

We must become a reading nation, to again approach universal literacy. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know **why** Americans died at Concord, at Gettysburg, at Monte Cassino and Inchon. They must know the generosity of Andrew

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

To beat illiteracy, to again lead the world in science and to know history by heart -- these are ambitious goals. To some, they may appear overly ambitious. But Americans are not a people who aim for half-way. Nothing less than a full-fledged challenge will mobilize us as a people.

As President, I am here to make such a challenge. As governors, you can provide the leadership to match it. You already are working with the state legislatures and school boards to better our schools. Let us, then, come together -- President and principal, governor and teacher -- to define **national** goals, to set **national** standards. ////

My Administration is committed to doing its part. I have enunciated four principles for federal action. First: Excellence in education should be recognized and rewarded. Second: Federal funding should be targeted to those who need it most. Third: Choice and flexibility -- for educators as well as for parents and students -- are important to educational reform. And fourth and finally: Greater accountability.

Accountability means knowing where we are, no matter how unpleasant that realization may be. We have always measured our progress against our past performance. We must now meet a new challenge -- to evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

Accountability also means discipline, structure and goals. And most of all, it means competition -- competition between students, between teachers and between schools. In short, a report card for all -- back to the basics.

Yet I do not counsel a naive nostalgia, a timid adherence to the past. We should embrace only what works. And when hallowed tradition proves to be hollow convention, then we must shatter tradition. The public is ready for sweeping and far-reaching changes, for lasting reform. We **must// not// disappoint** them.

////

Less than three percent of all families live on a farm; and yet we still educate by an agrarian school calendar largely unchanged since the 1880s. The school year could easily be lengthened to more than 200 days, with generous breaks throughout. Listen to the children. They will tell you that it is a tossup as to which is more boring: nine straight months of school, or three straight months of vacation. **Let us shatter this tradition.**

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

Americans fully realize that when government bodies swell beyond the boundaries of community interest, bureaucracy takes

control. We should scale our school districts to the communities they serve, empowering parents and teachers alike. Giantism is deadly. **Let us shatter this tradition.**

Reform requires even more of us. Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated to public policy. Education is a way of life, and educational reform is an urgent responsibility for every parent, every student, every community. Those who do not advance the cause of education, **hinder it.** ////

Too often, excessive regulation has also hindered education. How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a federal directive? Regulation is the enemy of the bold. And **bold action** is what we need **most** of all. //

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

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

And look to Pine Villa Elementary School in Miami. In this inner-city school, boys from poor households headed by single mothers were put into an experimental program, in which all the students and their teachers were males. The idea was simple, and it worked. These boys were given what they desperately needed -- their first exposure to a positive, male role model. The principal reported the experiment to be a resounding success. There were no fights, no major discipline problems. Not a single parent complained. Most important, the academic ability of these children improved by leaps and bounds. And yet the federal government interpreted this program as a violation of its regulations, and terminated it. This is not oversight, this is overkill. //

Some experiments are sure to come up short. But for a third of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we allow for the vigorous competition of ideas at the local level.

Some say that the greater answer is to spend more money. The fact is, our nation already spends more to educate our youth than it does to defend them -- this year, 353 billion dollars in all. The average per-pupil expenditure in American public education has risen by more than \$1,500 since 1983, about twice as much per student as in the mid-sixties and nearly three times the level of the mid-fifties. And over the decades, while spending growth burgeoned, high school graduation rates and SAT

scores tumbled. Hard experience teaches that we cannot buy our way out of this problem.//

I have requested nearly a half a billion dollars on ten worthy programs. The states may choose to spend more. But our main focus should no longer solely be on resources. It must be on **results**. **It is time we got our money's worth in education.**

//

To see results will take nothing less than a national effort. And a national effort must begin with a social compact, a compact between parents, teachers, principals, superintendents, state legislators, governors and myself. Our compact is built not on promises, but on challenges -- three radical departures from the traditional way of doing things.

I challenge you to join me, for the first time, to define national goals and standards in education. I seek tighter standards// higher goals// greater aspirations. ((Specifics to come.))

Second, I accept your challenge to break the tightening grasp of federal restrictions. So I will issue ((an executive order)) on ((date)) to ((language to come)).

Third, in return for this greater flexibility from Washington, I ask that you, in turn, ease state restrictions on local bodies. And then we will challenge superintendents and principals to meet our higher national standards.

One way to meet a more stringent standard is to establish the principle of choice in education. Parents should be free to

choose their schools. Principals should be free to choose the best methods for their schools. And schools should be free to choose teachers with alternative certification -- those whose knowledge surpasses their credentials.

These proposals do not add up to a quick and easy solution. They are the beginning of a process, the work of years. So let me make a third proposal -- that we meet again in a less formal setting to take stock of where we succeeded, and where we need to redouble our efforts.

Individuals must make the same assessment, for our education is the work of a lifetime. With the average lifespan lengthening to three-quarters of a century, it is absurd that we should quit learning at age 18 or 22. Education shouldn't begin with kindergarten, and end with a diploma and a handshake. Education begins when we draw our first breath. And it stops only when we breathe our last.

Our homes and our workplaces must be places of learning; schools that continually sharpen our skills and upgrade our competence. Seventy-five percent of the work force of the year 2000 are already on the job today. This makes vocational and adult education essential.

Yet we need to practice lifelong education for greater reasons than the trade balance, or the greying of our work force. These reasons are broader than the narrow compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. He said that just as the touch of a button on a stereo will fill the room with music, so by taking down one of these volumes, and opening it, one can call into range the voice of a man far distant in time and space, and hear him speak to us, mind to mind, heart to heart.

As a nation, we can impart this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. When the day comes that every young American can participate in the life of the mind, then we will truly be Jefferson's children.

Thank you for your hard work and dedication. Thank you for your partnership. Let us leave Charlottesville determined to work together, to work for America. God bless you all.

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Thomas Jefferson: America's First "Education President"
A Briefing Paper Prepared for the Presidential Summit

Jennings L. Wagoner, Jr.
University of Virginia
September, 1989

Education and Liberty

Thomas Jefferson might well be considered our nation's first "Education President." Jefferson never arranged for an "education summit" nor did he issue any ringing proclamations in behalf of education while president. However, the third president of the United States was the first American statesman to propose the establishment of a unified system of publicly supported schools. Moreover, he founded a distinctive state university, the University of Virginia, an achievement he considered as one of the three most important accomplishments of his life--the other two being his authorship of the Declaration of Independence and of the Statute of Virginia for Religious Freedom. Furthermore, Thomas Jefferson was foremost among the founding fathers in giving firm and consistent voice to the proposition that only an enlightened people can hope to maintain a free society. As he put the matter in a letter in 1816: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Education as a Public Responsibility

At a time when formal schooling was considered as basically a private matter, a privilege to be enjoyed by the few, Jefferson championed it as a public responsibility, an essential right and necessity for all citizens. In an era when most schooling was accessible only to those who could pay tuition fees, Jefferson advocated free access based upon public support. In a society in which the well-born often used the advantages of education to protect their privileged status, Jefferson advanced the idea that popular education should equalize opportunity and make it possible for all to engage in the pursuit of happiness. Driving Thomas Jefferson's commitment to popular education was a conviction he expressed to George Washington in 1786: "It is an axiom of my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This it is the business of the state to effect, and on a general plan."

Jefferson's Educational Proposals and Activities

The Context for Educational Reform

Thomas Jefferson's efforts in behalf of education began in the 1770s and continued throughout his lifetime. His initial labors in behalf of education were part and parcel of his larger effort to move Virginia and the emerging new nation from colonial status and mentality into governmental and social arrangements

befitting citizens of a free republic. In the fall of 1776, only months after drafting the Declaration of Independence, Jefferson was selected by his colleagues in the Virginia General Assembly to serve as chair of a small committee charged with the task of revising the laws of the Commonwealth. For the next several years Jefferson played a major role in drafting legislation that, as he phrased it, was designed to "lay the ax to the root of pseudo-aristocracy." Jefferson introduced bills that curtailed the practice of entailing estates and limiting inheritance to first-born sons. Other bills modernized the legal system, made more rational and humane the system of punishments for crimes, and liberalized provisions for the naturalization of foreigners. Not all of his legislative proposals were successful, as in the case of his advocacy of the gradual emancipation of slaves, and some of the 126 bills for which he was responsible, directly or indirectly, passed only after years of debate and sometimes in severely modified form.

A bill that did survive with only minor modifications, and one vastly important in its own right as well as in terms of its relation to Jefferson's educational views was the Virginia Statute for Religious Freedom. This act, which disestablished the Anglican church in Virginia, declared that no one could be compelled to attend any church or be made to support any religion not of his own choosing; that one could be made to suffer no reprisals for his belief or nonbelief in religion; that, in sum, "all men shall be free to profess, and by argument to maintain,

their opinions in matters of religion, and that the same shall in no wise diminish, enlarge, or affect their civil capacities." Jefferson wrote with understandable pride to James Madison that "it is honorable for us to have produced the first legislature who had the courage to declare that the reason of man may be trusted with the formation of his own opinions."

Jefferson's Educational Plan of 1779

Thomas Jefferson's faith in the right of free people to be trusted with the formation of their own opinions lay at the basis of his lifelong interest in and concern for the advancement of education. Thus, when as part of the revised code of laws he introduced a Bill for the More General Diffusion of Knowledge, he considered it at the time as the most important item in the entire legislative package. In the preamble to his bill, Jefferson reminded his legislative colleagues that history has shown that, even under the best forms of government, there is a tendency for those entrusted with power to pervert it into tyranny. The most effective means of preventing this from occurring, said Jefferson, would be "to illuminate, as far as practicable, the minds of the people at large." Jefferson noted further that many "whom nature hath fitly formed and disposed to become useful instruments for the public" are prevented by poverty from obtaining an education. It is far better, Jefferson maintained, that all should be educated "at the common expense of all, than that the happiness of all should be confided to the weak or wicked."

The general outline of Jefferson's bill, drafted in 1778 and presented to the legislature in June, 1779, seems so familiar

out and cultivate leaders, members of the "natural aristocracy" of virtue and talent (as opposed to the "artificial aristocracy" who laid claim to privilege and power based on their wealth and favored birth). Jefferson's bill thus proposed that at public expense, twenty grammar schools be established at appropriate geographical locations throughout the state. To these boarding schools would come students who were able to pay tuition as well as a select number of "public foundationers" or scholarship students, survivors of a rigorous system of selection in the lower schools. The process of competition would continue in the upper grades as well. According to Jefferson's scheme, after the first year in the district secondary school, the bottom one-third of the scholarship students would be discontinued. After the second year, all the rest, "save one only, the best in genius and disposition," would bring their formal schooling as scholarship students to an end. The one best student in each of the secondary schools would continue his education free of charge for four more years. "By this means," Jefferson noted, "twenty of the best geniuses will be raked from the rubbish annually." By this means too, Jefferson thought it possible "to avail the state of those talents which Nature has sown as liberally among the poor as the rich, but which perish without use if not sought for and cultivated."

At the top of Jefferson's educational pyramid stood the College of William and Mary which Jefferson, via a companion bill, hoped to convert into a state university. His scheme provided for

the free education at the College of William and Mary of a small number of the brightest graduates of the district schools. The other graduates who had been recipients of state support would become secondary school teachers.

Jefferson's Bill for the More General Diffusion of Knowledge, his bill to reform the College of William and Mary, and yet another bill to establish in Richmond a state-supported library, all met with defeat. Among a combination of factors contributing to the failure of Jefferson's educational plans, legislative fears regarding the expense of his projects seemed paramount. To Jefferson, however, such false economy was shortsighted. He encouraged his mentor and friend George Wythe to "Preach, my dear sir, a crusade against ignorance" and appealed to him to let it be known "that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance." For the moment, however, Jefferson's pleas were in vain.

Other Educational Ventures

The defeat of Jefferson's education plans signaled a delay but not an end to his interest in the cause of public education. Jefferson could take little satisfaction from legislative action in 1796 which passed into law one portion of his general plan. In that year, the legislature enacted part of the bill relating to elementary schools, but the bill was weakened severely by a

provision that allowed officials in each county to determine if and when the schools would be established. Only one county made a serious attempt to begin public elementary schools. Jefferson was no more successful in 1817 when he drafted yet another bill, similar in general outline to his 1779 bill, which also failed to win legislative approval.

Over the years, Jefferson considered still other measures that he thought might help realize at least in part some of his educational ideals. In the 1790s, for example, Jefferson expressed interest in the plan of Francis D'Ivernois to transport the entire faculty of the University of Geneva to America. Although Jefferson thought the idea a good one and Virginia the perfect location for the transplanted university, neither the Virginia legislature nor George Washington, to whom Jefferson turned for support, shared his enthusiasm. Washington, however, proved to be much more excited about plans for a national university than was Jefferson. Presidents Washington and Jefferson, along with John Adams, James Madison, James Monroe, and John Q. Adams all at various times gave serious consideration to plans recommending the creation in the District of Columbia of a national university. After leaving the White House and returning to his mountaintop home at Monticello in 1809, however, ex-President Thomas Jefferson soon began to concentrate his efforts on giving birth to an institution just a few miles away that was to have a national character as well as serve as the capstone of a state system of public education: the University of Virginia.

Jefferson and the University of Virginia

Jefferson's crowning achievement as an education statesman was his role as the founder of the University of Virginia. As any visitor to Charlottesville quickly discovers, the University of Virginia even today is often referred to as "Mr. Jefferson's University." Its architectural design, its curriculum, and its guiding philosophy were all the product of Jefferson's vision and a reflection of his ideals.

Although Jefferson had for years been giving thought to the establishment of a superior institution of higher learning in Virginia, it was not until 1814 that his plans began to take definite shape. In that year Jefferson joined his nephew, Peter Carr, and other neighbors as a trustee of a newly revived secondary school to be known as Albemarle Academy. Rather quickly, Jefferson persuaded the other board members that they should elevate their aim and escalate the academy into a college, a move which the legislature approved in 1816. The charter for the new institution, Central College, empowered the governor of the state to appoint the members of its board of visitors. Two other Virginia presidents, James Madison and James Monroe, soon joined Jefferson as members of the board and were present with him when the cornerstone of the first building was laid on October 6, 1817.

A few months later, in February 1818, another bill cleared the General Assembly that provided initial funding toward the

in the 1770s in behalf of a complete system of public education.

The university he founded forty years later stands today as a

living reminder of that faith and as an enduring monument to that commitment.

It seems only fitting that, in our continuing crusade against ignorance, we pause to give Jefferson his due as our first "education president."

Thomas Jefferson and Education: Chronology of Major Events

- 1743, April 13 Born at Shadwell, Albemarle Co., Virginia
- 1748 Began schooling with private tutor at Tuckahoe, plantation of William Randolph
- 1752 Enrolled in boarding school in Goochland Co., taught by Rev. William Douglas, described by TJ later as a "superficial Latinist"
- 1757 Following father's death, enrolled in Latin boarding school conducted by Rev. James Maury of Louisa Co., "a correct classical scholar"
- 1760, March 25 Entered College of William & Mary; became close friends with Dr. William Small, the only non-clergyman on the faculty, George Wythe, a prominent lawyer, and Francis Fauquier, governor of the colony.
- 1762, April 25 Completed studies at William & Mary and began studying law privately with George Wythe
- 1767 Admitted to bar
- 1776 Delegate to Continental Congress; wrote the Declaration of Independence
- 1776 Returned to Virginia; appointed to committee to revise the laws of Virginia
- 1779, June Submitted Bill for the More General Diffusion of Knowledge
- 1786 Bill defeated while Jefferson was in Paris
- 1786 Doctor of Laws from Yale
- 1787 Doctor of Laws from Harvard and Brown
- 1788 Cautious interest in proposal to

Richmond a scientific academy patterned after
the French Academy

1790

Member of the American Academy of Arts and
Sciences

1795, February

Proposed the removal of Geneva faculty to
America

1797, January 6	Elected president of the American Philosophical Society
1800, January 18	Described plans for the University of Virginia in a letter to Joseph Priestley
1806, February 23	Advised Joel Barlow on a plan for a national university
1807	Chairman of Washington, D.C. School Board
1814, March 25	Joined Board of Trustees of Albemarle Academy
1814, September 7	Proposed college in place of academy
1816, February 14	Albemarle Academy became Central College
1817, May 5	Bought land for Central College
1817, October 6	Cornerstone of first building laid, with Madison, Monroe and Jefferson present
1818, February 21	Bill authorizing a state university passed
1818, August 1-4	Commissioners met at Rockfish Gap
1819, January 25	Central College became University of Virginia
1825, March 7	University of Virginia opened
1826, July 4	Thomas Jefferson died at Monticello

of a special commission to determine the site for and plan of operation of the new institution. Jefferson chaired the meeting and wrote the final report of what became known as the Rockfish Gap Commission. Finally, in January 1919, the Virginia legislature accepted the recommendations of the Rockfish Gap Commission and converted the fledgling institution under construction at the foot of Monticello, Central College, into the University of Virginia. Six years later, in March of 1825, the University of Virginia accepted its first students. There to greet them was the institution's founder and first rector. Thomas Jefferson had been allowed to live long enough to see institution he had long dreamed of come to life. He had been allowed to realize what he termed "the last act of usefulness I can render my country." He died the following year at the age of 83--on July 4, 1826.

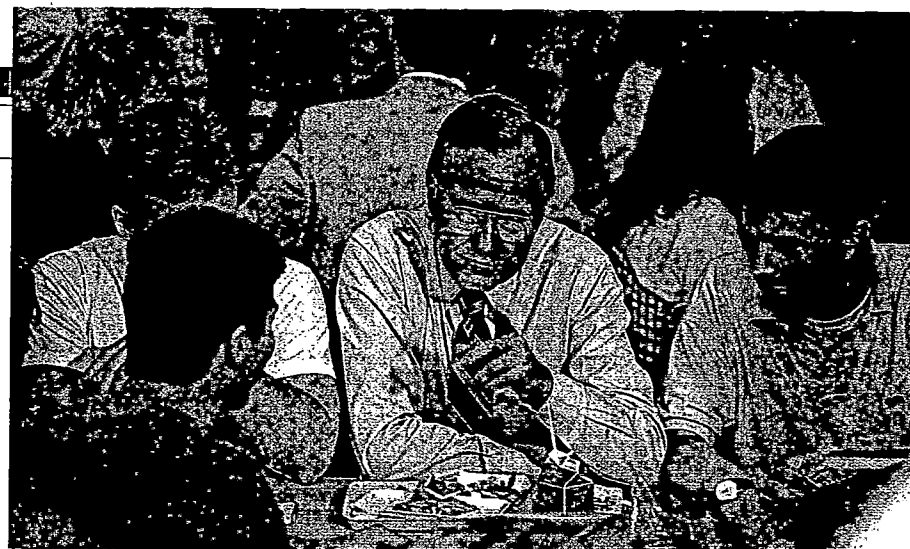
The most distinctive and significant element in Jefferson's design for the University of Virginia was his commitment of the institution to the principle of intellectual freedom. "This institution of my native state, the hobby of my old age," he wrote in 1820, will be based on the illimitable freedom of the human mind to explore and expose every subject susceptible of its contemplation. For here we are not afraid to follow truth wherever it may lead, not to tolerate any error, so long as reason is left free to combat it." It was this faith in reason and commitment to liberty that gave direction to his efforts beginning

A Summit for Schools

Progress or platitudes?

He repeated the line so often during the campaign that it became a cliché. Over and over (and over) again, George Bush said, "I want to be the Ed-u-cation President." But what does that really mean? After nine months of what Ernest Boyer, president of The Carnegie Foundation for the Advancement of Teaching, calls "disappointment and skepticism," the country may be about to find out. For only the third time in history, an American president has assembled the nation's governors to address an issue of major national importance (the others were on conservation in 1908 and the economy in 1933). After this week's "summit," we may know whether the result is just another meeting, another report, another occasion for posturing—or truly the beginning of the much-awaited education revolution.

Bush starts from a premise that many educators reject: no new federal money needed. As he declared in a summit preview earlier this month, "The educational system is basically well fed, but it's under-



TIM MURPHY—IMAGE BANK

An undernourished educational system: *The president with students*

nourished, and we must find innovative, accountable ways to improve performance." In what Bush is calling "roll-up-your-sleeves meetings," he and the governors will spend two days debating options for educational reform, then prepare for a set of national goals to be announced later. Congressional Democrats are annoyed about Bush's "stealing" their issue, but the Democratic summit agenda doesn't call for much new money from Washington either.

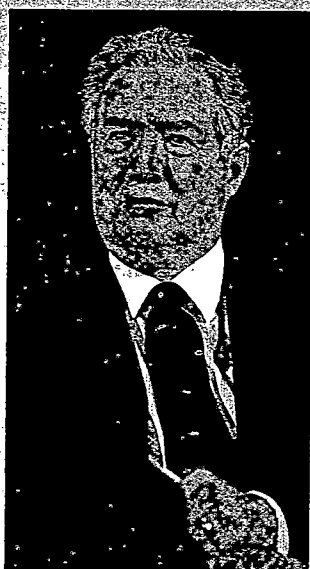
Because neither Bush nor Congress is willing to choose—really choose—education over other spending priorities, they will simply try to expand approaches tried by various states. Some of those reform efforts have shown success. Teachers' salaries, for instance, are up 20 percent (after inflation) since 1980. Now, as the state-

sponsored reform movement slows, the emphasis has shifted to national leadership. The business community, despairing over the quality of the work force, is demanding measurable improvement. Beyond platitudes, some consensus among educators, parents and politicians is emerging on roughly five areas where palpable change is possible:

■ **Performance Goals.** This one is almost entirely Bush's responsibility. All of the reports and commissions say that the president is the only one who can really challenge the country to meet the higher standards everyone agrees are necessary. "The problems in education have little to do with the size of the class or the newness of the test tubes. They have everything to do with the expectations of all those in the

The Do-Nothing Education Secretary

After he was named secretary of Education during the final months of the Reagan presidency, Lauro Cavazos, the first Hispanic in the cabinet, did almost nothing—and was praised for it. If he didn't make waves, the argument went, George Bush would reappoint him. A year later, Cavazos is still causing barely a ripple—and is likely to lose his job soon because of it. The "Education President" has an Education secretary who is practically invisible. More than once Bush has privately told Cavazos that he needs to adopt a higher public profile. Even on Hispanic-education issues (Hispanics' dropout rate is near 80 percent in some ur-



LARRY DOWNING—NEWSWEEK

Facing expulsion? *Cavazos*

ban areas), Cavazos is playing the wallflower. For a federal education policy consisting largely of cheerleading, that just won't do.

In William Bennett, Cavazos had a tough act to follow. But imagine what Bennett would have done with this summit. His blunt way of framing educational arguments might have prompted invigorating debate. Cavazos, by contrast, will find his moment in the sun marred by rumors of his departure. While Cavazos will chair two panels and introduce the president, he has not been given other major responsibilities. That not-so-subtle signal is the result of a classic Washington end run. The

educators who do business with the Education Department have made it clear to the administration that they simply don't think the secretary is up to the job.

"I think people are making judgments based on personality, not performance," says his under secretary, Ted Sanders. But Cavazos, a former president of Texas Tech University, has been slow to fill key subcabinet positions—a problem common to many Bush agencies. Now his time is running out. By early next year, say administration sources, Cavazos is likely to be offered another post and replaced either by soon-to-be former New Jersey governor Tom Kean (now scheduled to be president of Drew University) or by former Tennessee governor Lamar Alexander.

ing parents is a lengthy process, and the penalties are limited. Each state puts a ceiling—from \$250 in Vermont to \$15,000 in Texas—on the amount that can be recovered.

Putting criminal sanctions on parents—as the newer laws do—raises the stakes. Supporters say the tougher penalties involved in criminal cases, especially the possibility of jail time, are a more effective deterrent than the possibility of relatively small lawsuits. Florida state Sen. John Grant, who introduced that state's new gun law, thinks that at the very least such measures generate a lot of publicity. As a result, he says, parents may be scared into locking up their weapons and becoming more responsible.

Little evidence: So far, however, there's not much evidence that the tougher rules do work. "It's only the most educated parents who are going to say, 'My gosh, I'm going to be responsible for their behavior. I better get with it,'" says Linda Dunlap, a psychologist at Marist College in Poughkeepsie, N.Y., who has taught in state prisons for nine years. Wisconsin's grandparent law, enacted in 1985, made both sets of grandparents financially liable for a baby born to their unmarried minor children. It was supposed to prevent teenage pregnancy and reduce abortion by making parents feel more responsible for their children's sexual behavior. Despite the possibility of \$10,000 fines and jail terms of up to two years, the number of births to unmarried minors has increased since the regulation was passed; only 14 parents have faced penalties. "By and large, the law hasn't been all that successful," admits Marlin Schneider, the state legislator who came up with the idea. He thinks the program would be more effective if it got more publicity and more parents knew about the possible penalties.

Criminal cases against parents are extremely hard to prosecute. California's Street Terrorism Enforcement and Prevention Act makes parents subject to arrest if their children become suspects in a crime. The law says that parents can be charged if they knowingly fail to control or supervise their children. The first parent arrested was Gloria Williams, whose 15-year-old son was arrested this spring in a rape case. Police said they had solid evi-

Cocaine Babies: The Littlest Victims

Thousands of babies will be born addicted this year because their mothers used drugs during their pregnancies. These infants often face a childhood full of medical problems. Now some prosecutors say that the best way to help them is to threaten their mothers with jail terms.

Last August a 23-year-old Florida mother, Jennifer Johnson, was found guilty of delivering a controlled substance to a minor, in this case giving her baby cocaine through the umbilical cord. Though she faced up to 30 years in prison, Johnson was sentenced to a year of house arrest in a drug rehabilitation center and 14 years of probation. Proponents say cases like this send a message to other pregnant addicts that they must assume the responsibility to get treatment. But some doctors say it is the babies who will suffer. "If I were a woman about to have a baby, and if I knew that if the baby had drugs in the urine I could be prosecuted, I would probably have my baby in a back alley," says Dr. Stephen Kandall, chief of neonatology at New York's Beth Israel Medical Center.

There are currently few-

er than 20 cases like Johnson's pending around the country. Prosecutors are using a variety of laws to get the mothers to trial. Most child-abuse statutes don't apply; in all states except New Jersey, "fetal abuse does not equal child abuse," says Walter Connolly Jr., general counsel for the National Association for Peri-Natal Addiction Research and Education. He worries that overzealous prosecutors may extend the penalties to mothers

who drink, smoke or even neglect their diet during pregnancy. Instead, Connolly and other opponents of these cases argue, more money should be spent on drug-treatment programs. But, says Kandall, "it's much easier to grab headlines by prosecuting a couple of women." If only the problem were that simple. If a pregnant woman uses drugs even though she may be harming her baby, why would the remote prospect of jail make her quit?



JAMES KEMP—BLACK STAR

Tragic consequences: An addicted child in Florida

dence that Williams knew her son was in a gang—two photo albums showing her posing with gang members. Williams denied the charges. And two months later the case was dropped when an investigation showed that Williams had taken a parenting course. City Attorney James K. Hahn says that prosecuting her would not have been in the spirit of the law because she had taken steps to attempt to control her child by enrolling in the course. Officials say they've had only a few similar cases since then. In those instances, the parents have ended up in school-taking courses that teach them how to keep their kids out of gangs.

Constitutional challenges may pose additional barriers. The new sanctions against parents mean that they can go to jail for criminal acts committed by someone else. "That goes well beyond the pale of traditional criminal law," says Jay Jacob-

son, director of the Arkansas branch of the American Civil Liberties Union. Usually, Jacobson says, prosecutors have to prove not only that a person committed an act but also that he intended to do it. In these cases, he says, "the crime is having a kid who commits a crime." He describes the new laws as "knee-jerk reactions to the frustrations of our more complicated age."

A better solution, some critics say, would be to attack some of the root causes of juvenile crime: inadequate education, poor job opportunities, drug addiction. But solving those problems will take immense resources—and there's no guarantee of success. In the meantime more judges and legislators will continue their probably futile search for an easy fix. And more parents will do time for their kids' crimes.

BARBARA KANTROWITZ with
KAREN SPRINGEN in Chicago. PETER ANNIN
in Houston and JEANNE GORDON in Los Angeles

Bush, Governors Chart Ambitious School Goals

Summit Steers Clear of Federal-Aid Issue

WP 9-28-91 A4

By David S. Broder
and David Hoffman
Washington Post Staff Writers

CHARLOTTESVILLE, Sept. 27—President Bush led the nation's governors into an education summit at the University of Virginia today where he and the other participants began to set ambitious goals for the nation's schools but steered clear of discussing the costs.

The opening hours of the extraordinary, two-day meeting indicated bipartisan agreement on an effort to frame national performance standards and give states and schools annual report cards on their progress.

Democratic governors, fearful of being tagged as big-spending beggars by the White House, decided to steer clear of the issue of federal aid to education and focused on other ways to improve the schools.

Bush told the 49 state executives—only Minnesota's Rudy Perpich (D) was absent—that "too much is at stake to let partisanship get in the way of progress" in America's struggle to cut dropouts and illiteracy and boost student performance in areas like science and math, where the United States trails other industrial nations.

In turn, Arkansas Gov. Bill Clinton, the Democratic spokesman, told Bush, "We don't expect big increases in federal funds to come out of this summit . . . I'm honestly convinced that if we agree on setting goals, the money and programs will follow."

Clinton, co-chairman of a National Governors Association (NGA) task force on education, circulated a draft statement for Thursday's concluding plenary session that would set the first national performance standards by next February, after consultation with educators, parent groups and businessmen, and start a push to deregulate restrictions on most current federal aid funds.

The Clinton draft would call for a targeted federal effort to end illiteracy in the District of Columbia and purge drugs from its schools and to target aid from all departments' budgets, including the Pentagon's, into a few big-city school districts with severe problems.

Bush dropped in on three simultaneous closed-door discussion sessions in the Rotunda of the university, spending from 20 to 50

minutes in each, asking questions and pressing the governors to spell out how they would guarantee better education results if they had fewer federal guidelines.

Most of the participants called the sessions "positive, candid and productive," but former education secretary William J. Bennett, the moderator of one who now serves as the Bush administration's national drug policy director, was not impressed.

"There was the standard Democratic and Republican pap," he told reporters, "and something that rhymes with pap . . . Much of the discussion proceeded in a total absence of knowledge of what takes place in schools."

A less cynical view came from New Jersey Gov. Thomas H. Kean (R), a leader in the education reform efforts of the past six years. Kean compared Bush's role at the summit to that of a baseball cleanup hitter, who "hits a grand-slam home run and lights up the scoreboard." He said he had been worried that the reform movement that began with the 1983 report "A Nation at Risk" was "running out of gas."

New Mexico Gov. Garrey E. Carruthers (R) said participants in the first working group Bush visited asked him to "heighten expectations Americans have of their schools . . . stay with the issue and give us staying power."

Bush apparently was not pressed on spending questions, in part, as Kentucky Gov. Wallace G. Wilkinson (D) remarked, because "none of us [Democrats] want to walk out of here and have the White House point the finger and say, 'tax and spend Democrats.'"

However, the Clinton draft statement called on the federal government to meet its existing commitments, especially in pre-school health and education programs. Carruthers said there was general agreement that if federal spending on education increased, it should go to the pre-schoolers. Virginia Gov. Gerald L. Baliles (D), host to the summit, said, "Most of us would be satisfied if the Feds would just fund the promises they've made, the programs already on the books."

Full funding of those programs would add billions to the budget. When Bush was asked about one of them, Head Start, at a White House news conference today, he replied, "I'm not going down there [to the summit] saying we're going to . . .

quintuple spending . . . We're living within constrained resources." During the campaign, Bush had promised to make Head Start, a program for pre-schoolers from poor families, available to all eligible four-year-olds.

Iowa Gov. Terry Branstad (R), the chairman of the NGA, said his intent was to take the tentative goals suggested by the Clinton statement "and set up an ongoing dialogue between ourselves and the White House to announce specific goals at least by the February meeting" of the NGA in Washington.

South Carolina Gov. Carroll A. Campbell Jr. (R), co-chairman of the education task force, said the governors would take prime responsibility for restructuring schools within their states and setting accountability standards.

Welcoming that approach, Education Secretary Lauro Cavazos said, "As far as we're concerned, it's not so much a question of funding; it's how we spend it."

A new and possibly controversial element was introduced when the Clinton draft communique suggested that the federal government undertake a "targeted, focused and coordinated" initiative to eliminate illiteracy and create drug-free schools in the District and to reduce the achievement gap for poor and minority youngsters in 10 or so big-city school districts and five to 10 times that number of rural districts. It suggested that every Cabinet department, including the Pentagon, be asked to allocate money and people to that effort, thereby making "education . . . truly a national security issue."

Campbell said these were among the "few items we need to talk about" at a late-night meeting scheduled to follow tonight's state dinner at Monticello, home of Thomas Jefferson. But Campbell said "there's a lot of consensus" on the bulk of the statement.

Staff writer Frank Swoboda
contributed to this report.

Hope and Dissent Blend In Education Conference

By BERNARD WEINRAUB

Special to The New York Times

B13

CHARLOTTESVILLE, Va., Sept. 27 — President Bush opened his education conference with the nation's governors today in an atmosphere of hope tinged with division and uncertainty over how best to improve the nation's ailing schools.

Many of the Democratic governors and some of the Republicans distributed a document listing "summit objectives" and intended to serve as their own framework for the meeting.

Among the goals for the Federal Government and states in the memorandum were seeing that "by the year 2000, all children will be ready for the first grade," largely by assuring that every eligible poor child is enrolled in Head Start, a Federal preschool program. Experts say Head Start now serves only about 20 percent of those eligible.

Another goal was to raise American student achievement "to international

lagging and that "measurable national goals" were crucial.

"Accountability, flexibility, tougher standards and a results-oriented system — all of these have got to be on the table," Mr. Bush told the governors shortly after his arrival by helicopter from Washington. "What I'm seeking at this summit is not just dialogue but a new sense of direction.

"We've got to challenge the education system if we're to meet the challenge of educational excellence," Mr. Bush said. "It's time to stop debating over commissions and studies and set priorities, and it's time to get on with it."

As Mr. Bush spoke in a packed 970-seat auditorium in Old Cabell Hall, the governors applauded unevenly. Also attending were most of President Bush's Cabinet.

Although some governors insisted that more Federal education aid was essential, Democrats generally refrained from calling for more money.

Two Southerners Comment

"What is needed most critically from the President and the Federal Government in the area of education is leadership," said Gov. Joe Frank Harris, Democrat of Georgia.

"Federal funding is not the major issue," said Gov. Bill Clinton, Democrat of Arkansas, one of the organizers of the event. "It is not the main subject and is only a small part of what we want to achieve."

Mr. Clinton said accountability to taxpayers on how education money was spent was a more important topic. Besides, he told an opening news conference, the bulk of the more than \$350 billion spent annually on education comes from state and local sources, not from Washington.

The governors' document listing objectives mentioned these goals:

Q "Disparities in achievement levels of students of different races and economic backgrounds will be dramatically reduced."

Q "The dropout rate will be reduced dramatically."

Q "The percentage of high school graduates going on to some form of post-secondary education will be increased to a point sufficient to give them opportunities to get good jobs."

Q "Illiteracy among adult Americans will be virtually eliminated."

By inviting the governors to Charlottesville, Mr. Bush has drawn attention to the education issue — an issue he highlighted in the Presidential campaign, when he said he would become the "education President" and pledged to tackle such problems as school dropout rates, adult illiteracy and many students' ignorance of geography, mathematics and science.

Bush and the governors differ on approaches.

ally competitive levels, especially in math and science," where tests show the United States generally lags far behind many other nations.

Staking Out Turf

The memorandum on goals, while not announced, seemed to be an attempt by the governors to assert themselves in what has been a White House show. Nearly all of the nation's governors are attending the two-day conference at the University of Virginia.

Perhaps the sharpest criticism of Mr. Bush came tonight from Gov. Mario M. Cuomo of New York. While other Democratic governors generally refrained from publicly criticizing Mr. Bush's approach, which seeks to restrain Federal spending on education, Mr. Cuomo was unabashed in his criticism.

Mr. Cuomo said tonight: "You can't do it with poetry. You need a little prose. You can't do it with garnish. You need a little meat and potatoes. You can't build a University of Virginia with a speech. It takes bricks, that means dollars and cents and let's be honest. If you really are for these things, you really are going to have to start producing resources."

Mr. Bush, from his arrival at midday on the leafy campus ablaze with autumn colors until a dinner tonight in Monticello with the governors, proclaimed that the nation's schools were

September 27, 1989

FOR YOUR GUIDANCE ONLY

TALKING POINTS FOR GOVERNORS
EDUCATION SUMMIT

- o The President, his Cabinet and the Governors are gathered for an Education Summit because all of us are committed to making education a **national priority**.
- o We are engaging in substantive discussions about the challenges that face us in education, and about the best ways we can improve our educational performance nationally. We are examining those ideas for reform that seem to hold the greatest promise.
- o Our working group sessions today and tomorrow cover a broad range of subjects, because education is an important element in meeting the challenges of a global economy, and in the economic, intellectual and cultural life of the nation.
- o The goal of the Education Summit is to formulate a cooperative process by which national standards and goals can be determined. We will be looking at **improving flexibility and choice, instituting accountability, and toughening standards**. The work accomplished at the Education Summit will set the stage for a series of education proposals and national goals to be unveiled over the next few months.
- o Hopefully, in President Bush's speech tomorrow, he will call for a compact between the federal government, state governments, schools, parents, and teachers that can move the process of education reform forward -- **toward a more results-oriented education system**.

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TALKING POINTS FOR GOVERNORS
EDUCATION SUMMIT

- o The President, his Cabinet and the Governors are gathered for an Education Summit because all of us are committed to making education a **national priority**.
- o We are engaging in substantive discussions about the challenges that face us in education, and about the best ways we can improve our educational performance nationally. We are examining those ideas for reform that seem to hold the greatest promise.
- o Our working group sessions today and tomorrow cover a broad range of subjects, because education is an important element in meeting the challenges of a global economy, and in the economic, intellectual and cultural life of the nation.
- o The goal of the Education Summit is to formulate a cooperative process by which national standards and goals can be determined. We will be looking at **improving flexibility and choice, instituting accountability, and toughening standards**. The work accomplished at the Education Summit will set the stage for a series of education proposals and national goals to be unveiled over the next few months.
- o Hopefully, in President Bush's speech tomorrow, he will call for a compact between the federal government, state governments, schools, parents, and teachers that can move the process of education reform forward -- **toward a more results-oriented education system**.

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QUESTIONNAIRE

My favorite teacher is/was: Dr. A.B. Darling

He/She taught: He taught History- American History
(subject and grade level)

at: Phillips Academy Andover
(school)

The things I remember most about this teacher are. . .
(Specific incidents would be very interesting)

He made us work from a well prepared outline. His course was required. He was tough, demanding, and yet exceedingly fair. He knew American history and made it come alive.

Past is Prologue///and when I think back on Dr. Darling's way of teaching that seems so true. It wasn't just dates and happenings- he taught us through history the real business of living./

The reasons why this is my favorite teacher are. . .
(You might want to include qualities of this teacher, teaching techniques, testing techniques, interpersonal skills, etc.)

Techniques- he'd spring quizzes on us. His exams were tough but fair. He was exacting- sloppiness did not amuse him. And yet, if you really fouled up he could pick you up and give you a hand, taking time to explain things in detail one on one.

I am George Bush, Vice President of the United States of America
(name and occupation/affiliation)

I hereby give permission to the California Commission on Teacher Credentialing to use my name and edit my response for space and clarity. TS
(initial)

PLEASE ATTACH A PHOTO OF YOURSELF, IF AVAILABLE

Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000

FEEL FREE TO USE ADDITIONAL PAGES OR A DIFFERENT FORMAT IF YOU PREFER.

*Chriss- This is one of Bush's fav. teachers. I'm working on two other he has mentioned. I already pulled all the Jefferson quotes Roger ref to last Friday and they are in Davis' office also I know the scoop on all the locations of the remarks if you're interested.
TINA*

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS

UNIVERSITY OF VIRGINIA

September 27 - 28, 1989

Joint Statement

The President and the nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

~~Education has always been important, but never this important because the stakes have changed. Our competitors for opportunity are also working to educate their people. As they continue to improve, they make the future a moving target. We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive.~~

The President and the nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- to seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- to undertake a major state-by-state effort to restructure our education system; and
- to report annually on progress in achieving our goals.

~~This agreement represents the first step in a long-term commitment to reorient the education system and to marshal widespread support for the needed reforms.~~

NATIONAL EDUCATION GOALS

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to recommend goals to the President and the Nation's Governors. The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large. The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. ~~To succeed we need a common understanding and a common mission.~~ National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

The process for establishing these goals should be completed and the goals announced in early 1990.

by performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in math and science;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;
- the supply of qualified teachers and up-to-date technology; and
- the establishment of safe, disciplined, and drug-free schools.

THE FEDERAL/STATE PARTNERSHIP

Flexibility and Accountability

~~The President and the Governors are committed to achieving the maximum return possible from our investments in the Nation's education system. We define maximum return as the following: significant and sustained educational improvement for all children. Nothing less will meet the Nation's needs for a strong, competitive workforce; nothing less will meet our children's needs for successful citizenship and economic opportunity.~~

Federal funds, which represent only a small part of total education spending, are directed particularly toward services for young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to State laws and administrative rules.
- to submit legislation to Congress early next year that would provide State and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

The President and the Governors have agreed to establish a working group of Governors and the President's designees to begin work immediately to accomplish these tasks.

We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

~~The urgent need for flexibility in using Federal funds can best be illustrated by a few examples.~~

~~First, the Federal Vocational Education Act, which mandates specific set-asides that often result in individual awards that are too small to be meaningful and that prohibit the money from being spent to achieve its purpose. One state reported being required to divide \$300,000 in aid among far too many categories and set-asides.~~

~~Second, similarly, the Chapter 1 program requires that equipment purchased to provide remedial education services cannot be used for non-Chapter 1 institutions in areas such as adult education. Several States report that large numbers of computers purchased by Federal funds are idle at night, while adult education classes that need them either do without or use scarce tax dollars to buy other equipment.~~

~~Third, the requirements that children who benefit from Federal funds for compensatory and special education be taught separately often undermines their achievement. Waivers that permit these students to return to regular classes and receive extra help have produced large increases in their test scores. This option should be available for all school districts.~~

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential.

In a phrase, we want to swap red tape for results.

The Federal Government's Financial Role

State and local Governments provide more than 90 percent of education funding. They should continue to bear that lion's share of the load. The Federal financial role is limited and has even declined, but it is still important. That role is:

- to promote National education equity by helping our poor children get off to a good start in school, giving disadvantaged and handicapped children extra help to assist them in their school years, ensuring accessibility to a college education, and preparing the workforce for jobs;
- and second, to provide research and development for programs that work, good information on the real performance of students, schools, and states, and assistance in replicating successful state and local initiatives all across the United States;

We understand the limits imposed on new spending by the Federal deficit and the budget process. However, we urge that priority for any further funding increases be given to prepare young children to succeed in school. This is consistent with the President's recommendation for an increase in the number of children served by Head Start in this year's budget. If we are ever to develop a system that ensures that our children are healthy and succeed in school, the Federal Government will have to play a leading role.

~~Further, we urge that the Congress not impose new Federal mandates that are unrelated to children, but that require States to spend state tax money that could otherwise go to education.~~

COMMITMENT TO RESTRUCTURING

~~Virtually every State has substantially increased its investment in education, increased standards, and improved learning. Real gains have occurred. However, we still have a long way to go. We must make dramatic improvements in our education system. This cannot be done without a genuine, National, Bipartisan commitment to excellence and without a willingness to dramatically alter our system of education.~~

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more or the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

~~A similar process has been going on in American manufacturing industry over the last decade with astonishing results: An increase in productivity of nearly 4 percent a year.~~

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and performance. Most successful restructuring efforts seem to have certain common characteristics:

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort in every state. The Governors will give this task high priority and will report on their progress in one year.

ASSURING ACCOUNTABILITY

As elected chief executives, we expect to be held accountable for progress in meeting the new National goals and we expect to hold other accountable as well.

When goals are set and strategies for achieving them are adopted, we must establish clear measures of performance and then issue annual Report Cards on the progress of students, schools, the states, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.

*(The following are excerpts from
the Joint Statement.)*

THE WHITE HOUSE

Office of the Press Secretary
(Charlottesville, Virginia)

For Immediate Release

September 28, 1989

REMARKS BY THE PRESIDENT,
GOVERNOR GERALD BALILES, GOVERNOR TERRY BRANSTAD
AND SECRETARY LAURO CAVAZOS
DURING UNIVERSITY CONVOCATION

The University of Virginia
Charlottesville, Virginia

11:56 A.M. EDT

GOVERNOR BALILES: Mr. President, ladies and gentlemen, as you may have noticed during the course of this unprecedented education summit, Virginia law and tradition oblige us to publicly envoke the name of Thomas Jefferson at least once or twice an hour. (Laughter and applause.) There are worse habits.

Mr. President, it has been an interesting -- sometimes provocative -- gathering. You asked the governors to be candid, and I think we've fulfilled that request -- perhaps beyond your fondest hopes. (Laughter.) I would also say, however, that you gave as good as you got. But these are times for candor and outspoken self-examination. These are times for us to open our eyes and our minds and face the facts. The world has changed more than we sometimes would prefer. The challenges, both internally and externally, are profound and difficult. And, frankly, we have not made it easy for ourselves.

Within the last decade, immense federal budget deficits have accumulated with resulting declines in domestic spending, including education. We need not assign blame, but we ought to acknowledge that the federal budget situation has left the states increasingly on their own to address not only education, but also health care, transportation, law enforcement and other pressing concerns.

Indeed, the federal budget deficits have been the backdrop to the education summit stage. The federal deficits confine our flexibility, limit our options, and explain our shared reluctance to discuss financial resources. To be sure, in recent years the states have stepped into the breach. Imaginative and innovative programs have been created and funded by governors and state legislators determined not to let the red ink in Washington inhibit the potential of our people in their enterprise.

But has it been enough? Has the renaissance of state governments yielded a renewed competitive America? The evidence says no. Indeed, it may be said of the American federal system of government that the whole remains less than the sum of the parts. Education is one example, but not the only one. In other words, if we are to take on education as a nation, we had better get all the parts in accord and pulling together. And you, Mr. President, have taken a valuable and important step in that direction.

Up to this point, Mr. Jefferson's preference for locally-administered education has prevailed. We will not depart from that model entirely. States and localities will continue to provide more than 90 percent of the funding and the preponderance of the direction and supervision.

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And yet, there is a federal role to be more clearly defined, supported and sustained. In response to international economic competition, a consensus has emerged for an American national resolve. The Jeffersonian belief that education is the first, best hope for our Republic's enduring success has not diminished. We have simply discovered that, as the times change, so must our ideas.

That may be the finest result of this education summit that we have begun. State and federal governments together, to think anew our respective roles and to address education for the first time as a nation undivided.

Mr. President, you have a loyal ally to support your efforts in the person of the new Chairman of the National Governors Association. It is my pleasure to introduce my friend and the distinguished Governor of the State of Iowa, Terry Branstad. (Applause.)

GOVERNOR BRANSTAD: Thank you, Governor Baliles. Mr. President, First Lady Barbara Bush, members of the Cabinet, fellow governors and their spouses, President O'Neil and Mrs. O'Neil, and members of the University of Virginia community: It is indeed appropriate that this education summit be held here amidst this historic setting. On behalf of the governors and their spouses we want to thank the faculty, administration and students for hosting us here at this beautiful University of Virginia campus. And I hope we haven't disrupted your class schedules too much the last couple of days. (Laughter.)

With this historic education summit, the President and the governors have taken an important first step in the process of developing for the first time a national consensus for educational goals. We are discussing some of the most critical issues facing America today -- that is, the state of education. Our discussions underscore the breadth and depth and the complexity of the issues that we face. We believe that this summit can serve as a catalyst for change and improvement in American education.

But we know that we can't do it alone. Not even the President of the United States and the Congress, each governor and their legislature can cause the kind of changes that we want. We have to have the involvement of the people who are directly affected; the people who can assure that we get results for America's children.

These are the teachers, the parents, local school administrators and school board members. Students, business leaders, leaders in their communities. People who care deeply about American education. Only with the commitment of all of these people and with their cooperation and help can we be successful in attaining the goals that we hope to agree upon.

Governors recognize that this is a time for results. We are working hard to achieve results in our states. Results like better student performances on math, science and foreign language tests; lower dropout rates and higher graduation rates; improved adult literacy; skilled and productive workers for the jobs of the 21st century.

To get the results we want, we have to hold our education system accountable and give educators the flexibility they need to do their job. It is time to find new measures of performance based on what students know and what students can do; not just the number of classes that they complete in high school or college. It is time for more flexibility in the use of federal dollars. And better coordination and cooperation among all levels of government and the different agencies of the federal government and state governments.

We need to better serve the needs of American families and American schools.

On behalf of the nation's governors, we thank you, Mr. President, for convening this historic summit, for the process that you have started and for our opportunity to help achieve significant goals that will get results for future generations of Americans.

And now I have the privilege of introducing the Secretary of Education for the United States. Lauro Cavazos was appointed by President Reagan in 1988 as U.S. Secretary of Education. He was confirmed unanimously by the United States Senate, and before that, he had a distinguished career as President of Texas Tech University. And I'm pleased to say, he also has a PH.D. from Iowa State.

Lauro Cavazos, Secretary of Education. (Applause.)

SECRETARY CAVAZOS: Thank you, Governor. Thank you. Thank you, ladies and gentlemen. It's my distinct pleasure to be here today as we continue this historic education summit. The decisions we make will affect the lives of millions of children in the United States, and it is for those children and the future of this country that we are here.

President Bush has pledged his support for education and the need to restructure our educational system, and it is an honor now for me to introduce the President of the United States, George Bush. (Applause.)

THE PRESIDENT: Thank you all very much. Thank you Secretary Cavazos. Thank you governors. Thank you, Dr. Cavazos -- Secretary Cavazos. First, my respects to all the governors here, and I want to thank the music of that Air Force Band. Just lovely. Thank you for your performance. (Applause.) I want to thank Governor Baliles and Governor Branstad and so many others who had a very special role.

I want to thank President O'Neil and Mrs. O'Neil. It was only yesterday that I discovered that we had evicted them from the President's house. (Laughter.) And not only did they go peacefully, but they left me this necktie from Eljo's, which I'm sure some of you may recognize. (Applause.) You talk about Virginia hospitality. (Laughter.)

And I also want to pay my respects to the students and especially to the distinguished faculty of this great institution. (Applause.)

And for Barbara and me it's a delight to be back in Charlottesville. Imagine this -- you have a President, the Cabinet, America's governors all visiting your school. And the big man on the campus -- still Sean Moore. (Laughter and applause.) But, you see, we're somewhat familiar. Our son Marvin and our daughter-in-law Margaret, having gone here, both advising me to be humble while I'm at U. Hall. You see, they told me you only do the wave for Ralph Sampson. (Laughter.)

Now, it's easy to keep your perspective and be humble at a school so rich in history and in educational endeavor. And I've also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives bring here to this education reform agenda. In our meetings yesterday, I learned exactly how much you care about the children of your states and the future. And in short, I came to Charlottesville with high expectations, and I've got to say, you have exceeded them.

So the spirit of our summit is not: "Who will get the credit?" The spirit of this summit is: "How can we get results?" We are here to put progress before partisanship, the future before the moment, and our children before ourselves.

I've heard eloquent advice from many of you, and from so many others, in the last few weeks. And I've listened, and I am

deeply appreciative of all that I have learned.

But I've also learned that we should listen to our children. And they have much to tell us. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds, the majesty of space. And think what these images would have meant to the ever-curious founder of this university, who could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is commonplace, peace and prosperity often taken for granted. And our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we're close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs here at Mr. Jefferson's school.

And every step we take at this university is truly a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, a horizon limited only by the Blue Mountains beyond. But Jefferson surveyed a horizon that no one else could see. He saw the graceful dome of the Rotunda, the elegance of the Lawn and its pavilions. He saw meeting rooms and libraries and lecture halls teeming with professors, students yet unborn.

Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his University -- and his dream -- that inspires us today to follow in his footsteps.

As President O'Neil said, Thomas Jefferson, our first education president, was a relentless advocate for universal public education. "He had a fundamental conviction that on the good sense of an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed those words -- this assessment -- from a friend of mine -- another Renaissance man of our time -- the late Bartlett Giamatti.

Like Jefferson, his life was a metaphor for civility and public service. And it is this commitment to public service that we must carry on. So let us make this an education society.

We have already come close to this Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and its diversity; in its commitment to meeting special needs and individual differences. And we're inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations.

And yet, after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. And while millions go to college, millions may never graduate from high school.

The National Assessment of Educational Progress estimates that fewer than one in four of our high school juniors can write an adequate, persuasive letter. And only half can manage decimals, fractions and percentages. And barely one in three can locate the Civil War in the correct half-century. No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee of mediocrity, social decay and national decline.

Education is our most enduring legacy, vital to everything that we are and can become. And come the next century --

MORE

just 10 years away -- what will we be? Will we be the children of the enlightenment, or its orphans?

Six years ago, the Committee on Excellence in Education issued its powerful report; and yet today, our nation is still at risk. The educational reform movement has done well in articulating its criticisms. And now it is time to define goals. This is the time for action.

I sent my proposals for federal action in education to Congress last spring, including an increase in funding for Head Start. The Educational Excellence Act of 1989 includes ways to reshape and expand federal efforts, to recognize excellence, lift the needy, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these principles and I value your advice and ideas as we continue to refine the federal role.

Some offer a completely different answer -- spend more money alone. And at the federal level, we have asked Congress to provide nearly a half a billion dollars in new funding for 10 worthy programs. Your states may also choose to spend more. But to those who say that money alone is the answer, I say that there is no one answer. If anything, hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results.

And this is only the third time in our 200 years as a nation that a President has called a summit with the governors. And I've called you together because you bear the constitutional responsibility for education. And I didn't ask you to such an historic occasion merely to bemoan what is wrong. We are here to work; and work together; to once again make an American education the best in the world. (Applause.) And let me say to the governors before this majestic audience, these sessions have been informative and thoughtful and very useful to me. And I appreciate the obvious extensive preparations that the governors have undertaken in the days and weeks leading up to this summit. The governors have emphasized to me the need for national performance goals and the importance of greater flexibility in the use of federal funds, while accepting enhanced accountability for the results.

And they've also stressed the high priority that helping prepare preschool children should have in federal spending even in time of fiscal constraint.

And finally, the governors have articulated eloquently the need to restructure our education system. You already are consulting with state legislators to better our schools. Our teachers already are giving their heart and soul to their jobs. But we've never before worked together -- President and principal, governor and teacher -- to achieve results in education.

A social compact begins today in Charlottesville, Virginia -- a compact between parents, teachers, principals, superintendents, state legislators, governors and the administration. Our compact is founded not on promises, but on challenges -- each one a radical departure from tradition.

I hope that you will join me, to define national goals in education for the first time. From this day forward, let us be an America of tougher standards, of higher goals and a land of bigger dreams. (Applause.)

Our goals must be national, not federal. That's why I welcome the initiatives of the National Governors Association, from the Time for Results report in 1986, to the goal-setting project recently begun under the leadership of Iowa's Terry Branstad, South Carolina's Carroll Campbell, Washington's Booth Gardner, Bill Clinton of Arkansas. And my administration will work with you to build on the National Assessment Program's first state-by-state achievement

MORE

But to be accountable, we need to know just how much progress we're making. So, fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are. And this means accepting the bad news along with the good. We've always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations. (Applause.)

And accountability also means we must act on what we discover. Weak performance in the classroom or the principal's office will no longer be tolerated. But neither will indifference towards good educators. Society has no greater benefactors than outstanding teachers and principals. (Applause.) And so, let them have their day in the sun, get what they deserve -- generous praise and solid rewards. (Applause.)

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know -- when standard and expectations are high, everyone does better. And this includes both the unusually gifted and those with special needs and disabilities. But it must also include the student we too often forget, the average student. (Applause.) All you guys with C's, I want to hear it from you. (Applause.) For I do believe that with a little care and a little work we can unleash within each of these so-called ordinary kids an extraordinary potential.

This same potential can be found within every disadvantaged child, those from troubled neighborhoods, children for whom our schools must be a beacon of excellence, a sanctuary from violence, a model of good character, sound values, exemplary ethics. Let no child in America be forgotten or forsaken. (Applause.)

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom that they need.

And such freedom will not lead to a quick and easy solution. It's the work of years. And we've taken such a long-term view in our meetings over the last couple of days.

We've discussed the need for educational reform in terms of our national competitiveness -- you heard Governor Baliles refer to that just a minute ago. But I'm sure you agree that there is more to learning than just our trade balance or the graying of our work force; it is broader than the important, but narrow, compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. And he observed that just as the touch of a button on a stereo will fill a room with music, so by taking down one of these volumes and opening it, one can call into range the voice of a man far distant in time and space and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind. (Applause.)

I might say parenthetically that is why my wife, Barbara, for many years, has devoted a lot of her time to making this country more literate. (Applause.)

In essence, that is why we've gathered here at Mr.

Jefferson's school. He was just one man, but look at what one man can do. Imagine what we can do, if we -- more than 50 strong -- are united by this great cause. So let us dream. And let us talk. And if need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson.

Thank you for your hard work and dedication. God bless you. And God bless the United States of America. (Applause.)

END

12:28 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary
(Charlottesville, Virginia)

For Immediate Release

September 28, 1989

FAREWELL REMARKS BY THE PRESIDENT,
EDUCATION SECRETARY CAVAZOS,
GOVERNOR BRANSTAD, GOVERNOR GARDNER,
GOVERNOR CARRUTHERS AND GOVERNOR CLINTON

The Rotunda Steps
University of Virginia
Charlottesville, Virginia

3:07 P.M. EDT

SECRETARY CAVAZOS: Thank you very much. The past two days have been busy for all of us, but the enthusiasm has come to this meeting, discussions have borne our knowledge that we are doing vital and important work and that the results of our decisions will have an impact far beyond what we can imagine. We've made history at this education summit and I know that we will continue to make history in every state and every school across America.

It is an honor now to introduce the President of the United States, George Bush. (Applause.)

THE PRESIDENT: Thank you very much. My role is simply now, at the end of what I think we all agree was a very successful conference, to again thank the University of Virginia -- students, its faculty, its President -- to thank all of the governors. I want to single out those on the platform with me now. Governor Branstad, who is head of the Governors' Association; Governor Carruthers; Governor Booth Gardner of the State of Washington; and of course Bill Clinton, who looks a little tired, but took on an extra responsibility for hammering out a statement upon which there is strong agreement.

And we've reached agreement on the need for national performance goals, on the need for more flexibility and accountability, the need for restructuring and choice, and I agree with Governor Clinton that this is a major step forward in education. The need for letting parents, teachers, students and communities -- to encourage them to work together more and more and the need for more federal support for the pre-kindergarten education process normally identified with Head Start, but certainly other programs might fit that description.

But I want to thank each and every one of the governors and their families. This has been historic, and I pledge to you my determination to follow up in every way possible. We just cannot let it sit here and end here, and I promise you that I won't, that my Cabinet won't, and that our entire administration will not.

So with no further ado to all the governors here, my heartfelt thanks. (Applause.)

GOVERNOR BRANSTAD: Mr. President, on behalf of the National Governors Association, we thank you for calling us together in this very historic summit on education. I want to thank all of the governors that participated. We had better attendance than we even do at the National Governors Annual Meetings. There were open and frank discussions. A very significant agreement has been reached. This year, the National Governors Association has an agenda that calls for building a consensus for change to address some of the critical issues facing the United States of America -- the issues of

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education and the environment.

And in the last two days here, we have made significant progress towards building that national consensus with the leadership of the President and the governors. In the area of setting national education goals, we unanimously agree that there is a need for the first time in this nation's history to have specific results-oriented goals. And we're talking about roles in the area of readiness of children to start school; in the area of performance of students in international achievement tests in the areas of math and science; in the reduction of the dropout rate and the improvement of academic performance, especially for at-risk children -- in the functional literacy of adult Americans, in the level of training necessary to guarantee a competitive work force, in the supply of qualified teachers with up-to-date technology, and the establishment of safe, disciplined and drug-free schools.

We recognize the need for both flexibility to state governments and to local school districts; but coupled with that, accountability for outcome-related results. I think significant progress has been made. We have committed to work together. The National Governors Association Task Force on Education and the people designated by the President to make specific goals and to reach those goals hopefully by the February meeting of the National Governors Association in the Nation's Capital.

It's a beautiful day in Charlottesville, Virginia. I'm proud that the President has invited us to be here. We appreciate the great hospitality of this great state and this great university, and I'm pleased to introduce my Vice Chairman for the National Governors Association, the Governor of the State of Washington, Governor Booth Gardner, to talk about some of the other goals that have been spelled out in this joint statement.

Governor Gardner. (Applause.)

GOVERNOR GARDNER: The report goes further, and I think one of the reasons that we're all so excited about the results of the last two days are that the report addresses the financial role of the federal government in education, albeit in a limited role, but an extremely important role. And the understanding is that the money that becomes available will be applied to the issue of early childhood education and Head Start and preparing young people for the day that they enter school that they will be on a parred and equity basis with other children and they're ready and able to perform.

And we also discussed and agreed that we have to continue to look at mandates from the federal government to make sure that those mandates do not impinge on the state's ability to provide its discretionary funds for education.

Then we have a very exciting statement on the commitment to restructuring. The President and the nation's governments have agreed that significant steps must be made in restructuring education in all states; a system of accountability that focuses on results rather than input; a decentralized authority and decision-making responsibility to the school site; empowerment to the principals and the teachers to carry out their mandates and citing challenges to face us in this country; and an educational system that develops first-rate teachers and supports those teachers with the technology, staff, and services that are necessary to allow them to be productive.

And lastly, we want to compliment the Secretary of Education and the President on agreeing that we will have a report card and that we will measure the schools, the state, and the federal government year by year to make sure that we remain committed to the agreements that we have reached in the past two days and the goals that will come out of the process for the next few months that we hope to agree on in Feburary or March.

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In the past few days, the President, his Cabinet, Secretary of Education, the governors and their staff have humbly walked the footsteps of Thomas Jefferson. We started down a promising path, and we have composed a Jeffersonian compact -- the beneficiaries of which will be the children of this country.

The children of this country today represent 25 percent of our population. Tomorrow, they are 100 percent of that population. (Applause.)

With that, I'd like to introduce the Governor of New Mexico and the Chairman of the Educational Commission of the States, Garrey Carruthers.

GOVERNOR CARRUTHERS: Thank you very much, Booth. We came to talk about sharing the responsibility for success, and we've done that. And to have success we need to have a vision, much higher expectations, and the President of the United States gave one of the finest speeches I've ever heard on education today at the convocation at the University of Virginia. (Applause.)

And it is from that speech and the work that we have to do afterwards that will develop the vision of education in this country. But I think also we came to talk about empowering people, and we talked a lot about empowering. We're going to empower parents by encouraging choice; we're going to empower teachers by letting them take over the classrooms again; we're going to empower those educational entrepreneurs that exist in all our communities by deregulating the educational system.

We need to empower the kids by making sure that before they're five years old they've been properly taken care of in every way, particularly with health. And we need to empower the private sector by inviting them into the school systems and getting their assistance and mentoring programs and the financial assistance they've always been willing to give us.

And then we need to empower all Americans very simply by having them join us in developing a set of national goals. It has been a wonderful conference and now I'd like to introduce you to Governor Bill Clinton who's one of the prime forces in developing this conference, the Summit, with the President of the United States. (Applause.)

GOVERNOR CLINTON: Thank you very much, Governor Carruthers, Mr. President, ladies and gentlemen.

This is a rather emotional moment for me. For one thing, I didn't get much sleep last night. We were up working on this statement.

I want to thank Governor Campbell, who is not here, and Governor Branstad, who is, and all the others who worked on this statement from the National Governors Association -- John Sununu and Roger Porter and others from the White House staff. And most important, Mr. President, I want to thank you for giving us the chance, the governors, after seven years of hard work on educational reform, to have a real national partnership in education.

The press will ask today, and maybe the people will when we get home, what really happened here that makes a difference. I would say there are three things.

This is the first time in the history of this country that we have ever thought enough of education and ever understood its significance to our economic future enough to commit ourselves to national performance goals. It has never happened in over 200 years. This is the first time, ever, any group of public officials have ever committed themselves to a national effort to restructure the schools

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of the United States -- something every educator who studied it says is the single most significant thing we could do.

And this is the first time a president and governors have ever stood before the American people and said, not only are we going to set national performance goals, which are ambitious, not only are we going to develop strategies to achieve them, but we stand here before you and tell you we expect to be held personally accountable for the progress we make in moving this country to a brighter future. If that doesn't make this a happy day, I don't know what does. Thank you very much.

THE PRESIDENT: Thank you all. Well done, Bill. You did a wonderful job. Booth, thanks for everything.

END

3:20 P.M. EDT

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS

UNIVERSITY OF VIRGINIA

September 27 - 28, 1989

Joint Statement

The President and the nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

Education has always been important, but never this important because the stakes have changed: Our competitors for opportunity are also working to educate their people. As they continue to improve, they make the future a moving target. We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive.

The President and the nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- to seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- to undertake a major state-by-state effort to restructure our education system; and
- to report annually on progress in achieving our goals.

This agreement represents the first step in a long-term commitment to reorient the education system and to marshal widespread support for the needed reforms.

NATIONAL EDUCATION GOALS

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to recommend goals to the President and the Nation's Governors. The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large. The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. To succeed we need a common understanding and a common mission. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

The process for establishing these goals should be completed and the goals announced in early 1990.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in math and science;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;
- the supply of qualified teachers and up-to-date technology; and
- the establishment of safe, disciplined, and drug-free schools.

THE FEDERAL/STATE PARTNERSHIP

Flexibility and Accountability

The President and the Governors are committed to achieving the maximum return possible from our investments in the Nation's education system. We define maximum return as the following: significant and sustained educational improvement for all children. Nothing less will meet the Nation's needs for a strong, competitive workforce; nothing less will meet our children's needs for successful citizenship and economic opportunity.

Federal funds, which represent only a small part of total education spending, are directed particularly toward services for young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to State laws and administrative rules.
- to submit legislation to Congress early next year that would provide State and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

The President and the Governors have agreed to establish a working group of Governors and the President's designees to begin work immediately to accomplish these tasks.

We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

The urgent need for flexibility in using Federal funds can best be illustrated by a few examples.

First, the Federal Vocational Education Act, which mandates specific set-asides that often result in individual awards that are too small to be meaningful and that prohibit the money from being spent to achieve its purpose. One state reported being required to divide \$300,000 in aid among far too many categories and set-asides.

Second, similarly, the Chapter 1 program requires that equipment purchased to provide remedial education services cannot be used for non-Chapter 1 institutions in areas such as adult education. Several States report that large numbers of computers purchased by Federal funds are idle at night, while adult education classes that need them either do without or use scarce tax dollars to buy other equipment.

Third, the requirements that children who benefit from Federal funds for compensatory and special education be taught separately often undermines their achievement. Waivers that permit these students to return to regular classes and receive extra help have produced large increases in their test scores. This option should be available for all school districts.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential.

In a phrase, we want to swap red tape for results.

The Federal Government's Financial Role

State and local Governments provide more than 90 percent of education funding. They should continue to bear that lion's share of the load. The Federal financial role is limited and has even declined, but it is still important. That role is:

- to promote National education equity by helping our poor children get off to a good start in school, giving disadvantaged and handicapped children extra help to assist them in their school years, ensuring accessibility to a college education, and preparing the workforce for jobs;
- and second, to provide research and development for programs that work, good information on the real performance of students, schools, and states, and assistance in replicating successful state and local initiatives all across the United States;

We understand the limits imposed on new spending by the Federal deficit and the budget process. However, we urge that priority for any further funding increases be given to prepare young children to succeed in school. This is consistent with the President's recommendation for an increase in the number of children served by Head Start in this year's budget. If we are ever to develop a system that ensures that our children are healthy and succeed in school, the Federal Government will have to play a leading role.

Further, we urge that the Congress not impose new Federal mandates that are unrelated to children, but that require States to spend state tax money that could otherwise go to education.

COMMITMENT TO RESTRUCTURING

Virtually every State has substantially increased its investment in education, increased standards, and improved learning. Real gains have occurred. However, we still have a long way to go. We must make dramatic improvements in our education system. This cannot be done without a genuine, National, Bipartisan commitment to excellence and without a willingness to dramatically alter our system of education.

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more or the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

A similar process has been going on in American manufacturing industry over the last decade with astonishing results: An increase in productivity of nearly 4 percent a year.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and performance. Most successful restructuring efforts seem to have certain common characteristics:

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort in every state. The Governors will give this task high priority and will report on their progress in one year.

ASSURING ACCOUNTABILITY

As elected chief executives, we expect to be held accountable for progress in meeting the new National goals and we expect to hold other accountable as well.

When goals are set and strategies for achieving them are adopted, we must establish clear measures of performance and then issue annual Report Cards on the progress of students, schools, the states, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.