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THE PRESIDENT'S
EDUCATION SUMMIT
WITH GOVERNORS



Charlottesville, Virginia
September 27-28, 1989

MEDIA BRIEFING BOOK

"...EDUCATION IS OUR MOST ENDURING LEGACY,
EVERYTHING WE ARE AND CAN BECOME."

Cy Bush

STATE LEGISLATURES
HELENA, MONTANA
SEPTEMBER 18, 1989

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BIOGRAPHIES

THE WHITE HOUSE

WASHINGTON

BIOGRAPHY OF
PRESIDENT GEORGE BUSH

On January 20, 1989, George Herbert Walker Bush was sworn in as the 41st President of the United States.

Mr. Bush was born in Milton, Massachusetts, on June 12, 1924. He graduated from Phillips Academy, Andover, Massachusetts, in June 1942, and on his 18th birthday, he enlisted in the U.S. Navy Reserve as a Seaman 2nd Class. Receiving his wings and commission while still 18, Mr. Bush became the youngest pilot in the U.S. Navy at the time.

On active duty from August 1942 to September 1945, he flew torpedo bombers off the USS San Jacinto, fighting in the Pacific Theater. He was awarded the Distinguished Flying Cross and three Air Medals.

When the war ended, he entered Yale University, completed his economics degree in 1948, graduated Phi Beta Kappa, and captained the varsity baseball team.

After graduation, Mr. Bush moved to Texas, where he worked as a trainee and then as a supply salesman for Dresser Industries in West Texas and California from 1948 to 1950. He co-founded a small royalty firm, Bush-Overby Oil Development Company, in 1951. In 1953, he co-founded Zapata Petroleum Corporation, and one year later, Mr. Bush became president and co-founder of a third firm, Zapata Off-Shore Company. The fledgling firm pioneered in experimental offshore drilling equipment.

He was elected to the U.S. House of Representatives in 1966 from Texas' 7th District. One of the few freshman members of Congress ever elected to serve on the Ways and Means Committee, Mr. Bush was re-elected to the House without opposition two years later.

From 1971 to 1973, he served as the United States Ambassador to the United Nations, and as Chairman of the Republican National Committee from January 1973 to September 1974. In October 1974, Mr. Bush traveled to Peking and served for more than a year as Chief of the U.S. Liaison Office in the People's Republic of China.

In 1976, Mr. Bush served as Director of Central Intelligence. He is given credit for helping restore the morale of the CIA and for strengthening the Intelligence Community, as well as helping write the Executive Order that guaranteed the protection of civil rights of U.S. citizens.

In July 1980, Mr. Bush was selected by Ronald Reagan to be his running mate at the 1980 Republican Convention; on November 4, was elected Vice President-designate of the United States; and on January 20, 1981, was sworn in as the 43rd Vice President of the United States. On January 20, 1985, he was sworn in to a second term. As Vice President, he served as President of the Senate and as a close advisor to President Ronald Reagan.

In June 1985, Mr. Bush was named to coordinate the Reagan Administration's activities to combat international terrorism. He headed similar efforts on the Presidential Task Force on Regulatory Relief and The National Narcotics Border Interdiction System (NNBIS). At President Reagan's direction, he traveled to 74 foreign countries to consult with world leaders on matter of bilateral and international concern.

He is married to the former Barbara Pierce of Rye, New York. They are the parents of five children: George, Jeb, Neil, Marvin, and Dorothy Bush LeBlond. The Bushes have ten grandchildren. His father, the late Prescott Bush, served as a U.S. Senator (R-CT) from 1952 through 1962.

The President and Mrs. Bush are residents of Houston, Texas, and are members of St. Martin's Episcopal Church, where he is a former vestryman. When in Washington, the Bushes attend St. John's Episcopal Church. He has served on the vestry of St. Ann's Episcopal Church Foundation, Kennebunkport, Maine, and is on the board of the Episcopal Church Foundation.

ALABAMA

GUY HUNT was born in Cullman County, Alabama. He was raised on a farm and graduated from Holly Pond High School in 1950. In 1987 he received honorary doctor of law degrees from Troy State University, the University of North Alabama, and Alabama A&M University. He served in the U.S. Army during the Korean conflict and was awarded the Certificate of Achievement for outstanding performance of military duty. In 1964 Governor Hunt was elected probate judge for Cullman County and was reelected in 1970 for a second six-year term. From 1981 to 1985, he was state executive director of the Agricultural Stabilization and Conservation Service of the U.S. Department of Agriculture. He resigned from the post to campaign for Governor. He served as state chairman for Ronald Reagan in 1976 and 1980. He also has served as Cullman County chairman of the Lurleen Wallace Cancer Drive to raise funds for the Birmingham Cancer Hospital; chairman of the United Fund; treasurer of the American Red Cross; an officer and member of the board of the Mental Health Association; charter member of the Holly Pond Lions Club; and member of the Probate Judges Association and the Juvenile Court Judges Association. Governor Hunt has served for sixteen years as the elected moderator of the Mt. Zion Association of Churches.

Birthdate:	June 17, 1933
Family:	Married, four children
Religion:	Primitive Baptist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

ALASKA

STEVE COWPER was born in Petersburg, Virginia, and grew up in Kinston, North Carolina. He received baccalaureate and law degrees from the University of North Carolina at Chapel Hill. After service in the U.S. Army Medical Corps and Army Reserve, he spent three years as a maritime lawyer in Norfolk, Virginia. Governor Cowper moved to Fairbanks, Alaska, in 1968 and worked as assistant district attorney for rural Alaska and Fairbanks. In 1970 he went to Vietnam as a freelance correspondent and traveled throughout Asia. Returning to Fairbanks and his law practice in 1971, he entered into a number of ventures. He became a partner in an air taxi and cargo business, authored a political column for the Fairbanks *Daily News-Miner*, taught a college course on Alaska lands, and was a diver for a University of Alaska marine research team. He was elected to the Alaska House of Representatives in 1974 and served two terms. He also has served as board chairman of the Alaska Permanent Fund, the state's \$10 billion savings account. He currently is NGA's lead Governor on energy.

Birthdate:	August 21, 1938
Family:	Married, three children
Party:	Democrat
Inauguration:	December 1986
Term Expiration:	December 1990

AMERICAN SAMOA

PETER TALI COLEMAN was born in Pago Pago, American Samoa. After completing high school in Hawaii, he enlisted in the army during World War II, rising to the rank of captain. He has been inducted into the U.S. Army Infantry Hall of Fame. After the war he completed his education and received bachelor's and law degrees from Georgetown University. He then returned to the Pacific to practice law in American Samoa as a private practitioner in Western Samoa and as attorney general of the territory. He became the first native Samoan to be appointed Governor and served from 1956 to 1961 and later became American Samoa's first elected Governor, serving from 1978 to 1981. He was reelected in 1980 and served a third term before stepping down in 1985 as required by law. Between his appointive and first elective terms, he served seventeen years in Micronesia as chief executive of the Marshalls and the Marianas and as deputy high commissioner of the Trust Territory. After leaving office in 1985, Governor Coleman reopened a law practice, established a consulting firm, and undertook a number of special assignments for the Reagan administration. He also was counsel to the Pacific Advisory Committee of George Bush's Fund for America's Future. He also served as honorary consul for the Republic of Nauru in American Samoa. He is the founding chairman of the Republican Party of American Samoa and currently serves as Republican national committeeman for American Samoa.

Birthdate:	December 8, 1919
Family:	Married, thirteen children
Religion:	Catholic
Party:	Republican
Appointed to Office:	October 1956
Inauguration:	January 1978
Reelection:	November 1980, 1988
Term Expiration:	January 1993

ARIZONA

ROSE MOFFORD was born in Globe, Arizona. She has been involved in state government for forty-eight years. She worked in the Arizona treasurer's office and the tax commission and served as business manager of *Arizona Highways* magazine before becoming assistant secretary of state in 1953, a position she held for twenty-two years. In 1975 she became assistant director in the department of revenue in charge of administration, and in 1977 she succeeded Wesley Bolin as secretary of state when Bolin became Governor. She won election to her first full term in 1978 and was reelected by a wide margin in 1982 and 1986. She is involved in numerous civic organizations and has received many awards for her service from groups such as the Cystic Fibrosis Foundation, the Arizona Retarded Citizens, St. Jude's Children's Research Hospital, the National Guard of Arizona, and the Arizona chapter of the Association of the United States Army. She has been active in the Benevolent Protective Order of the Elks, the Crime Prevention League, the Valley of the Sun School and Rehabilitation Center, the Alcoholism Council of Tucson, the National Council on Alcoholism, and the Lion's Sight and Hearing Foundation. She has served as president of the National Association of Secretaries of State and was the first woman elected as director of the Central Arizona Water Board.

Birthdate:	June 10, 1922
Religion:	Catholic
Party:	Democrat
Sworn in:	April 1988
Term Expiration:	January 1991

ARKANSAS

BILL CLINTON was born in Hope, Arkansas. He received a bachelor's degree in international affairs in 1968 from the Georgetown University School of Foreign Service and attended Oxford University as a Rhodes Scholar. After graduating from Yale Law School in 1973, Governor Clinton joined the staff of the University of Arkansas School of Law and practiced law in Fayetteville. In 1976 he was elected attorney general, and in 1978 he won his first bid for Governor. In 1981 he joined the Little Rock law firm of Wright, Lindsey, and Jennings. Governor Clinton was reelected Governor in 1982, 1984, and 1986, making him only the second person in Arkansas history to be elected to four terms as Governor. Governor Clinton is the chairman of the Democratic Governors' Association and past chairman of the Education Commission of the States, for which he authored a report on leadership in education reform, *Speaking of Leadership*. In 1986 he served as chairman of the Southern Growth Policies Board and appointed the third Commission on the Future of the South. He served as chairman of the National Governors' Association from August 1986 to August 1987, overseeing the year-long initiative "Making America Work: Productive People, Productive Policies" and leading an effort to develop a national welfare reform policy. He currently is a member of the National Governors' Association Executive Committee, chairman of the Task Force on Children, and a lead Governor on welfare reform for NGA.

Birthdate:	August 19, 1946
Family:	Married, one child
Religion:	Baptist
Party:	Democrat
Inauguration:	January 1979
Reelection:	November 1982, 1984, 1986
Term Expiration:	January 1991

CALIFORNIA

GEORGE DEUKMEJIAN was born in Menands, New York. He graduated from Sienna College in 1949 with a degree in sociology and earned his law degree from St. John's University in 1952. The Governor served in the U.S. Army with the Judge Advocates Corps from 1953 to 1955. He was elected to the California State Assembly in 1962, representing Long Beach, and served as minority whip. After serving four years in the assembly, he was elected to the state senate, where he served for twelve years. As a legislator, he authored 180 laws, including the death penalty initiative, the death penalty statute, and the "Use a Gun, Go to Prison" law. In 1978 he was elected attorney general of California. Four years later he was elected Governor and in 1986 was reelected to a second term by one of the largest vote margins in state history. As Governor, he paid off an inherited \$1.5 billion deficit and established a \$1 billion reserve for emergencies.

Birthdate:	June 6, 1928
Family:	Married, three children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

COLORADO

ROY ROMER was born in Garden City, Kansas, and grew up in Holly in southeastern Colorado. During his high school years, he ran a small country grain elevator and assisted in family farm and ranch operations. He received a bachelor's degree in agricultural economics from Colorado State University and a law degree from the University of Colorado. He also studied ethics at Yale University. A member of the U.S. Air Force, he was a military prosecutor during assignment in Germany. From 1958 to 1966 he served in the Colorado House of Representatives and in the Colorado State Senate. Governor Romer returned to public service in 1975, first as Colorado's commissioner of agriculture, then as the Governor's chief of staff. He was appointed state treasurer in 1977 and was later elected to two four-year terms, from 1978 to 1986. Fascinated by flying, he opened a flying school. He also has operated a ski area and has been involved in land development. His business career later expanded into the equipment business, and he has owned and operated John Deere outlets in four states. He currently is vice chairman of the NGA Committee on Economic Development and Technological Innovation.

Birthdate:	October 31, 1928
Family:	Married, seven children
Religion:	Presbyterian
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

CONNECTICUT

WILLIAM A. O'NEILL was born in Hartford, Connecticut. He was educated at New Britain Teachers College and the University of Hartford. He served as a combat flier with the U.S. Air Force during the Korean War and is a member of the American Legion and the Veterans of Foreign Wars. The Governor was elected to six terms in the Connecticut House of Representatives and served as majority leader in 1975-76 and 1977-78. He also served the House as an assistant minority leader and assistant majority leader. He was elected lieutenant governor in 1978. He succeeded to the governorship on December 31, 1980, when former Governor Ella Grasso resigned because of ill health. Governor O'Neill was elected to a four-year term as Governor in November 1982 and was reelected to a second term in November 1986. He is a former chairman of the Coalition of Northeastern Governors. He currently is president of the Council of State Governments and is vice chairman of the New England Governors' Conference.

Birthdate:	August 11, 1930
Family:	Married
Religion:	Catholic
Party:	Democrat
Succeeded to Office:	December 1980
Election:	November 1982
Reelection:	November 1986
Term Expiration:	January 1991

DELAWARE

MICHAEL NEWBOLD CASTLE was born in Wilmington, Delaware. He received a bachelor's degree from Hamilton College in 1961 and a law degree from Georgetown University in 1964. He served as state deputy attorney general from 1965 to 1966 before his election to the Delaware General Assembly. A member of the Delaware House for two years, Governor Castle subsequently was elected to the state senate, where he represented Wilmington from 1968 to 1976. While in the senate, he was elected to serve as minority leader in 1975 and 1976. Elected lieutenant governor in 1980, Governor Castle served as chairman of the Governor's Task Force on Education for Economic Growth, which developed more than seventy proposals for the improvement of the state's education system. He also headed the state's Task Force on Drunk Driving and served as chairman of both the Ad Hoc Committee on Restitution and the Small Business Council. His efforts in restoring Rockford Village earned him recognition by the Greater Wilmington Development Council in 1978. Governor Castle is chairman of the NGA Committee on Justice and Public Safety. He also serves as a lead Governor on welfare reform for NGA.

Birthdate:	July 2, 1939
Religion:	Catholic
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

FLORIDA

BOB MARTINEZ was born in Tampa, Florida. He attended the University of Tampa, graduating in 1957 with a bachelor's degree in education, and later went to the University of Illinois, where in 1964 he received a master's degree in employee and industrial relations. He was elected mayor of Tampa in 1979 and was reelected in 1983. Governor Martinez was a featured speaker at the 1984 and 1988 Republican National Conventions and was one of the six original national co-chairmen of the George Bush for President campaign. Governor Martinez was appointed by President Ronald Reagan to serve on a number of federal commissions and task forces, including the Advisory Committee on Intergovernmental Relations, the Commission on Accreditation of Law Enforcement Agencies, and the White House Task Force for a Drug Free America. He serves as the only Governor on the federal Commercial Space Advisory Committee. In his first year in office, Governor Martinez was designated NGA's lead Governor on immigration and refugee affairs and currently serves as the lead Governor on substance abuse and drug trafficking.

Birthdate:	December 25, 1934
Family:	Married, two children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

GEORGIA

JOE FRANK HARRIS was born in Bartow County, Georgia. He attended Cartersville public schools and received a bachelor's degree in business administration from the University of Georgia in 1958. He was first elected Governor in 1982 after serving for eighteen years in the Georgia House of Representatives. He is known for his role in devising, passing, and implementing the Quality Basic Education Act, the most comprehensive education reform legislation in the state's history. As Governor, he has presided over unprecedented economic activity, evidenced by international investment, new jobs, state revenue growth, and the relocation of many national and international headquarters to Georgia, expansion of the manufacturing sector in the state's economy, and increasing air, rail, and port traffic. He has initiated campaigns this term to raise public awareness of drug abuse and adult illiteracy. He has been chairman of the Southern Governors' Association, the Southern Regional Education Board, the Southern Growth Policies Board, and the Appalachian Regional Commission.

Birthdate:	February 16, 1936
Family:	Married, one child
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

GUAM

JOSEPH F. ADA was born in Guam, where he graduated from John F. Kennedy High School. He attended the College of Guam for two years before enrolling at the University of Portland, Oregon, where he graduated with a bachelor's degree in corporate finance in 1968. He then returned to Guam and served as assistant general manager of Ada's, Inc. In 1970 he was appointed deputy director of the Department of Public Works. Governor Ada served five terms with the Guam Legislature and was chosen by his colleagues to serve as speaker in 1975 and in 1979. He was lieutenant governor from 1979 to 1982. Governor Ada has initiated efforts to reduce the budget deficit and improve the quality of education on Guam.

Birthdate:	December 3, 1943
Family:	Married, three children
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

HAWAII

JOHN WAIHEE was born in Honokaa, Hawaii. He received his bachelor's degree in history and business from Andrews University in Michigan, completed requirements for a master of arts degree in urban planning from Central Michigan University, and received a law degree from the University of Hawaii in 1976. He was engaged in private practice in law from 1975 to 1982. In 1980 he was elected to the Hawaii House of Representatives, and in 1982 he was elected lieutenant governor of Hawaii. Governor Waihee was a delegate to the 1978 Constitutional Convention and the Democratic Party State Convention in 1972, 1974, 1976, 1978, and 1982. He has served as a board member of the Hawaii Bar Association, director of the Legal Aid Society of Hawaii, and a member of the Judicial Salary Commission. He currently is a member of the Kalakaua Lions Club, the Filipino and Japanese Chambers of Commerce, and the Kalihi-Palama Hawaiian Civic Club. He also serves as a board member of Alu Like and the Native Hawaiian Legal Services Corporation. He is NGA's lead Governor on tourism.

Birthdate:	May 19, 1946
Family:	Married, two children
Party:	Democrat
Inauguration:	December 1986
Term Expiration:	December 1990

IDAHO

CECIL D. ANDRUS was born in Hood River, Oregon. He attended Oregon State University and served in the U.S. Navy during the Korean War. After the war, he moved to Orofino, Idaho, where he worked as a lumberjack and managed a sawmill. Governor Andrus was elected to the first of four terms in the Idaho State Senate in 1960 at age twenty-nine. He concentrated his legislative efforts in the areas of agriculture, conservation, business, and education. He was first elected Governor of Idaho in 1970, and was reelected in 1974. In 1977 he was appointed secretary of the U.S. Interior Department, the only Idahoan ever to serve in a presidential cabinet. After serving a full four-year term, he returned to Idaho to set up a private business as a natural resource consultant. As Governor, he has presided over an economic revitalization that has seen Idaho reach record high levels of employment and near record low rates of joblessness. Governor Andrus has led the state's efforts to improve the quality and funding of public schools and colleges and universities. He also has pushed for better protection and health care for children. He is a past chairman of the National Governors' Association and the Western Governors' Association.

Birthdate:	August 25, 1931
Family:	Married, three children
Religion:	Lutheran
Party:	Democrat
Inauguration:	January 1971
Reelection:	November 1974, 1986
Term Expiration:	January 1991

ILLINOIS

JAMES R. THOMPSON was born in Chicago. He attended the University of Illinois in Chicago and Washington University in St. Louis and received a law degree in 1959 from Northwestern University Law School, where he was a faculty member from 1964 to 1969. Governor Thompson served as a prosecutor in the Cook County State's Attorney's Office, as chief of the Department of Law Enforcement and Public Protection, as first assistant U.S. attorney, and as U.S. attorney. He has received the Outstanding Federal Prosecutor Award of the Chicago chapter of the Federal Bar Association and the National Law and Social Justice Leadership Award. In 1981 he was named co-chairman of the Attorney General's Task Force on Violent Crime and was a member of the Presidential Advisory Committee on Federalism. He was named Man of the Year by Goodwill Industries in 1982 and was named Swedish American of the Year by the Visa Order of the Americas in 1986. He was national co-chairman of the Campaign to Protect Our Children in 1986 and a member of the National Commission to Prevent Infant Mortality in 1987-88. He served as vice chairman of the Martin Luther King Jr. Federal Holiday Commission. He has served as chairman of the National Governors' Association, Republican Governors Association, and the Council of Great Lakes Governors. He currently is chairman of the NGA Task Force on Transportation Infrastructure and a lead Governor on out-of-state sales tax collections.

Birthdate:	May 8, 1936
Family:	Married, one child
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1977
Reelection:	November 1978, 1982, 1986
Term Expiration:	January 1991

INDIANA

EVAN BAYH was born in Terre Haute, Indiana, and lived his early years on his family's farm near Shirkierville before his family moved to Washington, D.C., following his father's 1962 election to the U.S. Senate. He earned a bachelor's degree with honors in business economics in 1978 from Indiana University in Bloomington and a law degree in 1981 from the University of Virginia. After graduating, he served as law clerk to the chief judge for the U.S. district court for the southern district of Indiana. He also practiced law with the Indianapolis law firm of former Governor Matthew E. Welsh, Bingham, Summers, Welsh & Spilman. He was elected secretary of state in 1986. In this position, he was Indiana's chief election official and first ever chairman of the Indiana State Recount Commission, supervising the 1986-87 recount of the nation's closest congressional race. He also was responsible for the Securities Division, the investor protection agency within Indiana state government. Governor Bayh is the first member of his party to be elected Governor in twenty-four years. His inauguration also marked the transfer from one of the most senior Governors to the youngest Governor in the nation.

Birthdate:	December 26, 1955
Family:	Married
Religion:	Christian
Party:	Democrat
Inauguration:	January 1989
Term Expiration:	January 1993

IOWA

TERRY E. BRANSTAD was born in Leland, Iowa. He received a bachelor of arts degree in political science from the University of Iowa in 1969 and a law degree from Drake University Law School in 1974. He served in the U.S. Army for two years and received the Army Commendation Medal. He was elected lieutenant governor in 1978. In 1982, after his election as Governor, he sold his interest in Branstad and Schwarm, attorneys-at-law. He still maintains an active interest in the Branstad family farm operation. He was reelected as Governor in 1986. Governor Branstad is a presidential appointee to the Harry S. Truman Scholarship Foundation. He is a member of the American Legion, Lions Club, Farm Bureau, and the Lake Mills Chamber of Commerce, and is a founding member of People United for Rural Education. He has served as chairman of the Midwest Governors' Association and currently serves as vice chairman of the National Governors' Association. He previously served as chairman of the NGA Committee on Agriculture and the Task Force on Rural Development.

Birthdate:	November 17, 1946
Family:	Married, three children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

KANSAS

MIKE HAYDEN was born in Atwood, Kansas. He received his bachelor's degree in wildlife conservation from Kansas State University and a master's degree in biology from Fort Hays State University. He is the nation's only sitting conservation-trained Governor. As an infantry company commander for the U.S. Army, Governor Hayden spent thirteen months in Vietnam, where he was promoted from second lieutenant to first lieutenant and received the Soldiers Medal, two Bronze Stars, and the Army Commendation Medal. He began his career in public service as a state representative, serving from 1972 to 1986. In 1983 and 1985 he was unanimously elected speaker of the Kansas House of Representatives. His legislative career was highlighted by numerous conservation and environmental achievements. As Governor, he has been successful in improving the fiscal condition of the state. In 1988 Kansas was among the top three states in reducing state taxes. Other administrative priorities have included conservation of the state's natural resources, rural community preservation, and efforts to combat drug and alcohol abuse. In November 1988, Governor Hayden was elected chairman of the Republican Governors Association. He also is active in the Kansas Republican Party.

Birthdate:	March 16, 1944
Family:	Married, two children
Religion:	United Methodist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

KENTUCKY

WALLACE G. WILKINSON was born in Casey County (Liberty), Kentucky. Governor Wilkinson began a business career while a student at the University of Kentucky, founding the Kentucky Paperback Gallery, a retail bookstore in Lexington. He subsequently left the university to devote full attention to the book business. The Kentucky Paperback Gallery evolved into what is known today as Wallace's College Book Company, which operates retail bookstores nationwide and a wholesale textbook company. It is one of the largest companies of its kind in the United States. Governor Wilkinson also has been involved in commercial and retail real estate development, exporting, farming, transportation, banking, coal interests, and construction. Governor Wilkinson has served as a director or member of such organizations as the Lexington Economic Development Commission, Lexington Area Chamber of Commerce, Kentucky River Task Force, Lexington Center (Rupp Arena) Board, Kentucky Educational Foundation, and Kentucky Opera Board. Restructuring Kentucky schools and economic development have been the focus of Governor Wilkinson's first year in office. 1988 was a record year in job creation and new investment in the commonwealth. Also, 1988 saw the passage of a statewide lottery, which Governor Wilkinson had pledged in his campaign. He is on the executive committees of the Southern Growth Policies Board and the Council of State Governments and the board of directors of the Southern States Energy Board. He is vice chairman of the NGA Committee on Transportation, Commerce, and Communications.

Birthdate:	December 12, 1941
Family:	Married, two children
Religion:	Christian
Party:	Democrat
Inauguration:	December 1987
Term Expiration:	December 1991

LOUISIANA

BUDDY ROEMER was born in Shreveport, Louisiana. He attended public schools in Bossier Parish and graduated as student body president and valedictorian of his class. He received a bachelor's degree in government and economics from Harvard University in 1964 and a master's degree in business and finance from Harvard Business School in 1967. He then returned to Bossier city, where he founded two banks and ran a computer company and a political consulting firm. He was elected as a delegate to the Louisiana Constitutional Convention in 1972 and became a state congressional representative in 1980. He was reelected three times without opposition. In Congress, he served on the House Banking, Finance, and Urban Affairs Committee and the Small Business Committee, and founded and co-chaired the House Grace Caucus, a bipartisan group recommending cost-saving measures for the federal government. As Governor, he is focusing on reform efforts in education, economic development, and governmental organization.

Birthdate:	October 4, 1943
Family:	Married, three children
Religion:	Methodist
Party:	Democrat
Inauguration:	March 1988
Term Expiration:	March 1992

MAINE

JOHN R. MCKERNAN JR. was born in Bangor, Maine, and attended Bangor public schools, where he was a standout athlete. In 1970 he received a bachelor's degree from Dartmouth College, where he was selected to the All-Ivy League Tennis Team. After graduation, he joined the Army National Guard, and then enrolled in the University of Maine Law School in 1971. While still a student, he was elected to the Maine House of Representatives. Governor McKernan received his law degree in 1974 and was elected to a second term in the Maine legislature, where his colleagues selected him as assistant Republican floor leader. Governor McKernan practiced law in Bangor before leaving the state legislature in 1976 and joining a Portland law firm. He later returned to public service and was elected to the U.S. House of Representatives in 1982 and reelected in 1984. He has served on the advisory committee of the Bangor Community College, was coordinator of a major fundraising drive for Mercy Hospital in Portland, and in 1982 was appointed to the Commission on Presidential Scholars. Governor McKernan is the state's first Republican Governor in more than two decades. He serves as chairman of the New England Governors' Conference and is a member of the executive committee of the Republican Governors Association. He currently is chairman of the NGA Task Force on Research and Technology and is NGA's lead Governor on telecommunications.

Birthdate:	May 20, 1948
Family:	Married, one child
Religion:	Protestant
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

MARYLAND

WILLIAM DONALD SCHAEFER was born in West Baltimore, Maryland. He graduated from Baltimore City College in 1939 and received his bachelor of law degree in 1942 and his master of law degree in 1951 from the University of Baltimore. Governor Schaefer served in the U.S. Army during World War II as a hospital administrator in Europe from 1942 to 1945. He retired with the rank of colonel, U.S. Army Reserve. Returning to Baltimore, he formed his own law firm with two colleagues. Governor Schaefer was first elected to the Baltimore City Council in 1955 and served three terms. Rather than seek a fourth term as council member, he successfully ran for council president in 1967. He was elected mayor of Baltimore in 1971 and served four consecutive terms until his election as Governor in 1986. During his tenure as mayor, he emphasized urban redevelopment, enlisting the support of business, government, and the private sector and revitalizing Baltimore's Inner Harbor. Governor Schaefer was elected fifty-eighth Governor of Maryland by an 82 percent plurality, the largest in state history. He currently is NGA's lead Governor on ocean dumping.

Birthdate:	November 2, 1921
Religion:	Episcopalian
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

MASSACHUSETTS

MICHAEL S. DUKAKIS was born in Brookline, Massachusetts. He received a bachelor's degree in political science from Swarthmore College in 1951 and a law degree from Harvard Law School in 1960. Governor Dukakis served in the U.S. Army in Korea from 1955 to 1957. In 1963 he entered the Massachusetts House of Representatives and served eight consecutive years. Governor Dukakis was associated with the Boston firm of Hill and Barlow from 1960 to 1974. He was the moderator for public television's "The Advocates" from 1971 to 1973. In 1975 he was inaugurated as the sixty-fifth Governor of the Commonwealth of Massachusetts. From 1979 to 1982 he was a lecturer and director of intergovernmental studies at Harvard University's John F. Kennedy School of Government. Governor Dukakis was the Democratic nominee for the presidency in 1988. He is a past chairman of the New England Governors' Conference and the Democratic Governors' Association. He also previously served as chairman of the NGA Committee on Economic Development and Technological Innovation and as the co-chairman of the Task Force on Jobs, Growth, and Competitiveness.

Birthdate:	November 3, 1933
Family:	Married, three children
Religion:	Greek Orthodox
Party:	Democrat
Inauguration:	January 1975
Reelection:	November 1982, 1986
Term Expiration:	January 1991

MICHIGAN

JAMES JOHNSTON BLANCHARD was born in Detroit, Michigan. He received a bachelor's degree in 1964 and a master's degree in 1965 from Michigan State University. In 1968 he received a law degree from the University of Minnesota. Governor Blanchard worked as a legal aide to the Michigan secretary of state from 1968 to 1969 and as a Michigan assistant attorney general from 1970 to 1973. He was elected to the U.S. House of Representatives in 1974 and served four terms. Governor Blanchard has received several honorary doctor of laws degrees, the Outstanding Achievement Award from the University of Minnesota, and the Tree of Life Award from the National Jewish Fund. He has chaired the Democratic Governors' Association and was chairman of the 1988 Democratic National Platform Committee. Governor Blanchard is a member of the National Governors' Association Executive Committee and is chairman of the NGA Task Force on Domestic Markets.

Birthdate:	August 8, 1942
Family:	One son
Religion:	Unitarian
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

MINNESOTA

RUDY PERPICH was born in Carson Lake, Minnesota. He served in the U.S. Army for two years. He attended Hibbing Junior College and received a D.D.S. degree from Marquette University in 1954. He practiced dentistry until 1974. Governor Perpich served on the Hibbing Board of Education from 1956 to 1962. He was elected to the state senate in 1962 and reelected in 1966. In 1970 he was elected lieutenant governor and was reelected in 1974. He served as Governor of Minnesota from December 1976 to January 1979. He then served as vice president of World Tech, Inc., a subsidiary of Control Data Corporation, before being elected Governor in November 1982. He currently is chairman of the NGA Subcommittee on Education and is 1988-89 chairman of the Education Commission of the States.

Birthdate:	June 27, 1928
Family:	Married, two children
Religion:	Catholic
Party:	Democrat
Succeeded to Office:	December 1976
Election:	November 1982
Reelection:	November 1986
Term Expiration:	January 1991

MISSISSIPPI

RAY MABUS was born in Choctaw County, Mississippi. He attended Ackerman public schools and the University of Mississippi. He then received a Woodrow Wilson Fellowship at Johns Hopkins University, where he earned a master's degree in government. Governor Mabus volunteered for the U.S. Navy, where he served aboard a guided missile cruiser. After military service, he attended Harvard Law School, graduating magna cum laude. He returned to Mississippi in 1980 to work on the staff of Governor William Winter, where he helped draft the Education Reform Act of 1982. He served as state auditor from 1984 to 1987. As auditor, he eliminated a cumulative backlog of state, county, and school district audits of more than 400 years and began a major crackdown on public corruption. In his first year as Governor, he successfully pushed for a \$200 million increase in public education funding, a commission to study streamlining state government, and a sweeping county government reform package. He has made education and economic development his top priorities as Governor. He was elected 1988-89 chairman of the fifteen-state Southern Regional Education Board and currently serves as chairman of the NGA Task Force on Foreign Markets.

Birthdate:	October 11, 1948
Family:	Married
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1988
Term Expiration:	January 1992

MISSOURI

JOHN ASHCROFT attended public schools in Springfield, Missouri. He graduated with honors from Yale University in 1964 and received a law degree from the University of Chicago in 1967. He was an associate professor on the business faculty at Southwest Missouri State University in Springfield. He and his wife, Janet, have coauthored two business law textbooks. In addition, Governor Ashcroft has authored numerous professional articles. He was appointed state auditor in 1972, was elected state attorney general in 1976, and was reelected in 1980. He is a former president of the National Association of Attorneys General. Governor Ashcroft was appointed by the Reagan administration to serve on the U.S. Attorney General's Task Force on Family Violence in 1983. In Missouri, he established a statewide Council on Crime Prevention. In 1986 President Ronald Reagan appointed Governor Ashcroft to the Advisory Council on Intergovernmental Affairs. He was elected Governor in 1984 and reelected in 1988. He has made excellence in education, economic development, and welfare reform among his top priorities as Governor. He has served as chairman of the Education Commission of the States. He currently is vice chairman of the NGA Committee on International Trade and Foreign Relations.

Birthdate:	May 9, 1942
Family:	Married, three children
Religion:	Assembly of God
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

MONTANA

STAN STEPHENS was born in Calgary, Alberta. He has worked in all phases of broadcasting. His thirty-eight-year broadcast career has involved news and editorial writing, as well as announcing for radio operations in Canada, Korea, and the United States. He also has served as chief executive officer for three cable TV systems in Montana. During his broadcast career, he received many state and national awards for excellence in news and editorial writing, including the 1975 Edward R. Murrow award for journalistic excellence in editorials, uncovering a scandal in Montana's Worker's Compensation Program. He represented his home community of Havre in the Montana Senate for sixteen years beginning in 1969. He is the only Montana legislator elected by his peers to every leadership position in the senate. He served as senate Republican floor whip in 1977, majority leader in 1979 and 1981, senate president in 1983, and minority leader in 1985. He retired from the Montana Senate in 1986. That same year he was recognized by the National Republican Legislators Association as one of the country's ten most outstanding state lawmakers. He was elected Governor of Montana in November 1988, and his term as the state's nineteenth chief executive will include presiding as the centennial Governor in 1989.

Birthdate:	September 16, 1929
Family:	Married, two children
Religion:	Lutheran
Party:	Republican
Inauguration:	January 1989
Term Expiration:	January 1993

NEBRASKA

KAY A. ORR was born in Burlington, Iowa. She was educated in schools in Iowa and California and attended the University of Iowa. In 1963 she and her family moved to Lincoln, Nebraska, where she became an active leader in the Republican Party at the local, state, and national levels. She was elected as a delegate to the national conventions of 1976, 1980, 1984, and 1988. She served as the co-chair of the party's platform committee in 1984 and was committee chairman for 1988. She is Nebraska's first woman Governor, and the first female Republican Governor in the United States. Governor Orr served as Nebraska state treasurer from 1981 to 1986, and as regional vice president of the National Association of State Treasurers. She has served on the U.S. Department of Agriculture's National Agricultural Research and Extension Users Advisory Board, and on the President's Advisory Committee on the Arts for the John F. Kennedy Center for the Performing Arts. She currently is a member of the Commission on Presidential Debates. She also is chairman of the NGA Committee on Transportation, Commerce, and Communications.

Birthdate:	January 2, 1939
Family:	Married, two children
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

NEVADA

BOB MILLER was born in Chicago, Illinois. He earned his bachelor's degree in political science from the University of Santa Clara in 1967 and his law degree from Loyola Law School in Los Angeles in 1971. He served as part-time deputy sheriff for Los Angeles and Las Vegas from 1967 to 1971, deputy district attorney from 1971 to 1973, first legal adviser for the Las Vegas Metropolitan Police Department from 1973 to 1975, and justice of the peace for the Las Vegas Township from 1975 to 1978. He was elected Clark County District Attorney in 1979 and was reelected in 1982. He was elected lieutenant governor of Nevada in 1986 and while in office chaired the Nevada Commission on Economic Development and the Nevada Commission on Tourism. He also has served as president of the Nevada District Attorneys Association and the National District Attorneys Association. As lieutenant governor, he became Governor after Governor Richard H. Bryan was elected to the U.S. Senate in November 1988.

Birthdate:	March 30, 1945
Family:	Married, two children
Religion:	Catholic
Party:	Democrat
Succeeded to Office:	January 1989
Term Expiration:	January 1991

NEW HAMPSHIRE

JUDD GREGG was born in Nashua, New Hampshire, and attended Nashua public schools. He graduated from Phillips Exeter Academy in 1965 and from Columbia University in 1969. He received his law degree in 1972 from Boston University Law School and his degree in tax law in 1975. Upon graduating from law school, he returned to Nashua and became a partner in the law firm of Sullivan, Gregg, and Horton. His first political venture came in 1974, when he was elected as a delegate to the New Hampshire Constitutional Convention. He later served as chairman of the Nashua Republican City Committee and coordinated the New Hampshire presidential primary campaigns of Ronald Reagan in 1976 and George Bush in 1980. Governor Gregg's experience in state government dates back to 1978, when he was elected to the five-member New Hampshire Executive Committee, an institution that predates the American Revolution and must approve all state expenditures and appointments made by the Governor. In 1980 he was elected to the first of four consecutive terms in the U.S. House of Representatives, and his contributions during his service in Congress have been recognized through numerous awards from groups representing a variety of public interests. Always active in community service, Governor Gregg served as a campaign chairman for the Greater Nashua United Way, president of the Nashua Community Council, treasurer of the Nashua Fresh Air Camp, a member of the New Hampshire Salvation Army advisory board, and an alternate member of the Greenfield Planning Board. He currently is vice president of the Crooked Mountain Rehabilitation Foundation, a center for the multiply handicapped located in Greenfield, New Hampshire, which has been the focus of much of his attention for many years.

Birthdate:	February 14, 1947
Family:	Married, three children
Religion:	Protestant
Party:	Republican
Inauguration:	January 1989
Term Expiration:	January 1991

NEW JERSEY

THOMAS H. KEAN was born in New York City. A graduate of Princeton and Columbia universities, Governor Kean served with New Jersey's 50th Armored Division. He has taught American history and English at the high school level and has directed a camp for disadvantaged children. He also taught political science at Rutgers University and was a commentator and consulting reporter for New Jersey Nightly News. He was majority leader of the New Jersey Assembly from 1971 to 1972, speaker from 1972 to 1974, and minority leader from 1974 to 1977. Among his numerous awards are the 1984 Man of the Year by the New Jersey NAACP, the Mertie Wreath Award from Hadassah, and the Public Service Award from the Anti-Defamation League of B'nai B'rith. Governor Kean is former chairman and president of Realty Transfer Company of Elizabeth, New Jersey. His grandfather served as a U.S. senator from 1929 to 1935, and his father was a member of Congress from 1938 to 1958. Governor Kean currently is a member of the National Governors' Association Executive Committee and chairman of the Task Force on International Education.

Birthdate:	April 21, 1935
Family:	Married, three children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1982
Reelection:	November 1985
Term Expiration:	January 1990

NEW MEXICO

GARREY E. CARRUTHERS grew up on a farm near Aztec, New Mexico, in San Juan County. He received a bachelor's degree in agriculture in 1964 and a master's degree in agricultural economics in 1965 from New Mexico State University. After receiving a doctorate in economics in 1968 from Iowa State University, he returned to New Mexico State University to teach agricultural economics and agricultural business. He was a White House Fellow from 1974 to 1975; acting director of the New Mexico Water Resources Research Institute from 1976 to 1978; and state chairman of the Republican Party of New Mexico from 1977 to 1979. From 1981 to 1984 he served in two administrative positions at the U.S. Department of the Interior. He was elected Governor in 1986. He has served as chairman of the Border Governors' Commission and as a member of the President's Privatization Commission, the National Public Lands Advisory Council, and the advisory committee to the U.S. Department of the Interior on public lands and natural resource-related policies. He currently serves as president-elect of the Education Commission of the States. He also is vice chairman of the NGA Committee on Human Resources and the lead Governor on health.

Birthdate:	August 29, 1939
Family:	Married, three children
Religion:	Methodist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	December 1990

NEW YORK

MARIO M. CUOMO was born in Queens, New York. He graduated with highest honors from St. John's University in 1953 and was tied for first in his class at St. John's School of Law, graduating in 1956. Governor Cuomo played professional baseball and later was associated with a Long Island law firm. He also was an adjunct law professor at St. John's University. He was elected lieutenant governor of New York in 1978, and while in that office, he chaired the Urban Affairs and Rural Affairs cabinets and the State Advisory Council on the Disabled. He also was the state's first ombudsman, assisting citizens in dealing with the various state agencies. He was New York's secretary of state from 1975 to 1979. In 1984 he gave the keynote address at the Democratic National Convention. He is the author of *The Crisis of Low-Income Housing*, published in 1974, and *Diaries of Mario M. Cuomo: The Campaign for Governor*, published in 1984. He is the fifty-second Governor of New York. Governor Cuomo is a past chairman of the Coalition of Northeastern Governors. He currently is chairman of the NGA Task Force on the Federal Budget Deficit.

Birthdate:	June 15, 1932
Family:	Married, five children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

NORTH CAROLINA

JAMES G. MARTIN was born in Savannah, Georgia. He received a bachelor of science degree from Davidson College in 1957 and his Ph.D. from Princeton University in 1960. From 1960 to 1972 he taught chemistry at Davidson College. In 1966 he began the first of three terms as Mecklenburg County commissioner and served as chairman. He also founded the nine-county Centralina Council of Governments. He served as commission chairman from 1968 to 1972. In 1970 he was elected president of the North Carolina Association of County Commissioners. Governor Martin also served two terms as vice president of the National Association of Regional Councils. From 1973 to 1984 he was a member of the U.S. House of Representatives, where he served six terms and was chairman of the House Republican Research Committee and the House Republican Task Force on Health. He is a past president of the Council of State Governments and a past chairman of the Southern Regional Education Board. He was reelected for a second four-year term in November 1988.

Birthdate:	December 11, 1936
Family:	Married, three children
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

NORTH DAKOTA

GEORGE A. SINNER grew up in Casselton, North Dakota. He received a bachelor's degree in philosophy from St. John's University in 1950. He served on active duty with the U.S. Air Force in 1951 and 1952. He was elected to the North Dakota Senate in 1962 and served through 1966. He was a member of the State Board of Higher Education from 1967 to 1974 and was board chairman in 1970. He was the driving force behind the Tri-College University, formed in 1970. In 1972 he was a delegate to the North Dakota Constitutional Convention. His agricultural background led to his involvement with the Red River Valley Sugar Beet Growers Association, where he served as president of the board from 1975 to 1979. He also was the chief proponent and the first chairman of the Northern Crops Institute, a four-state international marketing institute located in Fargo, North Dakota. He was elected to the North Dakota House of Representatives in 1982. He served as the first chairman of the Southeast Regional Mental Health and Retardation Clinic. He also was instrumental in establishing the American Energy Assurance Council and currently chairs the council. He is the first Governor elected to serve more than one year as chairman of the twenty-nine-state Interstate Oil Compact Commission. He was elected vice chairman of the Western Governors' Association in 1988. He currently is chairman of the NGA Committee on Agriculture and Rural Development and is a lead Governor on out-of-state sales tax collections for NGA.

Birthdate:	May 29, 1928
Family:	Married, ten children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	December 1992

NORTHERN MARIANA ISLANDS

PEDRO P. TENORIO was born on the island of Saipan. He completed his secondary education on Guam and attended the Territorial College of Guam (now the University of Guam). He spent several years as a supervisor for the Naval Technical and Training Unit, as an intermediate school teacher, and as an executive manager for a private business in Saipan. He later served in the House of Representatives of the Congress of Micronesia and subsequently became a member of the Marianas District Legislature. In 1978, when the Northern Marianas became a commonwealth, the Governor was elected vice president of the senate and chairman of the Programs Committee. In 1980 Governor Tenorio became president of the senate, a position in which he served until he was elected Governor in November 1981 for a four-year term. He was reelected in November 1985.

Birthdate:	April 18, 1934
Family:	Married, eight children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1982
Reelection:	November 1985
Term Expiration:	January 1990

OHIO

RICHARD F. CELESTE was born in Lakewood, Ohio. He graduated magna cum laude from Yale University and taught at Yale for one year as a Carnegie Teaching Fellow. In 1961 he went to Oxford University as Ohio's Rhodes Scholar. Governor Celeste returned to Yale in 1963 for graduate study, working as curriculum adviser and part-time civics teacher. He accepted a six-month assignment as a staff liaison with the Peace Corps' Division of Volunteer Support to Latin America. The Governor served as executive assistant to the U.S. ambassador to India during the Kennedy administration. In 1967 he joined the National Housing Corporation in Cleveland. His career in politics began in 1970 when he was elected to the first of two terms in the Ohio State House of Representatives. He was elected lieutenant governor in 1974. After an unsuccessful bid for Governor in 1978, Governor Celeste was appointed director of the Peace Corps by President Jimmy Carter in 1979. He was first elected Governor in 1982. He currently is chairman of the Midwest Governors' Conference and the Council of Great Lakes Governors. The Governor also chairs the NGA Committee on Human Resources and is NGA's lead Governor on science and technology.

Birthdate:	November 11, 1937
Family:	Married, six children
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1983
Reelection:	November 1986
Term Expiration:	January 1991

OKLAHOMA

HENRY BELLMON was born near Tonkawa, Oklahoma. He received his bachelor's degree in agriculture from Oklahoma Agricultural and Mechanical College (now Oklahoma State University) in 1942. The same year, he joined the Marines and served as tank platoon leader during World War II. He participated in landings on four Pacific islands, including Iwo Jima, and was awarded the Legion of Merit and the Silver Star. He returned to farming and was elected to the Oklahoma House of Representatives in 1946. He was elected Oklahoma's first Republican Governor in 1962 but was limited to one term by state law at the time. In 1968 Governor Bellmon was elected to the U.S. Senate; he was reelected in 1974 and retired in 1981. Governor Bellmon has served as director of a variety of companies, foundations, and organizations, and has received numerous public service awards. He was national co-founder and co-chairman for the Committee for a Responsible Federal Budget. In 1983 he was appointed interim director of the Oklahoma Department of Human Services. Governor Bellmon also joined the RAM Group, working to assist financially troubled farmers. Founder of the Oklahoma Academy for State Goals, he has served as a professor/lecturer at Oklahoma City University, Central State University, Oklahoma State University, and the University of Oklahoma. He was elected Governor of Oklahoma for the second time in November 1986. He currently is chairman of the Southern States Energy Board and vice chairman of the NGA Committee on Energy and Environment.

Birthdate:	September 3, 1921
Family:	Married, three children
Religion:	Presbyterian
Party:	Republican
Inauguration:	January 1963
Reelection:	November 1986
Term Expiration:	January 1991

OREGON

NEIL GOLDSCHMIDT was born in Eugene, Oregon. He is a graduate of the University of Oregon, where he was president of the student body. He earned a law degree from the University of California's Boalt School of Law in 1967 and was a legal aide lawyer from 1967 until his election to the Portland City Council in 1970. He became the nation's youngest mayor when he was elected in 1972. His tenure as mayor led to the revitalization of Portland, including new businesses and expansion of existing businesses, a healthy downtown core, transit investments, and protection of inner-city neighborhoods. Governor Goldschmidt was named secretary of the U.S. Department of Transportation in July 1979, and was known for his initiatives to revive the ailing automobile industry. He returned to Oregon in 1981 and served as the first vice president of international marketing for NIKE, Inc., a sports equipment and apparel company. He later was president of NIKE Canada. Governor Goldschmidt has focused on developing an "Oregon Comeback" to revitalize Oregon's economy, prison construction, school funding reform, and development of a children's agenda that emphasizes community planning and business participation. He currently is NGA's lead Governor on immigration and refugee affairs.

Birthdate:	June 16, 1940
Family:	Married, two children
Religion:	Jewish
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

PENNSYLVANIA

ROBERT P. CASEY grew up in Scranton, Pennsylvania, where he was valedictorian of Scranton Prep School. A cum laude graduate of Holy Cross, he received his law degree from George Washington University. Governor Casey served in the state senate from 1963 to 1967; was first vice president of the State Constitutional Convention in 1967-68; and was state auditor general from 1969 to 1977. As Governor, he has formed the Pennsylvania Economic Development Partnership and the Governor's Response Team to create jobs and business opportunities; has created PENNVEST, a \$2.5 billion program to rebuild the state's clean water infrastructure; and has enacted a comprehensive statewide recycling program as well as a new toxic waste cleanup law. His first two budgets have included unprecedented increases in state support for education, and he successfully pushed a landmark education reform program to improve the teaching profession and encourage better performance by the schools. Recently, the legislature passed the Governor's local tax reform legislation to reduce Pennsylvania's traditional reliance on property taxes to fund local governments. He is past chairman of the Coalition of Northeastern Governors and currently is vice chairman of the NGA Committee on Justice and Public Safety.

Birthdate:	January 9, 1932
Family:	Married, eight children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

PUERTO RICO

RAFAEL HERNANDEZ-COLON was born in Ponce, Puerto Rico. He received a bachelor's degree from Johns Hopkins University in 1956 and a law degree from the University of Puerto Rico in 1959. Governor Hernandez-Colon has held numerous public offices in Puerto Rico, including associate public service commissioner from 1960 to 1962, secretary of justice from 1965 to 1967, president of the Puerto Rican Senate from 1969 to 1972, and Governor from 1972 to 1976. He has received honorary doctorate degrees from Johns Hopkins University and the Catholic University of Puerto Rico. He has received several awards and recognitions, including the Duarte, Sanchez, and Mella Gran Cruz degree from the Dominican Republic in 1985 and the Gran Estrella de Oro from the *Cuenca del Caribe* magazine in 1986. In 1987 he was given the Harvard Foundation Award; the Spirit of the Caribbean award from the Caribbean Resources Development Foundation; La Gran Cruz de Isabel la Catolica from Juan Carlos I, King of Spain, and the government of Spain; and El Gran Cordón de la Orden del Libertador Simon Bolivar, the highest decoration presented to a government leader by the government of Venezuela. In 1988 he received honorary degrees from Seton Hall University and the University of South Carolina. He is the author of numerous books and articles on law and is a member of Phi Beta Kappa, Phi Eta Mu, National Honor Society, Academy of Law and Sciences, American Academy of Political Science, and the Interamerican Association of Lawyers.

Birthdate:	October 24, 1936
Family:	Married, four children
Religion:	Catholic
Party:	Popular Democratic Party
Inauguration:	January 1972
Reelection:	November 1984, 1988
Term Expiration:	January 1993

RHODE ISLAND

EDWARD D. DiPRETE was born in Cranston, Rhode Island. He graduated from the College of the Holy Cross and served in the U.S. Navy, holding the rank of lieutenant commander in the Naval Reserve. He has received honorary degrees from Holy Cross, Providence College, Bryant College, and Roger Williams College. The Governor began his political career in 1970 with election to the Cranston School Committee. He was reelected in 1972 and served as chairman until 1974. The Governor was elected as an at-large member of the Cranston City Council in 1974 and was reelected in 1976. He was elected Cranston mayor in 1978 and was reelected in 1982. Prior to his election as mayor, he was vice president of the Frank A. DiPrete Realty Company. Governor DiPrete has received recognition and honors from many organizations for his public service contributions, including the Tree of Life Award from the National Jewish Fund. He is past chairman of the Coalition of Northeastern Governors and the New England Governors' Conference. In addition, he serves as chairman of the Rhode Island Port Authority and the Rhode Island Partnership for Science and Technology. He currently is chairman of the NGA Committee on Economic Development and Technological Innovation and is a member of the executive committee of the Republican Governors Association.

Birthdate:	July 8, 1934
Family:	Married, seven children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1986, 1988
Term Expiration:	January 1991

SOUTH CAROLINA

CARROLL A. CAMPBELL JR. was born in Greenville, South Carolina. His political career began in 1970 when he was elected to the South Carolina House of Representatives, where he served for four years. After an unsuccessful campaign for lieutenant governor in 1974, he was named executive assistant for Governor James B. Edwards. From 1976 to 1978 he served in the South Carolina Senate. In 1978 he became the first Republican since Reconstruction to represent South Carolina's fourth district in the U.S. House of Representatives. After coming to Congress, Governor Campbell earned his master's degree in political science at American University and was elected to Pi Sigma Alpha national honor society. He has been active in state and national Republican politics, serving in 1976 on the national platform committee, in 1980 and 1984 in the House Core Group for Reagan, and in 1988 as southern campaign chairman for George Bush. He received the Legislative Service Award from the National Rehabilitation Association in 1985. In addition to his political work, Governor Campbell has been involved in the real estate business and owned a chain of parking lots and garages. He is 1988-89 chairman of the Southern Growth Policies Board and previously chaired the Southern Technology Council. Governor Campbell was co-chair of the National Wetlands Policy Forum and is a member of the Anthony Commission on Public Finance. He is a member of the National Governors' Association Executive Committee and is vice chairman of the Task Force on the Federal Budget Deficit.

Birthdate:	July 24, 1940
Family:	Married, two children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

SOUTH DAKOTA

GEORGE S. MICKELSON was born in Mobridge, South Dakota. His father was the eighteenth Governor of South Dakota. Governor Mickelson received his bachelor's degree in 1963 and his juris doctorate in 1965 from the University of South Dakota. He served in the U.S. Army in Vietnam, attaining the rank of captain. Governor Mickelson served as assistant attorney general, as a special prosecutor in the attorney general's office, and as Brookings County state's attorney. He served six years in the South Dakota House of Representatives, where he was elected Speaker of the House. He served four years as chairman of the State Board of Pardons and Paroles. Governor Mickelson also has been chairman of the Brookings United Way; active in the Boy Scouts, where he received the Dakotah District Award of Merit; fundraising chairman for the Olympic Committee; board member and chairman of the State Easter Seal Society; Personnel Committee; a member of the Brookings and State Chambers of Commerce; and a member of the Industry Development Committee in Brookings. Governor Mickelson currently is vice chairman of the NGA Committee on Agriculture and Rural Development.

Birthdate:	January 31, 1941
Family:	Married, three children
Religion:	Methodist
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

TENNESSEE

NED RAY McWHERTER was born in Palmersville, Tennessee. He grew up during the Depression on a small Weakley County farm on which his parents were sharecroppers. He operated several small businesses and a farm headquartered in Dresden, Tennessee, and served on the boards of several Tennessee corporations and financial institutions before being elected as Governor. Governor McWherter was elected to the Tennessee House of Representatives in 1969 and served until being elected Governor in 1986. Before being sworn in as Governor, he competed a record seventh consecutive two-year term as Speaker of the Tennessee House of Representatives. Governor McWherter is a former member of the board of governors of the Council of State Governments and of the executive committee of the Southern Legislative Conference. He was married to the late Bette Jean Beck McWherter.

Birthdate:	October 15, 1930
Family:	Two children
Religion:	Methodist
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

TEXAS

WILLIAM P. CLEMENTS JR. was born in Dallas, Texas. He attended Southern Methodist University. In 1937 he began working as a roughneck in the oil fields and a driller on drilling rigs. In 1947 he founded SEDCO, Inc., and served as chairman of the board and chief executive officer. Governor Clements served as deputy secretary of the U.S. Department of Defense from 1973 to 1977. He first served as Governor of Texas from 1979 to 1983. He was awarded the Department of Defense Medal for Distinguished Public Service in 1975. President Gerald Ford awarded him the Bronze Palm in 1976. Governor Clements has served as president of the American Association of Oil Well Drilling Contractors, director of the Independent Petroleum Association of America, chairman of the Southern Methodist University Board of Governors, trustee of the Texas Research Foundation, and chairman of the Interstate Oil Compact Commission. He also was a member of the Republican Governors Association Executive Committee. He currently is a member of the Boy Scouts National Executive Board.

Birthdate:	April 13, 1917
Family:	Married, two children
Religion:	Episcopalian
Party:	Republican
Inauguration:	January 1979
Reelection:	November 1986
Term Expiration:	January 1991

UTAH

NORMAN H. BANGERTER was born in Granger, Utah. He attended Brigham Young University and the University of Utah. A building contractor and a veteran of twenty-five years in Utah's homebuilding and real estate development industries, Governor Bangerter is former president of NHB Construction, a former partner in Bangerter and Hendrickson, and former secretary of Dixie-Six Land Development. Governor Bangerter served in the U.S. Army in Korea and served for ten years in the Utah legislature. Beginning in 1980, he held a variety of leadership posts in the legislature, including speaker of the Utah House of Representatives, majority leader, and assistant minority whip. He was named as one of the top ten legislators in America by the national Republican Party in 1983. Governor Bangerter served on the governing board of the Council of State Governments and the Legislative Management Committee of the National Conference of State Legislatures. He is a former chairman of the Western Governors' Association. He currently is a member of the National Governors' Association Executive Committee.

Birthdate:	January 4, 1933
Family:	Married, six children and one foster son
Religion:	Latter-Day Saint
Party:	Republican
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

VERMONT

MADELEINE M. KUNIN was born in Zurich, Switzerland. She graduated from the University of Massachusetts in 1956 and received a master's degree from Columbia University in 1957. In 1957 she moved to Vermont. She earned a master's degree from the University of Vermont and has worked as a journalist, author, and college professor. First elected to the Vermont House of Representatives in 1972, she was selected Democratic whip in her second term. In her third term she chaired the Appropriations Committee. She was elected lieutenant governor in 1978 and won reelection in 1980. During the spring of 1983 she taught at the Kennedy School of Government at Harvard University. Governor Kunin also taught at Middlebury College and St. Michael's College. She sits on the board of visitors at Dartmouth College and is a former trustee of Norwich University. She is the first woman and the third Democrat ever elected Governor of Vermont. Governor Kunin is former chair of the New England Governors' Association. She currently chairs the NGA Committee on Energy and Environment.

Birthdate:	September 28, 1933
Family:	Married, four children
Religion:	Jewish
Party:	Democrat
Inauguration:	January 1985
Reelection:	November 1986, 1988
Term Expiration:	January 1991

VIRGINIA

GERALD L. BALILES was born in Patrick County, Virginia. He attended Fishburne Military School and later received a bachelor's degree from Wesleyan University and a law degree from the University of Virginia. After law school, Governor Baliles joined the Virginia attorney general's office, where he became recognized for his work in environmental law. He then entered private practice and won a seat in the Virginia House of Delegates. In 1981 he was elected attorney general, and in 1985 was elected Governor. Governor Baliles' legislative initiatives, designed to prepare Virginia for a twenty-first century economy, have included a major transportation program for the improvement of roads, seaports, airports, and mass transit; programs to fight illiteracy; and continued efforts to end pollution of the Chesapeake Bay. He also has placed a special emphasis on international trade in world markets. Governor Baliles has served as chairman of the Southern Growth Policies Board and the Southern States Energy Board. He currently is chairman of the National Governors' Association.

Birthdate:	July 8, 1940
Family:	Married, two children
Party:	Democrat
Inauguration:	January 1986
Term Expiration:	January 1990

VIRGIN ISLANDS

ALEXANDER A. FARRELLY was born in St. Croix, U.S. Virgin Islands. He grew up in the town of Fredericksted on St. Croix, largest of the three Virgin Islands. After graduation from high school, Governor Farrelly entered the United States Army, where he served until 1946. He received a bachelor's degree in history and government from St. John's College in New York City in 1951. He continued his education at St. John's University Law School, receiving his law degree in 1954. Governor Farrelly practiced law in New York City, and in 1959 was appointed to the professional staff of the United Nations by the secretary-general of the United Nations, as a Caribbean area specialist. In 1961 Governor Farrelly received a master's in law degree from Yale Law School. Upon completion, he returned to the Virgin Islands to become assistant U.S. attorney for the District of the Virgin Islands. Following this, he was appointed judge of the Municipal Court of the Virgin Islands. He served the court until 1966, when he was elected senator-at-large to the legislature of the Virgin Islands. After serving two terms as a legislator, Governor Farrelly campaigned as a Democratic candidate for Governor in the first popular Governor's election ever held in the Virgin Islands. He campaigned again in 1974. He was elected as Democratic National Committee chairman in 1976, and was elected as a delegate to the Virgin Islands' Third Constitutional Convention. He was married to the late Catherine Spenceley.

Birthdate:	December 29, 1923
Family:	Three children
Religion:	Catholic
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

WASHINGTON

BOOTH GARDNER was born in Tacoma, Washington. He received a bachelor's degree in business from the University of Washington in 1958 and a master's degree in business administration from Harvard University in 1963. In 1966 he served as assistant to the dean of Harvard Business School. From 1967 to 1972 he was director of the School of Business and Economics at the University of Puget Sound in Tacoma. He served as a state senator from 1970 to 1973. From 1972 to 1980 he was president of the Laird Norton Company, a building materials and supply firm doing business in eleven states. From 1981 to 1984 he served as the Pierce County Executive. He is a member of the Young Presidents Organization and has served on the board of directors of the Weyerhaeuser Company; Metropolitan Building Corporation; Puget Sound National Bank; Washington Mutual Savings Bank; University of Puget Sound; the National Council of Foundations; Washington Commission for the Humanities; and the Troubleshooters, the state advocacy agency for the developmentally handicapped. He founded the Seattle Mental Health Institute and the Central Area Youth Association. He also coaches a women's soccer team that has won numerous state and national honors. Governor Gardner is the immediate past chair of the Western Governors' Association and is on the steering committee for the Education Commission of the States. He also is chairman of the NGA Committee on International Trade and Foreign Relations.

Birthdate:	August 21, 1936
Family:	Married, two children
Religion:	Protestant
Party:	Democrat
Inauguration:	January 1985
Reelection:	November 1988
Term Expiration:	January 1993

WEST VIRGINIA

GASTON CAPERTON was born in Charleston, West Virginia. Upon graduation from the University of North Carolina in 1963, he worked at a small insurance company. He became president of the McDonough-Caperton Insurance Group in 1976. Under his leadership the firm grew from twelve employees to more than 500 in six West Virginia cities and eight other states. Today the company is one of the nation's twenty largest insurance brokers. He is a founder and past president of the West Virginia Education Fund, which provides business support to outstanding principals and teachers in public schools. He also has been active with such community organizations as the United Way, the Salvation Army, and Goodwill Industries. His election as Governor in 1988 was his first venture in politics. He campaigned on his Partnership for Progress plan, a strategy to bring together business, labor, government, and education leaders for economic growth.

Birthdate:	February 21, 1940
Family:	Married, two children
Religion:	Episcopalian
Party:	Democrat
Inauguration:	January 1989
Term Expiration:	January 1993

WISCONSIN

TOMMY THOMPSON was born in Elroy, Wisconsin. He received his bachelor's degree in political science in 1963 and his law degree in 1966 from the University of Wisconsin. He is a former Army captain and a member of the U.S. Army Reserve. Governor Thompson was first elected to the Wisconsin Assembly in 1966 and was elected assistant minority leader in 1973. In 1981 he was elected Republican floor leader. In the assembly he served on the Joint Committee on Employment Relations, Joint Committee on Legislative Organization, Legislative Council, Rules Committee, Strategic Development Commission, and the Select Committee on the Future of the University System. He is a member of the State Bar Association, the Juneau County Bar Association, the Juneau County Republican Party, and St. Patrick's Catholic Church. He is NGA's lead Governor on U.S.-Canada Trade Relations.

Birthdate:	November 19, 1941
Family:	Married, three children
Religion:	Catholic
Party:	Republican
Inauguration:	January 1987
Term Expiration:	January 1991

WYOMING

MICHAEL (MIKE) J. SULLIVAN was born in Omaha, Nebraska. He grew up in Douglas, Wyoming, graduating with honors from the Converse County High School in 1957. He received a bachelor of science degree in petroleum engineering and a law degree, with honors, from the University of Wyoming in 1964. Before becoming Governor, he practiced law in Casper, Wyoming, with primary emphasis on trial practice associated with defense of personal injury and medical malpractice litigation. He served as Wyoming's representative to the Interstate Oil Compact Commission, for ten years as trustee of the Natrona County Memorial Hospital, and is a past member of the state Department of Economic Planning and Development Advisory Board. He currently is a member of the National Governors' Association Executive Committee.

Birthdate:	September 22, 1939
Family:	Married, three children
Party:	Democrat
Inauguration:	January 1987
Term Expiration:	January 1991

THE WHITE HOUSE

WASHINGTON

WILLIAM J. BENNETT

William J. Bennett assumed the post of Director of the Office of National Drug Control Policy, on March 10, 1989, after confirmation by the United States Senate. Prior to being named by President Bush as Director, Dr. Bennett was president of the Madison Center, a public policy education and research organization located in Washington. He served as United States Secretary of Education from February 6, 1985 through September 20, 1988.

A native of Brooklyn, New York, Dr. Bennett holds a bachelor of arts degree in philosophy from Williams College, a doctorate in political philosophy from the University of Texas, and a law degree from Harvard. He taught at the University of Southern Mississippi, the University of Texas, Harvard University, Boston University, and the University of Wisconsin, before becoming president of the National Humanities Center in North Carolina. In 1981, he was selected by President Reagan to be Chairman of the National Endowment for the Humanities, where he served until being named Secretary of Education.

As Secretary of Education, Dr. Bennett was a vigorous advocate of education reform and a leader in anti-drug efforts. In 1986, Dr. Bennett released Schools Without Drugs, a handbook that served as the cornerstone of the Education Department's efforts to prevent drug use by school children. As Secretary, Dr. Bennett implemented over \$250 million in new anti-drug programs, aimed at students.

THE WHITE HOUSE

WASHINGTON

ROGER B. PORTER

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

Mr. Porter was IBM Professor of Government and Business at Harvard University and Faculty Chairman of the Program for Senior Managers in Government. His teaching and research focused on the relationship between business and government, the management of Federal policy development, the Presidency, and the formulation of domestic and international economic policy.

Mr. Porter served as Deputy Assistant to the President and Director of the White House Office of Policy Development. He also served as Executive Secretary of the Economic Policy Council and as Counselor to the Secretary of the Treasury. He was Executive Secretary of the Cabinet Council on Economic Affairs from 1981-1985.

Mr. Porter received his B.A. degree from Brigham Young University and was selected as a Rhodes Scholar and Woodrow Wilson Fellow, receiving his B.Phil. degree from Oxford University. He received his M.A. and Ph.D. degrees from Harvard University.

Mr. Porter as Assistant Dean and Tutor in Politics at the Queen's College, Oxford, from 1971 to 1972. He served as Associate Director of the Utah Local Government Modernization Study in 1972 and has been actively involved in state constitutional revision efforts. He has taught government and economics at Harvard University and Oxford University.

Mr. Porter was a White House Fellow from 1974 to 1975, joining the White House staff in August 1974. He was appointed Special Assistant to the President and served as the Executive Secretary of the President's Economic Policy Board from 1974-1977. He also served as secretary to the presidential transition team in August 1974.

Mr. Porter has been on the faculty at the School of Government and Graduate School of Business at Harvard since 1977. He was appointed a member of the President's Commission on White House Fellowships by Gerald R. Ford in 1976, and reappointed by Ronald Reagan in 1982. He is a member of Phi Kappa Phi, Pi Sigma Alpha, Phi Eta Sigma, and Phi Alpha Theta. He is the author of two books, Presidential Decision Making and The U.S.-U.S.S.R. Grain Agreement, and numerous articles.

He was selected as one of the Ten Outstanding Young Men in America for 1981 by the United States Jaycees. He and his wife Ann and their three children live in Belmont, Massachusetts.

THE WHITE HOUSE

WASHINGTON

BIOGRAPHY OF JOHN H. SUNUNU

John Henry Sununu, 49, of Salem, New Hampshire, was commissioned Chief of Staff to the President of the United States on January 23, 1989. As Chief of Staff, Governor Sununu oversees the daily operation of the White House and the entire White House staff apparatus. He is responsible for overseeing such areas as domestic and foreign policy development, the general counsel's office, presidential scheduling, communications, and relations with the press, the Congress, the Cabinet, and state and local governments.

Governor Sununu served as the National Co-Chairman of the Bush campaign after playing an influential role in President Bush's New Hampshire primary victory. During the general election, the Governor became one of the most active surrogate speakers on the campaign trail, and travelled extensively across the country.

Governor Sununu became New Hampshire's 93rd Governor on January 6, 1983, and served three consecutive terms before joining the White House staff.

Governor Sununu assumed office with a background of nearly 20 years' experience and service as an educator, engineer, small businessman and community leader.

The Governor gained both regional and national recognition through his chairmanship of the Coalition of Northeastern Governors, the chairmanship of the Republican Governors' Association, and his election in 1987 to the chairmanship of the National Governors' Association.

Within the National Governors' Association, Governor Sununu served as chairman of several committees. He was particularly active as Chairman of the New Technology Education Task Force which two years ago issued "Time for Results, the Governors' 1991 Report on Education." Also through his efforts, the NGA and later the New Hampshire Legislature endorsed innovative acid rain legislation.

Governor Sununu is a member of the National Academy of Engineers' Committee on Public Engineering Policy and has served as a member of the President's Council on Environmental Quality Advisory Committee; the New England Regional Energy Advisory Council; the board of trustees of the Northeast Solar Energy Center; and as chairman of the board of directors of Consumer Alert.

The Governor attended the Massachusetts Institute of Technology at both the graduate and undergraduate levels, and earned his Ph.D there in 1966 in mechanical engineering. From 1968 to 1973, he was associate dean of the College of Engineering at Tufts University where he was an associate professor of mechanical engineering since 1966. He was invited to join the Advisory Board of the Technology and Policy Program at MIT in August 1984.

From 1965 until his election as Governor, he served as president of JHS Engineering Company and Thermal Research Inc., in addition to helping found and serve as chief engineer for Astro Dynamics Inc. from 1960 to 1965.

The Governor married the former Nancy Hayes in 1958, and they have eight children.

DEPARTMENT OF STATE



PR NO. 10
January 30, 1989

JAMES A. BAKER, III
SECRETARY OF STATE

James A. Baker III was sworn in as the 61st Secretary of State at the Department of State on January 25, 1989, and at a formal ceremony at the White House on January 27, 1989. He was nominated by President-elect Bush on November 9, 1988 and confirmed by the Senate on January 25, 1989.

James A. Baker, III served as the 67th Secretary of the Treasury from February 1985 to August 1988. In August 1988, he assumed the role of Campaign Chairman for the presidential campaign of Vice President George Bush.

Mr. Baker had prior to serving as Secretary of the Treasury, been appointed by President Reagan as Chief of Staff to the President of the United States, a position which he occupied from January 1981 through January 1985. While at the White House he was a member of the National Security Council and remained a member as Secretary of the Treasury. While at Treasury he was also Chairman of the President's Economic Policy Council.

In 1980, Secretary Baker served as Senior Adviser to the Reagan/Bush general election campaign. From January 1979 to May 1980 he was the Chairman of Vice President Bush's campaign for the 1980 Republican Presidential nomination.

Secretary Baker was the Republican Party's nominee for Attorney General of the state of Texas in 1978. He is a native Houstonian and practiced law there with the firm of Andrews & Kurth from 1957 to 1975.

In August 1975, Secretary Baker was appointed by President Ford to be the Under Secretary of Commerce. Secretary Baker joined President Ford's presidential campaign in May 1976 as Deputy Chairman for Delegate Operations and in August became National Chairman of the President Ford Committee.

For further information contact:

Secretary Baker graduated from Princeton University in 1952. After two years of active duty as a Lieutenant in the United States Marine Corps, he entered the University of Texas School of Law at Austin. He received his J.D. with honors in 1957.

A member of the American, Texas and Houston Bar Associations, the American Judicature Society, and the Phi Delta Phi honorary legal fraternity, Secretary Baker also serves on the Board of Trustees of the Woodrow Wilson International Center for Scholars at the Smithsonian Institution. He has served on the governing bodies of the Texas Children's Hospital and the M.D. Anderson Hospital and Tumor Institute.

Secretary Baker has been the recipient of the Jefferson Award for distinguished public service from the American Institute for Public Service, an award for Distinguished Public Service from the John F. Kennedy School of Government at Harvard and the Woodrow Wilson Award for distinguished achievement in the nation's service from Princeton University. Secretary Baker was selected in 1986 as a Distinguished Alumnus of the University of Texas. He has received numerous honorary degrees

Secretary Baker was born April 28, 1930. He and his wife, the former Susan Garrett, reside in Washington, D.C. They have eight children.

* * * *

TREASURY NEWS



Department of the Treasury • Washington, D.C. • Telephone 566-2041

September 21, 1988

**NICHOLAS F. BRADY
SECRETARY OF THE TREASURY**

Nicholas F. Brady became the 68th Secretary of the Treasury on September 15, 1988.

Secretary Brady served in the United States Senate from April 20, 1982 through December 27, 1982. During that time he was a member of the Armed Services Committee and the Banking, Housing and Urban Affairs Committee.

In 1984 President Reagan appointed Secretary Brady Chairman of the President's Commission on Executive, Legislative and Judicial Salaries. He has also served on the President's Commission on Strategic Forces (1983), the National Bipartisan Commission on Central America (1983), the Commission on Security and Economic Assistance (1983), and the Blue Ribbon Commission on Defense Management (1985). Most recently, Secretary Brady chaired the Presidential Task Force on Market Mechanisms (1987).

Secretary Brady's career in the banking industry spans 34 years. He joined Dillon, Read & Co. Inc. in New York in 1954, rising to Chairman of the Board. He has been a Director of the NCR Corporation, the MITRE Corporation, and the H. J. Heinz Company, among others.

He has also served as a trustee of Rockefeller University and a member of the Board of The Economic Club of New York. He is a member of the Council on Foreign Relations, Inc. He is a former trustee of the Boys' Club of Newark.

Mr. Brady was born April 11, 1930 in New York City. He was educated at Yale University (B.A., 1952) and Harvard University (M.B.A., 1954). He and his wife, Katherine, have four children.



UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

LAURO F. CAVAZOS

Lauro F. Cavazos was asked by President George Bush to continue as Secretary of Education following the November 1988 presidential election. Secretary Cavazos was originally nominated for the post by President Ronald Reagan on August 9, 1988, and was unanimously confirmed by the Senate on September 20, 1988.

A sixth generation Texan, Secretary Cavazos was born on January 4, 1927 on the vast King Ranch in South Texas, where his father was a foreman. He earned a B.A. in zoology and an M.A. in cytology at Texas Tech University, and holds a doctoral degree in physiology from Iowa State University.

Dr. Cavazos has served in various professional and administrative positions. He has taught at the Medical College of Virginia; at Tufts University School of Medicine, where he was also Dean for five years; and returned to Texas Tech University in 1980 as the first Hispanic and first graduate of the school to become its president.

Secretary Cavazos has received a number of awards recognizing his efforts in education. In 1984 President Reagan presented him with an award for Outstanding Leadership in the Field of Education. In 1985 he was awarded the Distinguished Service Medal from the Uniformed Services University for the Health Sciences, and in 1987 he accepted an award designed in his honor from the Texas Tech University Ex-Student Association. The next year he received the National Hispanic Leadership Award in the field of education from the League of United Latin American Citizens.

Secretary Cavazos has vigorously served both the field of medicine and the field of education. In medicine, he has been a consultant to national and international health organizations, including the World Health Organization and a variety of inter-American health groups. He is author or co-author of approximately 75 publications in the areas of physiology of reproduction, fine structure of cells and tissues, and medical education.

Dr. Cavazos has served education as a member or leader of numerous councils of higher education at both the state and national levels, and his beliefs about education are the result of wide familiarity with a broad spectrum of schools and educational institutions. He has made numerous personal visits to grade schools, high schools, and universities. His efforts have concentrated on raising the funding for and quality of research projects and campus facilities; strengthening minority student programs; providing leadership in special programs on drug and alcohol abuse, AIDS education, and career planning. He has also provided guidance for raising academic standards, increasing teacher accountability, developing plans to raise academic standards, and reviewing the core curriculum.

He is married to the former Peggy Murdock. They have ten children.

Richard B. Cheney Secretary of Defense

Richard B. Cheney was nominated by President Bush to be Secretary of Defense on March 10, 1989, was confirmed by the United States Senate on March 17, 1989, and took the oath of office on March 21, 1989.

Mr. Cheney was born January 30, 1941, in Lincoln, Nebraska, and moved to Casper, Wyoming, at a young age with his parents, Richard H. and Marjorie Cheney.

He attended elementary schools in Casper, graduated in 1959 from Natrona County High School, and earned B.A. and M.A. degrees in political science from the University of Wyoming in 1965 and 1966. He was a Ph.D. candidate in political science at the University of Wisconsin in 1968.

Mr. Cheney began his public service in 1965, when he served as an intern in the Wyoming State Legislature in Cheyenne. In 1966 he was selected by the National Center for Education in Politics to intern on the staff of Warren Knowles, then Governor of Wisconsin. In 1968, the American Political Science Association selected him for its Joseph E. Davies Congressional Fellowship, which he served as an assistant to the late Congressman William A. Steiger, R-Wisconsin.

In May 1969, following the fellowship, Mr. Cheney began several years of federal service under Presidents Nixon and Ford. From May 1969 to December 1970, he was Special Assistant to the Director of the Office of Economic Opportunity. From December 1970 to September 1971, he served as Deputy to Donald Rumsfeld, the White House Presidential Counsellor. And from September 1971 to March 1973, he was Assistant Director for Operations of the Cost of Living Council.

In March 1973, Mr. Cheney left government service to become Vice President of Bradley, Woods and Company, Inc., an investment advisory firm.

In August 1974, when Gerald R. Ford assumed the presidency, Mr. Cheney served on the Ford transition team and, beginning in September, as a Deputy Assistant to the President. In November 1975, he was named Assistant to the President and White House Chief of Staff, a position he held through the remainder of the Ford Administration, until January 1977. In 1976, Mr. Cheney was named by the U.S. Jaycees as one of the ten outstanding young men in America.

He returned to his home state of Wyoming in May 1977 to resume private life. Mr. Cheney was elected to Congress in November 1978. He was re-elected in 1980, 1982, 1984, 1986, and 1988.

For the 1981-82 Congress, he was chosen by his Republican colleagues to serve as Chairman of the House Republican Policy Committee, becoming one of the few members ever elected to a leadership position after only one term in office. He was re-elected to the Policy Committee Chairmanship for the 98th, 99th, and 100th Congresses.

In June 1987, he was unanimously elected Chairman of the House Republican Conference, which functions as the party's caucus and provides the information to its members on pending legislation. The Conference Chairman is the third-ranking House GOP leader.

In December, 1988, he was unanimously elected House Republican Whip for the 101st Congress, the second-ranking Republican leadership position. The whip is responsible for polling Republican members on pending legislation, keeping them informed of the agenda on the House floor, and acting as Republican leader whenever the House minority leader is absent.

Mr. Cheney was a member of the House Committee on Interior and Insular Affairs, where he served on two subcommittees -- National Parks and Public Land, and Water and Power Resources. He was also a member of the House Permanent Select Committee on Intelligence, serving as ranking Republican on its Subcommittee on Program and Budget Authorization. He was ranking Republican on the 15-member House Select Committee to Investigate Covert Arms Deals with Iran.

Mr. Cheney married Lynne Vincent of Casper on August 29, 1964. They have two daughters--Elizabeth, born July 28, 1966, and Mary, born March 14, 1969.





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

THE DIRECTOR

RICHARD G. DARMAN

On January 25, 1989, the Senate confirmed Richard G. Darman as Director of the Office of Management and Budget, and President Bush named him to his Cabinet.

Prior to joining the Bush Cabinet, Mr. Darman was a Managing Director of Shearson Lehman Hutton Inc. He joined Shearson in April 1987 upon resigning from service as the Deputy Secretary of the U.S. Treasury.

At Treasury, Mr. Darman was a key negotiator of the comprehensive tax reform legislation enacted in 1986, and of the international economic policy agreement known as "Plaza I" and related agreements among the Group of Five and Group of Seven industrial countries.

Prior to assuming his position as Deputy Secretary of the Treasury in February 1985, Mr. Darman served in the Reagan White House from January 1981 to January 1985 as Assistant to the President of the United States and Deputy to the Chief of Staff. He helped negotiate the budget and tax acts of 1981, the tax reform act of 1982, and the Social Security compromise of 1983. He was a member of the U.S. delegation to the summit meetings of industrialized countries from 1981 through 1986.

In the Ford Administration, Mr. Darman served as Assistant Secretary of Commerce for Policy. In addition to serving at the White House and OMB, Mr. Darman has held senior policy positions in six U.S. Cabinet Departments: HEW, Defense, Justice, Commerce, State and Treasury.

Mr. Darman's private sector experience has included the following in addition to his tenure at Shearson: Fellow of the Woodrow Wilson International Center for Scholars; Principal and Director, ICF Incorporated; member of the faculty of Harvard's Graduate School of Government; Director, American Capital and Research Corporation; Trustee, the Brookings Institution; and Contributing Editor, U.S. News and World Report.

Mr. Darman was born in North Carolina on May 10, 1943; and was raised in Rhode Island and Massachusetts. An honors graduate of Harvard College and Harvard Business School, he is married to Kathleen Emmet, Ph.D., a writer. They have two sons and live in Virginia.



THE HONORABLE EDWARD J. DERWINSKI Secretary of Veterans Affairs

Edward J. Derwinski, President Bush's choice to become the first Secretary of the newly created Cabinet-level Department of Veterans Affairs, was confirmed by the Senate on March 2, and sworn in on March 15, 1989.

Secretary Derwinski directs the activities of the federal government's second largest department, responsible for a nationwide system of health-care services and benefits programs for America's 27.3 million veterans.

A member of the U.S. House of Representatives from 1959 to 1983, representing Illinois's 4th congressional District, he was senior minority member of the House Foreign Affairs committee and the House Post Office and Civil Service committee. He played a major role in the passage of landmark Civil Service Reform, Postal Service Reorganization, and Foreign Service Reform legislation. As a congressman he handled his own casework for numerous veterans in the Chicago area.

Mr. Derwinski also served as a delegate to the United Nations General Assembly in 1971. From 1970-72, and from 1978-80, he was chairman of the U.S. delegation to the Interparliamentary Union, an international body of legislators from over 100 countries.

From 1983 until his nomination as Secretary of Veterans Affairs, Mr. Derwinski served at the State Department, first as Counselor and later as Under Secretary of State for Security Assistance, Science and Technology. As Counselor, he participated in developing congressional strategy, conducted special international negotiations with Canada, Iceland and nations in the Pacific, coordinated policy with respect to international sports events (such as the Olympics and the Pan American Games) and acted as senior advisor for refugee policy and programs. As Under Secretary, he was responsible for implementing the President's worldwide security assistance and arms transfer programs, preventing the diversion of sensitive U.S. technology to unfriendly nations, and overseeing international communications and environmental, oceans and science policy. His most recent awards include the Secretary of State's Distinguished Service Award and the Icelandic Order of the Falcon.

Mr. Derwinski was born September 15, 1926, in Chicago, entered the U.S. Army as a private in 1945, and served in the Pacific Theater and the Japan occupation. He graduated from Loyola University (Chicago) with a Bachelor of Science in History. He is married to the former Bonita Hickey of Chicago. Mr. Derwinski has a daughter, Maureen, and a son, Michael.

April, 1989



ELIZABETH DOLE
Secretary of Labor

Elizabeth Dole was sworn in by President Bush as the 20th Secretary of Labor in a ceremony at the Labor Department's headquarters on January 30, 1989.

As a member of the Cabinet, Mrs. Dole serves as the President's chief advisor on labor issues, as well as a key economic policy advisor. She guides a federal agency of nearly 19,000 employees, with a budget of more than \$31 billion.

The laws enforced by the department range from child labor prohibitions to the security of retiree pensions.

Secretary Dole is responsible for protection of the wages, health and safety, and employment rights of working people; administering job training, unemployment insurance and workers' compensation programs; promoting equal employment opportunity; collecting, analyzing and publishing labor statistics, and strengthening free collective bargaining.

Secretary Dole is determined:

- * To ensure that American workers are the world's best trained and most highly skilled, placing special emphasis on the disadvantaged;
- * To develop policies that make work and family complementary;
- * To establish sound and comprehensive pension and retirement policies;
- * To see that the American workplace is as safe, as healthy, and as secure as we can make it, and
- * To encourage management and labor to continue to move beyond confrontation and conflict and to work together on behalf of interests held in common.

As the longest-serving Secretary of Transportation-- from February 1983 until October 1987-- Elizabeth Dole made safety her highest priority. Thanks to that commitment, and the changes she made at the Department of Transportation, the United States enjoyed the safest years in its history in all three major transportation areas-- rail, air and highway.

Bringing the same commitment to the Labor Department, Mrs. Dole has effectively worked to assure the safety and health of every worker in America-- whether on offshore drilling rigs, in aircraft at 35,000 feet, or in mines miles underground.

THE UNITED STATES TRADE REPRESENTATIVE
Executive Office of the President
Washington, D.C. 20508

AMBASSADOR CARLA ANDERSON HILLS

Ambassador Carla A. Hills was sworn in as United States Trade Representative on February 6, 1989. As a member of President Bush's Cabinet, Ambassador Hills is the President's principal advisor on international trade policy. She is also the nation's chief trade negotiator, representing American interests in the major international trade organizations.

Before joining the Bush Administration, Ambassador Hills was co-managing partner of the Washington, D.C. office of the law firm of Weil, Gotshal & Manges, which also has offices in New York, Houston, Miami, and Dallas.

Ambassador Hills served as Secretary of the United States Department of Housing and Urban Development in the Ford Administration (the third woman to hold a cabinet position). In 1974-1975, she was Assistant Attorney General, Civil Division, United States Department of Justice. In 1976, TIME magazine named her as one of its ten Women of the Year.

Born in Los Angeles, California, Ambassador Hills received her bachelor's degree from Stanford University, her law degree from Yale University, and has studied at Oxford University. She served for three years as Assistant United States Attorney, Civil Division, Los Angeles, and co-founded a Los Angeles law firm where she was a partner from 1962-1974. At the same time, she was an Adjunct Professor at the University of California at Los Angeles Law School, teaching antitrust law. She was editor and co-author of Antitrust Adviser, which was published in 1971.

Until recently, Ambassador Hills served on the boards of International Business Machines Corporation, Corning Glass Works, the Federal National Mortgage Association, Chevron Corporation, American Airlines and The Henley Group, Inc.

Ambassador Hills was Chairman of the Urban Institute from 1983 through 1988, and was a member of the Executive Committee of the American Agenda, co-chaired by Presidents Ford and Carter. In 1981-1982, she served as Vice-Chairman of President Reagan's Commission on Housing and in 1985-1986 as a member of the President's Commission on Defense Management. She has also served as a Trustee of the Brookings Institution, the Rand Corporation and as a member of the Trilateral Commission. Ambassador Hills has been active in the American Bar Association, serving as Chairman of Section of Antitrust Law in 1982-1983, and as Chairman of the Conference of Section Chairmen in 1983-1984.

Ambassador Hills resides in Washington, D.C. with her husband, Roderick M. Hills. They are the parents of four children.



February 1989

Biography

Jack Kemp
Secretary
U.S. Department of Housing and Urban Development

Jack Kemp was nominated by President Bush to be Secretary of Housing and Urban Development on Monday, December 19, 1988. He was confirmed unanimously by the Senate on February 2, and sworn into office on February 6, 1989.

As HUD Secretary, Mr. Kemp serves as the nation's top community development and housing official, with responsibility for a wide variety of federally-assisted housing, economic development, and fair housing enforcement activities across the nation.

His major responsibilities—carried out through a Headquarters office in Washington, D.C., 10 regional offices, and 81 field offices—include helping local communities provide housing assistance for low-income families; helping first-time and inner-city homebuyers obtain private financing to buy their own home; and assisting towns, cities, and counties meet extraordinary development needs through public/private partnerships and federally-assisted economic development.

Prior to his appointment to President Bush's Cabinet, Mr. Kemp served in the United States House of Representatives for nine terms, from 1970 to 1988. He served for seven years in a leadership position as the Chairman of the House Republican Conference. Mr. Kemp was a member of the House Appropriations Committee and a ranking member of the Foreign Operations subcommittee; was a member of the Select Committee on Children, Youth and Families; and also had served on the Budget, Education and Labor, and Select Small Business Committees.

Jack Kemp came to Congress in 1970 after 13 years as a professional football quarterback, where he helped lead the Buffalo Bills to the American Football League Championships in 1964 and 1965. He was named Most Valuable Player in the League in 1965, and twice was All AFL Quarterback—in 1960 with the San Diego Chargers and 1965 with the Buffalo Bills. He co-founded the AFL Players Association, and was elected President, a position he held for five terms. In 1983, Jack Kemp received the National Football Foundation and Hall of Fame's Gold Medal for excellence in leadership, both on the football field and in Congress.

Born in Los Angeles, in 1935, Mr. Kemp attended California public schools and graduated from Occidental College with a Bachelor of Arts degree in 1957. He pursued graduate studies at Long Beach State University and California Western University. He was first elected to the 92nd Congress on November 3, 1970, representing New York State's 31st Congressional District. He is the author of *An American Renaissance: Strategy for the 1980's*, and *The American Idea: Ending the Limits to Growth*.

He is married to the former Joanne Main. The couple have four children: Jeffrey, Jennifer, Judith and James, and two grandchildren. They reside in Bethesda, Maryland.



DEPARTMENT of the INTERIOR

news release

BIOGRAPHY

SECRETARY MANUEL LUJAN, JR.

On February 3, 1989, Congressman Manuel Lujan, Jr. was sworn in as the 46th Secretary of the Interior.

First elected to Congress in 1968, Mr. Lujan represented the First District of New Mexico for 10 terms. He served on the House Interior and Insular Affairs Committee from 1969 until his retirement in January 1989, including a four-year term from 1981 to 1985 as the Committee's Ranking Republican Member. He also served on the Joint Committee on Atomic Energy from 1969 to 1977, and on the House Committee on Science, Space, and Technology from 1977 until his retirement, where he was that Committee's Ranking Republican Member since 1985.

Mr. Lujan's major interests during his legislative career included natural resource and space policy, energy and scientific research, education and fiscal responsibility in government.

Mr. Lujan was born in San Ildefonso, New Mexico, on May 12, 1928. He was raised in Santa Fe where his father, Manuel Lujan, Sr., served three terms as Mayor. Mr. Lujan received a B.A. from the College of Santa Fe and worked in the insurance business prior to his election to Congress.

Mr. Lujan and his wife, the former Jean Couchman, have four children: Terra, Jay, Barbara and Jeff.



Robert Adam Mosbacher 28th Secretary of Commerce

Nominated Secretary of Commerce by President-Elect George Bush on December 6, 1988. He was confirmed 100-0 by the United States Senate on January 31, 1989.

Formerly:

- **Chief Executive Officer and Chairman of Mosbacher Energy Company**
Director of Texas Commerce Bancshares, Houston, Texas
Director Enron Corporation, Houston, Texas
Director New York Life Insurance Company, New York
- **Past chairman of the National Petroleum Council**
Charter member and past chairman of the All American Wildcatters Association
Past president of the American Association of Petroleum Landmen
Member of the Executive Committee and Board of Directors of the American Petroleum Institute
Past chairman of the Mid-Continent Oil and Gas Association
- **Twice Past Chairman of the Board of Visitors of the Texas M.D. Anderson Cancer Institute**
Former member of Board of Trustees of the Texas Heart Institute
Former National Trustee, Boys Clubs of America Southwest Region
Past Active Trustee of the Aspen Institute for Humanistic Studies
Member of Washington Roundtable and Co-Chair of Houston Roundtable of Center for Strategic and International Studies
- **Mosbacher served as National Finance Chairman for George Bush for President**
National Finance Chairman of the Fund for America's Future
Chairman of Victory '88
Co-Chairman of the Republican National Finance Committee
Member of the Executive Committee for Reagan-Bush
National Finance Chairman for the President Ford Committee in 1976
- **Won both the North American and World Sailing Championships in the Olympic classes (Dragon and Soling)**
Won the Southern Ocean Racing Circuit
Won the Gold Cup twice
- **Born in White Plains, New York, Mosbacher has lived in Houston, Texas since 1948. He graduated from Washington and Lee University in Lexington, Virginia in 1947.**
- **Mosbacher is married to the former Georgette Paulsin and is the father of four (Diane, Robert Jr., Kathryn and Lisa) and grandfather of five. The Mosbachers reside in Washington.**





U.S. Department of
Transportation

News:

Office of the Assistant Secretary for Public Affairs
Washington, D.C. 20590

SAMUEL KNOX SKINNER SECRETARY OF TRANSPORTATION

Samuel K. Skinner became the tenth U.S. Secretary of Transportation on February 1, 1989. He was nominated by President George Bush on December 22, 1988, and confirmed by the Senate on January 31, 1989.

From 1984 until his confirmation, he served as Chairman of the Regional Transportation Authority of Northeastern Illinois. Skinner also was a senior partner in the Chicago office of the international law firm of Sidley & Austin.

Skinner served in the office of the United States Attorney for the Northern District of Illinois, from 1968 to 1975, first as an Assistant United States Attorney and then as First Assistant to the U.S. Attorney. In 1975, Skinner was appointed United States Attorney for the Northern District — at that time the first career prosecutor in the history of the Northern District of Illinois to have been named to the position.

During his tenure as U.S. Attorney, Skinner also was a member of the Department of Justice White-Collar Crime Committee and the United States Attorney General's Advisory Committee. Twice he received the Department of Justice Outstanding Service Award. In 1983, Skinner was appointed to the President's Commission on Organized Crime, where he served as Vice Chairman.

From 1961 to 1968, Skinner was employed in various marketing and managerial positions in the data processing division of IBM Corporation. In 1967, he was designated one of the company's outstanding salesmen in the United States.

Skinner has served as Chairman of the Illinois Capital Development Board, the Governor's Fraud Prevention Commission and the Governor's Task Force on Energy Conservation and Coal Conversion. He also has served on numerous boards and civic committees. Skinner has received numerous awards, and was named one of the Chicago Junior Chamber of Commerce's ten outstanding young citizens and chosen as one of the outstanding alumni of DePaul University.

Skinner received his undergraduate degree in accounting from the University of Illinois in 1960. He then served as an officer in the United States Army during 1960 and 1961. In 1966, he received his degree from DePaul University College of Law in Chicago, where he was a member of the law review.

He is 50 years old and has three children — Thomas, a Chicago lawyer presently serving as Assistant to the Governor for Economic Development; Steven, a third-year law student at the University of Chicago; and Jane, a senior at Northwestern University.

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DR. LOUIS W. SULLIVAN

Secretary of Health and Human Services

Louis W. Sullivan, M.D., was sworn in as secretary of health and human services March 10, 1989, by U.S. Circuit Judge A. Leon Higginbotham Jr. He was nominated by President Bush Jan 20, 1989, and confirmed by the Senate March 1, 1989.

As head of the Department of Health and Human Services, Dr. Sullivan oversees the federal agency responsible for the major health, welfare, food and drug safety, medical research and income security programs serving the American people.

Dr. Sullivan came to HHS from the Morehouse School of Medicine in Atlanta, Ga. In July 1975, Dr. Sullivan had become founding dean and director of the medical education program at Morehouse College. Since July 1, 1981, when the School of Medicine became independent from Morehouse College, he had served as its first dean and president. In April 1985, the Morehouse School of Medicine was fully accredited and on May 17, 1985, the school awarded the M.D. degree to its first 16 graduates.

Dr. Sullivan was born in Atlanta Nov. 3, 1933. He received a bachelor of science degree, magna cum laude, from Morehouse College, 1954; and earned his medical degree, cum laude, from Boston University, 1958. He did his internship (1958-1959) and medical residency (1959-1960) at New York Hospital's Cornell Medical Center. After a pathology fellowship at Massachusetts General Hospital (1960-1961), Dr. Sullivan became a fellow in hematology at the Thorndike Research Laboratories of Harvard Medical School at the Boston City Hospital.

He was an instructor in medicine, Harvard Medical School, 1963-1964, and an assistant professor of medicine, New Jersey College of Medicine, 1964-1966.

In 1966, he became co-director of hematology at Boston University Medical Center. From 1966 to 1975, he was, successively, assistant professor of medicine, associate professor of medicine and professor of medicine at Boston University School of Medicine. During 1972-1975, he also was co-project director and project director of the Boston Sickle Cell Center and director of Hematology at Boston City Hospital.

Dr. Sullivan returned to Morehouse, his alma mater, in 1975 as professor of biology and medicine.

He is a member of the American Medical Association, the National Medical Association, Atlanta Medical Association, Medical Association of Atlanta, Medical Association of Georgia and the Georgia State Medical Association. He has been certified in internal medicine and in hematology. His research interests are in hematology.

Dr. Sullivan was the founding president of the Association of Minority Health Professional Schools. He is a former member of the Joint Committee on Health Policy of the Association of American Universities and the National Association of Land Grant Colleges and Universities.

Professional honors received by Dr. Sullivan include election to Alpha Omega Alpha Honor Medical Society in 1957, election to the American Society of Clinical Investigation in 1970, to Phi Beta Kappa in 1974, to the Institute of Medicine (National Academy of Sciences) in 1975 and to fellowship in the American College of Physicians in 1980. From 1985 to 1987 he was vice chairman of the Commission on Health and Human Services of the Southern Regional Education Board.

He served as associate editor of Nutrition Reports International, 1969-1973; on the Editorial Board of the American Journal of Hematology, 1975-1977; and on the Editorial Board of the Journal of Medical Education, 1977-1978. He has served as consultant and adviser to numerous organizations and agencies including several in HHS' Public Health Service and for the Veterans Administration. Prior to becoming Secretary, Dr. Sullivan was a member of the National Cancer Advisory Board of the National Cancer Institute, National Institutes of Health. He is a member of the boards of Friends of the National Library of Medicine and the Boy Scouts of America. He has been a member of the Atlanta Rotary Club since 1977.

Other honors received by Dr. Sullivan include: Boston University Alumni Award for Distinguished Public Service in 1985; Honoree of the Year of the State Committee on the Life and Health of Black Georgians in 1983; the Drum Major Award by the Southern Leadership Conference in 1982; establishment of the annual lectureship at the Morehouse School of Medicine in his honor in 1980; the Outstanding Alumnus Award from New York University's Cornell Medical Center in 1984; honoree of the National Association of Minority Medical Educators (NAMME) for outstanding contributions to the education of minorities in medicine in 1984; the first Martin Luther King Visiting Professorship at the University of Michigan in 1986; the Equitable Southeastern Regional Black Achievement Award for Education in 1986; and the Atlanta Urban League Award for Outstanding Community Leadership in 1987. He was a member of then-Vice President George Bush's official 12-member delegation to seven African countries in mid-November, 1982.

Dr. Sullivan and his wife, Ginger, have three children.

March 10, 1989



Department of Justice

DICK THORNBURGH
ATTORNEY GENERAL OF THE UNITED STATES

Dick Thornburgh became the 76th Attorney General of the United States on August 12, 1988, following unanimous confirmation by the Senate.

From 1987 to 1988, Mr. Thornburgh served as Director of the Institute of Politics at Harvard's John F. Kennedy School of Government and as a partner in the Pittsburgh law firm of Kirkpatrick & Lockhart.

Mr. Thornburgh served two terms as Governor of Pennsylvania. He was elected in 1978, re-elected in 1982, and named by his fellow governors in a 1986 Newsweek poll as one of the nation's most effective big-state governors.

Prior to becoming Governor, he served as United States Attorney for Western Pennsylvania (1969-1975), prosecuting a number of drug traffickers, major organized crime figures and corrupt public officials.

He also served (1975-1977) as Assistant Attorney General of the United States in charge of the Criminal Division of the Department of Justice during the administration of President Gerald Ford. He established the Public Integrity Section to spearhead the Justice Department's actions against corrupt public officials.

In 1973, he received a Special Medallion Award from the Federal Drug Enforcement Administration for "significant personal efforts to help eliminate drug abuse."

Mr. Thornburgh was an elected delegate to Pennsylvania's historic Constitutional Convention (1967-1968), where he concentrated on efforts to reform the judicial system and strengthen local government.

While serving as Governor, Mr. Thornburgh restored integrity and efficiency to Pennsylvania's state government and fostered expansion and diversification of the economy by innovative economic development policies, reducing taxes and indebtedness and eliminating 15,000 unnecessary positions from the state bureaucracy. Pennsylvania's unemployment rate, among the ten highest in the nation when he was elected, had dropped to one of the ten lowest when he left office.

(MORE)

His programs for welfare and education reform and for upgrading the state's transportation system were nationally acclaimed.

He also carried out an unprecedented crackdown on crime, expanding the state police force, creating special units on drugs and organized crime, winning passage of laws imposing mandatory jail sentences for violent and repeat offenders, adopting tough new standards for commutations, reinstating use of the death penalty and undertaking the largest prison expansion in the state's history.

During his years in office, Pennsylvania's serious crime rate dropped by more than 17 percent and consistently was the lowest of any large state. His programs to assist crime victims, including a Victim's Bill of Rights, and funding of rape crisis and domestic violence centers, earned Mr. Thornburgh the first national award ever given by the National Organization for Victim Assistance.

In 1979, Mr. Thornburgh's calm and effective handling of the unprecedented Three Mile Island nuclear crisis was widely credited with having averted panic and injury.

On behalf of Pennsylvania, the nation and his fellow governors, he has traveled extensively, meeting with leaders in Europe, the Middle East, the Soviet Union, Japan, China, Australia, Central and South America and Africa.

A native of Pittsburgh, Mr. Thornburgh, 56, holds an engineering degree from Yale and a law degree from the University of Pittsburgh, and has been awarded honorary degrees by 24 other colleges and universities.

He has served on the Boards of Directors of Merrill Lynch & Co. Inc., ARCO Chemical Company and Rite-Aid Corporation and is currently a member of the National Academy of Public Administration, the Council on Foreign Relations and the Advisory Commission on Intergovernmental Relations.

Mr. Thornburgh is married to Ginny Judson Thornburgh, a former school teacher from New York, who is currently a consultant to the Religion and Disability Program of the National Organization on Disability, based in Washington. The Thornburghs have four sons and two grandchildren. As parents of a retarded son, Dick and Ginny Thornburgh have taken a special interest in the needs of persons with disabilities and, along with their son, Peter, were named "Family of the Year" by the Pennsylvania Association for Retarded Citizens in 1985.

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U.S. Department of Energy
Office of the Secretary
Washington, D.C. 20585
202/586-5534

BIOGRAPHY

JAMES D. WATKINS
ADMIRAL, U.S. NAVY (RETIRED)

James David Watkins was nominated by the President to be the sixth Secretary of Energy on January 20, 1989. Admiral Watkins was confirmed by the United States Senate and sworn into office on March 1, 1989.

Admiral Watkins was born in California on March 7, 1927, and claims the city of Pasadena as his home. A 1949 graduate of the U.S. Naval Academy, his tours as flag officer included Chief of Naval Personnel; Commander of the Sixth Fleet; Vice Chief of Naval Operations; and, Commander-in-Chief of the Pacific Fleet. Admiral Watkins was selected by President Reagan to become the 22nd Chief of Naval Operations on June 30, 1982. His military decorations include several Distinguished Service and Legion of Merit medals, the Bronze Star with combat "V" and other medals, campaign and service ribbons, and decorations from many foreign nations.

Following his retirement on June 30, 1986, Admiral Watkins devoted his time to issues regarding America's youth, and worked with a number of philanthropic organizations to establish a national program for personal excellence. He also served as a member of advisory boards in both the education and energy fields and has received several honorary doctorates and public service awards.

In October 1987, Admiral Watkins was appointed Chairman of the Presidential Commission on the Human Immunodeficiency Virus (AIDS) Epidemic, submitting the Commission's final report to the President on June 24, 1988.

Admiral Watkins received his master's degree in mechanical engineering in 1958, and is a graduate of the reactor engineering course at the Oak Ridge National Laboratory. He was selected by Admiral Hyman G. Rickover to enter the Navy's nuclear-powered submarine program in 1959, and was qualified as an Engineering Officer of the Watch at one of the Navy's land-based reactor plants. He served for three years in the Atomic Energy Commission as Admiral Rickover's assistant for Naval Nuclear Propulsion and later, in a variety of assignments associated with the management of the nuclear navy. These assignments included Commanding Officer of a nuclear-powered submarine and Executive Officer of the world's first nuclear-powered cruiser.

Admiral Watkins married Sheila Jo McKinney of San Diego, California, in 1950. They have six children: Katherine Watkins Coopersmith, Laura Jo Watkins Kauffmann, Susan, Charles, James Jr., and Edward. Admiral and Mrs. Watkins have eight grandchildren.

March 1989

Biography

News Division, Room 404-A, United States Department of Agriculture, Washington, D.C. 20250

SECRETARY OF AGRICULTURE CLAYTON YEUTTER

February 1989

Clayton Yeutter was unanimously confirmed by the Senate Feb. 8, 1989, and publicly sworn in as the 23rd United States Secretary of Agriculture Feb. 16.

Yeutter's career includes distinguished public and private-sector service in agricultural policy development, law, economics, marketing and trade.

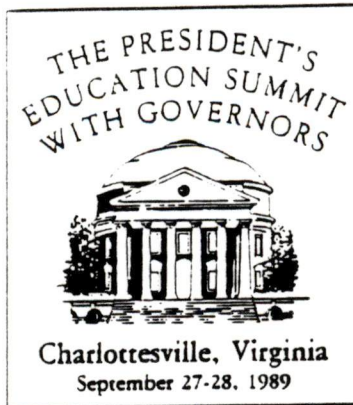
From July 1985 until the end of the Reagan administration, Yeutter served as U.S. Trade Representative. His previous USDA posts include assistant secretary for international affairs and commodity programs from March 1974 to June 1975, assistant secretary for marketing and consumer services from January 1973 to March 1974, and administrator of the consumer and marketing service from October 1970 to December 1971.

Yeutter's other career highlights: president and chief executive officer, Chicago Mercantile Exchange, July 1978 to June 1985; senior partner, law firm of Nelson, Harding, Yeutter & Leonard, Lincoln, Neb., April 1977 to June 1978; deputy U.S. Special Trade Representative, June 1975 to February 1977; director, University of Nebraska Mission in Colombia (a large agricultural technical assistance program), September 1968 to October 1970; executive assistant to the governor of Nebraska, January 1966 to September 1968; faculty member, Department of Agricultural Economics, University of Nebraska, January 1960 to January 1966; operator of a 2,500 acre farming-ranching-cattle feeding enterprise in central Nebraska, 1957-1975; and enlistee, later commissioned officer, U.S. Air Force, 1952-1957.

Yeutter was graduated with high distinction from the University of Nebraska in 1952 with a bachelor's of science degree in animal husbandry. In 1963, he obtained his law degree from the same university, graduating cum laude and ranked first in his class. In 1966, he received his doctorate in agricultural economics, again from the University of Nebraska, and was named outstanding graduate student in the program.

Yeutter is a former member or chairman of many private and public-sector boards of directors, councils and trusteeships, including: the President's Export Council; the board of directors of the Chicago Association of Commerce and Industry; the board of directors of the Chicago-Tokyo Bank; the executive committee of the U.S. Meat Export Federation; the board of directors of the Chicago Council on Foreign Relations; the executive committee of the Farm Foundation, Oak Brook, Ill.; the board of directors of Tri-Valley Growers, San Francisco, Calif.; and the board of directors of ConAgra, Inc., Omaha, Neb.

Yeutter was born in Eustis, Neb., Dec. 10, 1930. He and his wife, Jeanne Vierk Yeutter, have four children. He retains ownership of his Nebraska farm, which is currently operated by a tenant. Yeutter's permanent home is in Lincoln, Neb., but he currently resides in McLean, Va.



ROBERT M. O'NEIL

President of the University of Virginia

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

Ag. Bush

Robert M. O'Neil became president of the University of Virginia and George M. Kaufman Professor of Law on Sept. 1, 1985. For the preceding five and a half years, he was president of the thirteen-campus University of Wisconsin System and Professor of Law at the University of Wisconsin-Madison.

Born in Boston in 1934, O'Neil holds undergraduate, master's and law degrees from Harvard and honorary doctor of laws degrees from Indiana University and Beloit College. After law school, he served as law clerk to Justice William J. Brennan Jr. of the United States Supreme Court in the 1962 Term.

O'Neil's teaching career began at the University of California-Berkeley, where he was a member of the law faculty from 1963 to 1972, serving also as chair of the Academic Freedom Committee of the Academic Senate. From 1970 to 1972, he also served as General Counsel of the American Association of University Professors.

He entered administration as provost (later executive vice president) at the University of Cincinnati and from 1975 to 1980 was Vice President-Bloomington of the Indiana University system. Since entering administration, he has regularly taught courses in constitutional and commercial law.

O'Neil is chairman-elect of the National Association of State Universities and Land-Grant Colleges and a member of the Executive Committee of the Association of American Universities. He serves also on the boards of the Educational Testing Service, the Carnegie Foundation for the Advancement of Teaching, the Johnson Foundation, the James River Corp. and the Commonwealth Fund.

He has published several books, including "Classrooms in the Crossfire" (1981), a study of legal and policy aspects of textbook and curricular censorship.

He is married to the former Karen Elson, a graduate of Vassar College who holds a master's degree from Harvard. She taught at the University of Chicago Laboratory School and has chaired the Spouses' Council of the National Association of State Universities and Land-Grant Colleges. She is co-author, with her husband, of "Civil Liberties: Case Studies and the Law." The O'Neils have four children, Elizabeth (20), Peter (17), David (16) and Benjamin (11).

September 1989
Prepared by the University of Virginia News Office

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 5, 1989

REMARKS BY THE PRESIDENT
DURING NATIONAL TEACHER OF THE YEAR
AWARD CEREMONY

The Rose Garden

11:41 A.M. EDT

THE PRESIDENT: Thank you, ladies and gentlemen, Governor, distinguished members of the Congress. Well, it is my pleasure to welcome so many distinguished guests here to the White House, to honor a teacher who epitomizes excellence in education.

What goes on in the schools is important to me, and I like to get out of the office and talk with the kids whenever the chance presents itself. Last week, I was over here in James Madison High in Vienna, Virginia, and had lunch in the cafeteria there. I found the students interested and well-informed, the teachers engaged and energetic. But the pizza -- (laughter.) Enough said.

But to the business at hand. The 1989 National Teacher of the Year has made the journey to Washington from Bethel High School in Hampton, Virginia, many times before, to give her social studies students a firsthand look at how government really works. But in a more important respect the journey for this year's winner, Mary Bicouvaris, began almost 30 years ago and 5,000 miles away.

Mary -- or Mrs. Bic, as her students call her, and I will, too -- was born in Greece, came to the United States as a college student, and then chose to stay. Ms. Bic was inspiring good citizenship in her students before she herself was an American citizen. And her secret is using the real world as her classroom -- getting her students involved in programs like the model U.N. and in political campaigns, and bringing people involved in politics in to speak to her students.

And so now I'd like to ask Barbara to bring Mrs. Bic up here and present this award. (Applause.) Congratulations.

And now let me just take this opportunity, with so many distinguished educators, and governors, members of Congress present, to lay out a plan for what we, on the federal level, can do to improve our nation's schools. Six years ago this month, this report that all of us remember, "A Nation At Risk," was first published and America awakened to the crying need for fundamental change in our educational system.

We're at a point today where there's an emerging consensus on education reform -- and an energy of purpose to take up the challenge. The stakes could hardly be higher. Today's first graders will be high school graduates in the year 2000 -- a generation on the threshold of a new century. And so we ask ourselves what can we do today to build accountability into our education system -- to make sure we don't pass the problem kid who need extra help up through the system, out of the schools and then into the society without the skills that they need?

What can we do to make sure our children stay in school, graduate and get that diploma -- instead of dropping out and falling into a cycle of chronic joblessness?

I had lunch yesterday with Secretary Cavazos and talked

MORE

about some of the problems in the severely disadvantaged areas, and some on reservations and others where the drop-out rates are simply intolerable.

What can we do to make sure America has the additional 400,000 scientists and the National Science Foundation say that we're going to need by the year 2000?

What can we do to guarantee that graduates in the year 2000 have the skills and knowledge to make this nation competitive in the global marketplace?

And all of these are good questions.

And then there's the one I often hear when education is the issue and budget constraints cloud everything on the horizon, and the question is, well, what are you going to do about it? A fair question. We're going to take action -- action to make excellence in education not just a rallying cry, but a classroom reality. And we can start by rewarding what works. We can help those most in need. We can promote choice and flexibility for parents and school administrators. And we can raise expectations and hold ourselves accountable for the results.

These four simple ideas -- rewarding excellence, helping those in need, choice and flexibility, and accountability -- are at the heart of the legislation that I'm sending to the Congress today: Education Excellence Act of 1989.

And I want to take a moment to detail this seven-point plan. First, merit schools. If our aim is excellence in education, we've got to single out excellence and reward it -- whether that means raising test scores, lowering that drop-out rate, or making progress of another kind.

My merit school proposal will provide cash awards to schools with a proven formula for success -- and serve as a powerful incentive to encourage other schools to follow their lead.

Second, merit awards for our top teachers. I'm asking Congress to fund a President's Award for Excellence in Education, to recognize first-rate teachers in every state, and reward them for a job well done.

Third, science scholarships for our best high school seniors. These awards will go to 570 of the best young scientific minds -- at least one from every congressional district across the country. National science scholars will receive up to \$10,000 a year for four years, to be used at the schools of their choice.

Encouraging excellence means more than rewarding successful schools and teachers and students. It means introducing into our educational system elements of flexibility, choice and competition that will help promote quality education.

And that's the idea behind the next two initiatives -- magnet schools and alternative certification for teachers.

Magnet schools are an important instrument of choice -- a means of promoting healthy competition to attract students and create an incentive for educational innovation. My initiative calls for \$100 million a year for each of the next four years to help with magnet school start-up or the expansion costs.

Alternative certification is a way to expand the pool of talented teachers and administrators. Not all people who can teach are teachers by training. Whether you're an acclaimed author like Alex Haley or John Updike -- who aren't certified to teach the literature courses in which their books are read -- or a businessman from Odessa, Texas, anxious to go into the classroom to share what

MORE

you know, our schools ought to offer that opportunity. And that's why my education program -- package includes \$25 million to fund state efforts to encourage more flexible certification systems for teachers and principals.

Above all, our children deserve a chance to learn -- especially the least advantaged among us.

And the final two initiatives, then, are aimed at securing that change, for children in schools plagued by the drug problem, and for college-age minority youth.

Drug-free schools. Now, this initiative involves funding urban emergency grants, to help our hardest-hit school districts rid themselves of drugs.

The plain fact is kids can't succeed in the classroom if there's drug dealing in the corridors. Our aim must be to get the drugs out, get back to basics, and let students and teachers get down to the business in an environment where learning can take place. (Applause.)

And the last and not the least is -- of initiatives is expanded federal help to these historically black colleges and universities, in the form of matching grants to build the endowments at these vital institutions -- endowments that are lagging far behind many other schools. Historically black schools have served as an avenue of opportunity for millions of young men and women, and they do deserve federal help.

Each of these seven initiatives are going to make a difference. Let me just mention quickly three more efforts -- one, Head Start program for disadvantaged pre-school children, the tax-free college savings bond program to help our low- and middle-income families cope with the costs of sending a child to college, and the reauthorization of the Carl D. Perkins Vocational Education Act.

The budget I introduced a couple of months ago calls for a \$250 million increase to expand Head Start, so that more children from disadvantaged backgrounds enter school ready to learn. I'm pleased to say that the House has moved very swiftly to approve the increase. The college savings bond plan that I called for over a year and a half ago is already on the books, and that's a tribute to the foresight of many of the members of Congress that are here today. And the legislation we will soon propose for voc-ed, for vocational education, will advance the principles of accountability and flexibility and excellence. Good work was done in the 100th Congress. The 101st can build on that work and advance education reform another step.

These education initiatives don't constitute a cure-all, a quick fix for whatever ails our education system. Real reform, lasting improvement, occurs one step at a time -- one student at a time.

And I don't have to tell you about the current federal budget situation. Money is tight and we wish that more funds were available to spend on all levels of education. I'm one who recognizes the federal role and I think got it properly in my mind that the states and local governments and private institutions across the country bear the significant responsibility. But the federal government has a role. It's important that we measure our success, though, not simply by the resources that we put into the effort, but by the kind of students that our schools turn out. For our schools, that's the only test that counts.

I've said before that education is long-term planning at its best. And we'll see the payoff from the work we do in schools today years from now. But there are few tasks that demand more

MORE

urgent attention than the education of our kids.

Let me share a story with you -- a story about two ways to look at the future, told by the French. The master of a house was planning his garden, and told his gardener to plant a certain kind of tree. And the gardener objected. And he explained that the tree was slow-growing and would take 100 years to reach its full growth.

It's the master's response that I find interesting. "In that case," he said, "there's no time to lose. Plant it this afternoon." (Laughter.)

And that's why I really do believe that's the way we ought to look at education. As the teachers here today know, the work you do -- the seeds you plant -- bear fruit across a lifetime. And there's no time to lose in shaping the next generation -- and no better time to begin than today.

And so we're taking a step forward, and I ask all of you to work with me to advance excellence in education in every possible way.

Secretary Cavazos, why don't you -- if you would, sir, bring Senator Kassebaum and Congressman Goodling, and our distinguished governors up here, and Ms. Bic, if you'll join us too, and we will sign this, and then I'll have a chance to say hello.

(The bill is signed.)

END

11:50 A.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 30, 1989

REMARKS BY THE PRESIDENT
TO THE AMERICAN ASSOCIATION OF
COMMUNITY AND JUNIOR COLLEGES

The Washington Hilton Hotel
Washington, D.C.

1:42 P.M. EST

THE PRESIDENT: To Dale Pernell and Jeff Parish, others, thank you for that warm reception for Barbara and for me. And I'm just delighted to be here. I understand we do have two governors here -- Jim Martin, whom I saw over here, and somebody told me Carole Campbell was here, and I want to pay my respects to them -- both leaders in the field of education.

Before making my remarks, I do want to make a comment on a subject that is of concern to all American today. I know that you, like most Americans, are concerned about this massive oil spill off the coast of Alaska. And there's no doubt this is a major tragedy, both for the environment and for the people up there.

This morning I met with the Secretary of Transportation, Sam Skinner; with our new able EPA Administrator, Bill Reilly; with our Coast Guard Commandant, Admiral Yost. And they've just returned from surveying the damage and assessing the progress of the cleanup effort. And we're doing all we can at the federal level to speed up this undertaking. I've directed the Department of Transportation and the Environmental Protection Agency and the Coast Guard to continue to give this matter top priority. I've directed Bill Reilly to report back to me as soon as possible regarding the severity of damage to the environment, particularly to marine life and the Alaskan coastline, with suggestions as to what we might do to ameliorate the situation. The cleanup will not be easy. It's in remote areas and it's very complicated. But as with other serious disasters, we must and we will work together at all levels, public and private to remedy the damage that has been done, and then to safeguard the precious environment for the future.

But I wanted you to know that we did have a good meeting. The report was not all negative, but there -- let's be frank, there's some very serious problems up there right now. But I'm confident with this able team and with the work of the Alaskan citizens there who are concerned, that we can do our very best to see that the damage is restricted.

Now, on to the business at hand. I am delighted, Barbara, that this distinguished group has recognized your efforts. Or put it in the third person -- I'm grateful to all of you that have recognized her efforts to promote literacy. And to think, all this time I thought she was cheating at scrabble. (Laughter and applause.)

It has been said by some cynic -- maybe it was a former president -- "If you want a friend in Washington, get a dog." (Laughter.) Well, we took them literally -- that advice, as you know. (Laughter.) But I didn't need that because I have Barbara Bush -- your honoree.

As you know, Bar has taken the lead in promoting literacy, as you so, I think, properly pointed out, for more than

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eight years now, traveling to the schools across this country. And one day she came back from Boston and told me that she'd seen a gentleman sitting in a chair in the corner of a schoolroom surrounded by children who were enraptured by his storytelling and his good-natured kidding. Every now and then, this man would ask a child to spell a word by tracing the letters in the palm of his hand and he would tell them whether they got it right or not. Barbara thought that this is strange -- wondered if this was some new kind of teaching technique that you may have designed. And, no, the superintendent told her, "He has to teach this way. You see, he's blind."

Think of it. He's retired. He could have found a thousand excuses to retreat into his own world of darkness. And yet, he ventured out into the light to teach children to read books that he would never again see. And it's moments like these that make her efforts on behalf of literacy so very rewarding. (Applause.)

We are deeply moved by the plight of those who lack the skills that most of us just simply take for granted. And rest assured, we're going to continue to work with you -- those of you out there on the cutting edge -- to promote literacy skills. You've bestowed on Barbara an honor that will be treasured by all in our family for years to come. And still, she and I can't get over the feeling that we should be giving you, the people in this room, an award. After all, you provide adult basic education on a scale that is nothing short of heroic.

This nation grew into greatness because early Americans met the challenge of building an educational system second to none. And with the dawn of a new century only 11 years away, we're faced with a new challenge -- to revitalize and restore that system that our forebears bequeathed to us; to ensure that an American education is once again the best, the very best in the world. In this important mission, we can look to leadership from an American innovation in education -- our nation's community colleges, more than a thousand strong.

Whole communities are enriched and enlightened by the cultural resources you provide; vast libraries, and night schools, and stages for local theatrical productions. And on and on it goes. This attitude toward education as something more than a requirement of an industrial society, as an embellishment of life, rather -- is uniquely American.

I believe secondary and even elementary schools can learn a lot from your success, starting with your policy of flexibility. And by this I mean the way in which you tap local talent and draw on the knowledge of experts from the private sector. When a Ph.D. on sabbatical cannot volunteer as a teacher in many of our schools, something's wrong. And that's why I've have proposed Alternative Teacher Certification, to open classrooms to every qualified person with the talent, and the knowledge, and mainly the desire to help the kids, to teach.

We must all pitch in to restore our educational system. Business must get involved, work with our schools to ensure American competitiveness. Students must understand the value of a solid education and personal responsibility in today's market. And education at all levels must follow the example set by you, by the community colleges, which are directly accountable to the needs of students, communities and businesses. This principle of accountability should be universally applied to all educational institutions.

You also serve a particular need with the disadvantaged and the disabled -- providing opportunity and choice for older citizens, women, minorities, and the handicapped.

But excellence in education is our most basic shared

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principle. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way. (Applause.)

For years, rescuing underachieving students has been a quest of the heart. And today, it's also a test of our national will, a test critical to the very future of America. This may sound like an overstatement. America, after all, is still a world leader when it comes to producing Nobel Prize winners in physics, in economics and literature. But what's the advantage for a nation with Nobel Prize-winning novelists, if their books cannot be read by 27 million functional illiterates in their own country? (Applause.)

I am committed to increased investment in basic research. But America can continue to lead the world in theoretical science and still lose the race in the application of knowledge. H.G. Wells wrote that "Human history becomes more and more a race between education and catastrophe." Catastrophe may not be around the corner, but what had a ring of truth in the 1920s sounds ominously true in the 1980s, with our highly competitive international market. Let me share a few stark facts with you.

In Japan, levels of functional literacy and student achievement are extremely high, while the Japanese drop-out rate remains very low. In America, however, functional literacy is much lower. About one in five American high school students drop out. And of those Americans who do graduate from high school, almost one in five cannot read or write at the intermediate level.

While many Americans become less educated, the standards of the workplace are becoming ever more rigorous. And the balmy days of the Baby Boom are passing us by. Between now and the year 2000, we're going to face a "baby bust," a shrinkage of the basic labor pool for this country. According to Business Week, we will have to train or retrain as many as 50 million workers in the next dozen years alone. Think of it -- 50 million.

There is more opportunity today than ever before -- but only for those who are prepared to take advantage of it. For those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by. And when some high school grads can't find jobs in a market begging for workers, then we've got a serious social imbalance, we have an education gap. Let's bridge that gap. Let's bridge it as fast as we possibly can. (Applause.)

You're doing it. Community colleges provide such a bridge to higher education, a ready resource for vocational training and adult remedial education. You provide access for precisely the very people who are being summoned to alleviate the coming labor shortage. Some of your programs spell opportunity for the most disadvantaged members of the work force. But they also spell opportunity for business at the same time. The disadvantaged and business are coming together in hundreds of programs -- from Colorado to Kansas, to Kentucky -- called employer-college partnerships. And this friendly merger of business and academia is a sweeping force for social improvement. Everyone must work together if America is to remain prosperous and competitive in the years ahead.

Let me conclude by paraphrasing a few words of advice offered at the turn of the century, but so appropriate for our modern quest for excellence in education:

"Make no little plans. They have no magic to stir men's blood and probably in themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble idea once recorded will never die, but long after we are gone will be a living thing."

These are the words of Daniel Burnham, who was the architect of such a big plan -- Washington's Union Station, which stands out as a visual delight in a city already crowded with great monuments and statuary. Burnham's legacy is a truly living monument, with its vaulted ceilings and its gilded geometry above bustling crowds of shoppers and commuters. But it would be nothing but a wreck, an eyesore, if it had not been lovingly restored. As important as it is to reclaim our civic capital of burnished brass and polished marble, how much more important it is to reclaim our human capital.

Think, then, of our educational system in this way -- as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. And in this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together as a community, to help your students, to lift their vision and lengthen their horizon.

For this, and all you are doing, and for those that walked across this platform, a hardy thanks for all you have done. For this, for all you do and for what you have done, you have earned and you are earning the gratitude of a nation.

Thank you, God bless you, and God bless America. Thank you all very, very much. (Applause.)

END

1:58 P.M. EST

THE WHITE HOUSE
Office of the Press Secretary
(Chicago, Illinois)

For Immediate Release

July 31, 1989

REMARKS BY THE PRESIDENT
TO THE NATIONAL GOVERNOR'S ASSOCIATION

Hyatt Regency
Chicago, Illinois

10:08 A.M. CDT

THE PRESIDENT: Thank you very, very much. Thank you all. Thank you, Governor Baliles. Thank all of you -- Bill.

Before I make my remarks, I want to comment on a very disturbing report that we've just heard. There are unconfirmed reports that Colonel Higgins has, indeed, been executed. And I had planned to go on out to Nevada for another appearance today and then to go to Oklahoma tonight. But this matter is of such concern to me and to all of you and to the American people that I think it's appropriate that I go back to Washington.

Whether the report is true or not, I know I speak for all here when I try to express to the American people the sense of outrage that we all feel about this kind of brutality, this uncalled-for terrorism. And this was a young American colonel serving in an international force, and it is incumbent on all of us to try to rectify this situation, if at all possible. And I have no more to share with you on this. We have not been able to confirm this horrible report, but I will go back to Washington and convene our top national security people and first establish to the best of our ability if the report is true, and then figure out what might conceivably be done.

So I'm sorry to bring to this meeting a message of that nature, the bad news, but I felt you would want to know about it.

Gerry, that said, thank you very much. I want to commend you on your success as Chairman of this group. I studied Latin for four years. Soon you will be Chairman Emeritus. "E" in Latin means out -- "meritus" damn well deserves to be. So I will -- (laughter.) But I want to commend you, that having been said -- commend you on that. It's been a joy working with you.

And I want to salute our host and my friend, Jim Thompson -- a great Governor, former NGA Chairman, who's rocked the world of Illinois politics by announcing that he will not run for a fifth term. They were just getting used to him out here and now he's not going to run. But thank you for your hospitality.

I'd like to rise to John Sununu's defense -- he is not quiet and retiring. That's all I will say about it. (Laughter.) But I think it is good to have a Chief of Staff who knows how the governors function and the importance of the governors in this whole federalist system.

I think Gerry mentioned Ed Derwinski, a member of my Cabinet, a good friend of long-standing, and I want to salute him, and also our Secretary of Transportation -- Illinois' own Sam Skinner, who is with me here today. Both doing outstanding jobs -- Sam digging in now, working on a national transportation strategy.

And Terry Branstad, the incoming president -- let me say

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I look forward to working with you and I hope we'll have an era of real cooperation, just as we have with Governor Baliles.

Let's begin by saying what is the role of the governor in the American political life? Well, de Toqueville, the great observer of -- 19th century observer -- once asked a country politician the same question, and the answer he got was this: "The governor counts for absolutely nothing and is paid only twelve hundred dollars."

Well, you still can't get rich off a public salary. But today, I don't think there's any question in the minds of the American people that the office of governor counts for an awful lot, counts for a great deal. In fact, leadership in America is increasingly the sum of your efforts and of your vision. And that's why I consider myself a federalist. I was there when President Reagan issued the executive order on federalism, and I want you to know that I stand by it.

We believe in federalism and, yet, we are a people, one nation, indivisible. And just as we share our cherished Constitution, so we also share common challenges and responsibilities. To cure our nation of illiteracy and drug abuse and crime, we must act in tandem, president with governor, governor with mayor, up and down the line. And in short, we've got to find our collective will as a nation.

And that's why I've come to Chicago to meet with all of you, fellow chief executives. We share as executives a special responsibility -- and some describe it as a great burden. But for us, if it is a burden, it is one that is cheerfully accepted. And to sit where the buck stops, to resolve disputes, to help those in need and to set a course for the future is to know a special kind of satisfaction.

In fact, our missions as executives are so similar that many presidents have called on you for guidance. Teddy Roosevelt, who called the nation's first conference of governors -- the forerunner of this association -- convened the governors at the White House. And he brought the nation's governors together to call for conservation, for an end to the reckless denuding of our forests. And they started a tradition that we are carrying on today, working together as president and governors for a cleaner environment.

I thought you might be interested in a peripheral note here -- I'm just back from the economic summit in Europe, and the whole question of environment is on the minds of these Western European leaders, unlike any time that I've ever seen. And I think that's a good thing. And I think it is going to cause all of us to work together internationally, just as my plea is here that we work together inside our great country.

We have proposed, as you know, the first major revision of the Clean Air Act in more than a decade. And I read a headline in one of the great newspapers of this country where some say it didn't go far enough and others said it went too far. I figured, well, maybe we're not doing too bad on it. But it sets tough standards; it gives states and industry the flexibility needed to reduce costs and break the long-standing legislative logjam. The potential for consensus is there. The American people want clean air. And we can work together to see that they get clear air.

Then it was another Roosevelt, great President, Franklin D. Roosevelt, who called on the governors to help him stem the financial crisis of the Great Depression.

And today, we don't meet in a spirit of immediate crisis. Plenty of problems out there, but the nation is fundamentally sound. But the decline of our educational system and the threat of crime and drugs, the economic dependency of so many, and yes, that ever-present federal deficit and the problems that come with it -- these problems

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threaten to endanger the very leadership position of America in the next century.

And for America to remain competitive will require your best efforts and your executive know-how. The ultimate challenge, as Governor Baliles put it, is "to become again the Yankee traders that we once were." And he's not talking about George Steinbrenner. He is referring to the clipper ships. Your creative response to our nation's competitive position is more than perceptive; it's forward-looking, an attribute to the best kind of leadership.

At this economic summit that I mentioned the competitive position of our nation was an underlying theme in the discussions of the great economic issues of trade and monetary policy and international debt. But no less important to America was the start of my journey -- that part that took us to Eastern Europe and Central Europe. Poland and Hungary today are not the economic magnets that we find in Western Europe or the Pacific Rim. But I saw a tremendous potential in the awakening spirit of those lands. It is absolutely amazing -- the changes that are taking place on the economic front there and on the political front as well.

And the beauty of it is that we can boost reform without massive government-to-government programs. We can do the most good as American leaders by simply facilitating trade and investment, by simply opening doors for opportunity and encouraging those governments to move as fast as they can towards privatization.

But to open these doors will require leadership at every level of government. You've already established a great tradition of searching for those opportunities abroad. And now I ask you to include Poland and Hungary on your list. While governors have no formal role in foreign policy, you are becoming our economic envoys and ambassadors of democracy. You're a new force in restoring American international competitiveness and expanding world markets for American goods and services.

And, of course, your focus is and, I think, must be on the critical domestic issues. As chief executives, we know firsthand how crucial our social health is to the future position of America.

A nation in which half of our youth is ignorant of geography, in which drugs are rampant, in which a substantial proportion of the population knows little hope -- such a nation will not long remain competitive. And in the final analysis, improving our schools, driving out drugs and bringing hope and opportunity to those who need it most -- these are issues of our national well-being, even our national security.

First and foremost are our children and their education. Working together, we can raise the level of learning in the classrooms of America.

On April 5, I sent a package to the Congress -- an educational reform package based on four principles rooted in the practical experience of the states. To have reform, excellence and achievement must be recognized and rewarded. To have reform, federal dollars should be targeted to those most in need. To have reform, we need flexibility and choice -- choice for parents, choice for schools in their selection of teachers and principals. And finally, the essence of reform is accountability in education and reward for those schools that show progress. If implemented, I believe that these measures will restore the quality of American education and redeem the future of millions of children.

But there is more to be done. On June 5th, I asked the business community to study what the private sector can do to energize and support educational reform. And there are wonderful programs in effect now where business leaders assign people from their companies to help in the local school districts. These have

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been pushed and fostered by many of you around this table. I want to renew my pledge to assemble the governors in a summit to share ideas and to explore options for educational progress.

Only twice before have the governors met with the President on an issue of vital national importance. And now there will be a third such conference, an historic meeting on education. And so I invite you to work with me at a governors summit on education, to be held on September 27th and September 28th. We have not yet selected a place, but we want to go forward and do that. (Applause.) And together, we can find ways to strengthen our schools, to enlarge opportunities and to improve our nation's educational performance.

As chief executives, we also see drugs and crime as the most harrowing domestic threat to the future of America. And I proposed on May 15th a common-sense approach to deter the criminals' use of weapons, to reform the criminal justice system, to enhance enforcement and prosecution, and to expand prison capacity to ensure both the certainty and the severity of punishment. I proposed the hiring of 825 new federal agents and staff; 1,600 new prosecutors and staff; and an additional \$1 billion for federal prison construction.

And I've proposed tough new laws, including mandatory prison terms, no deals without cooperation, and the death penalty for those who murder our police officers. But I need your leadership to see results. Work with me. Toughen your laws and put the worst offenders behind bars. And if you do, we will take back the streets.

And finally, America cannot continue to lead the world if we lag in providing opportunity at home. And last year, as you know, Congress and the administration enacted major welfare reform legislation, the Family Support Act of 1988. And this act grew out of a consensus that the well-being of children depends on more than material needs. Children need a family environment that encourages self-sufficiency. In a word -- character.

With this in mind, I reestablished the Low Income Opportunity Board within the White House. And I've asked that board to assist you in the complex and time-consuming process of obtaining these federal approvals for experiments in state welfare reform. So many innovative policies have come from the states. So we want to work together to keep your administrations free to experiment, free to be creative.

In fact, I have asked our Domestic Policy Council and the Low Income Opportunity Board to make flexibility the guiding principle, so that states will have greater freedom to experiment with welfare reform.

And I am pleased to announce that this week the DPC -- Domestic Policy Council -- has committed itself to give you greater room to maneuver; and to grant waiver requests as quickly as possible.

Many of our responsibilities overlap in education, law enforcement and welfare. At times, there's been friction -- a lot of friction between the states and the "feds." And perhaps what we need between the federal government and the states is a friendly competition well-known to Chicagoans. Here, along the majestic lakefront skyline, there's been an ongoing competition among developers to retain the title of the world's tallest building. You talk about one-upsmanship, this is it -- a whole new meaning.

Yet, this is the kind of one-upsmanship that builds, not destroys, that lifts, not lowers, that takes us all a little closer, a little closer to the stars.

I have committed the powers of my office to lift America -- starting in the classrooms and the streets. Working together, I

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am absolutely convinced that we can achieve a national consensus in spite of the overriding budgetary problems that the federal government faces. Working together, we can make the next century an American century.

Thank you. Thank you all for what you do for this country and I'm just delighted to have been with you. Thank you very much. (Applause.)

Q Thank you, Mr. President. The President has agreed to take a couple of question. I'll call on our Vice Chairman Governor Branstad of Iowa for the first question.

Q Mr. President, we're very honored that you've invited us in the third only presidential summit with the governors on the topic. And I'm delighted that you've chosen education because that's going to be an area of focus of the governors for this coming year. And I just want to add my appreciation and say that we look forward to working with you and developing consensus goals to improve the quality of education and we want to involve all the people in this nation that are concerned about rebuilding and strengthening the quality of education. Thank you for that commitment.

THE PRESIDENT: Thank you for your question. (Laughter.) No, but thank you, Terry, and we look forward to working with you.

Q Mr. President, first of all, we appreciate your speech and your commitment both to fighting drugs and to improving education.

I wonder -- I support, as I think you know, your education position. I'm for accountability, choice, alternative certification. One thing that concerns me in our state and I think is a concern around the table here that I'd like to hear you comment on is the relative lack of competitiveness of our high school seniors with many of the other countries with which you've been negotiating new economic, environmental and defense arrangements. What do you think the federal role ought to be in trying to increase the number of people who can afford to go on to college -- or who can't afford to go on to college but need to so that they can be internationally competitive? And do you believe that that ought to be a part of our education summit in September?

I'm very concerned about that and that's something that neither the states nor the federal government has adequately addressed, in my judgement, in the has three or four years.

THE PRESIDENT: I think, clearly, the federal government has a role. We have some programs. I know everybody would like to see them financed more fully, thinking of Pell grants and things of this nature. And I've been intrigued with some of the private sector approaches. A fellow named Pat Taylor in New Orleans has a program that I believe -- I don't know whether Governor Roemer -- I didn't -- where is he -- can comment on. I don't know whether he likes it or not. But nevertheless, it's a program that has some applicability to what we're talking about here. It's happened in other states. But, yes, I think it should be a key agenda item for the summit that we're talking about.

Again, every time we get to worthy goals, I have to say, wait, how do we meet Gramm-Rudman's targets and all of that. But clearly, in terms of objective, it must be that.

But, Bill, I'd also say that what we've -- you've talked about and you've pioneered, along with others around this table -- I can single out Governors Baliles and Kean because they'll both be unemployed here in a few weeks. But this concept of encouraging excellence the way your states have done it I think has great applicability for how a high school senior goes forward and gets into college. So anyway -- but it should be an agenda item.

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Q Governor Celeste of Ohio.

THE PRESIDENT: Where's Dick? I didn't recognize you, yes. (Laughter.)

Q Mr. President, you just alluded to the notion of worthy goals and budget realities, and this morning the governors around the breakfast table talked at length about the problems we're facing now with Medicaid and the mandated costs that are built in as a consequence of decisions that have been made in the Congress. And I think it's our feeling that we would like to, number one, share with our congressional delegations the realities we're now contending with as governors, but to call on them and perhaps to seek the assistance of the administration, as well, to have a two-year moratorium on any additional mandates in terms of Medicaid with a commitment that all of us sit down together on a bipartisan basis -- governors, the Congress, the administration -- to look at this whole issue of health care, how we assure coverage to those who need it, how we deal with this problem of sort of backing into a system which is virtually universal now for various pregnant women and small children, and to do it in a cost efficient way. And I'm wondering whether you would be comfortable with a notion, for example, of a moratorium on additional mandates at this point, and whether there's a way in which we could work together on this important issue.

THE PRESIDENT: Well, I'd like to consider it. And certainly, you're trying to hold the line on the spiraling costs -- we're in a battle now, and I think we can resolve it properly, with some of our doctors in terms of the increased costs of physicians fees. But, yes, I'd -- without getting into the specifics, I'd certainly think we could cooperate fully. (Applause.)

Q Mr. President, under our Chairman's direction this spring and summer, I conducted a series of hearings around the nation on our nation's transportation infrastructure. Two key facts came out of those hearings. One, those nations which make an increased investment in their highways, their bridges, their harbors, their air and rail systems, their water systems, are more competitive in the world economy than those nations who do less. And secondly, those nations who make such investments stimulate more private investment than those nations who do less.

I don't have a question; I have a suggestion, if I might be so bold. Could you ask Director Darman, Secretary Brady, Secretary Skinner and Secretary Mosbacher to form kind of a working group to make sure that our tax laws and our transportation policies are doing everything we can to encourage a renewal of America's transportation infrastructure? I know it will be part of Secretary Skinner's national strategies plan, but I think there needs to be more focus in Washington on the benefits of infrastructure investment and a return to our economy, especially our competitive world economy, and I think those four good men could really help in that effort.

THE PRESIDENT: Well, let us try, and I appreciate the suggestion. And for those out around here from Illinois, I must say I am very pleased to be working with Sam Skinner in this field. I know the frustrations around this table when you see this tremendous highway trust fund and wonder why those funds aren't available -- immediately available for the purposes for which they were earmarked. And the answer, obviously, is budgetary. But, yes, I'd be very happy to ask the four of them to get together.

Q Nice to see you again, Mr. President. I just wanted to follow up on the point that you had made and offer, for whatever it's worth, my congratulations on the September 27th summit, vis-a-vis education.

I would like to say that the Southern Growth Policies

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Board, which Carroll Campbell has headed for this past year and which I will head for this next year, is concerned as the world grows smaller, cheap is not enough, we must be flexible and smarter. And we've undertaken, Mr. President, the goal to address adult illiteracy in our part of America. And I would encourage your team at the educational summit to address that question in context of the whole nation.

It seems to me that we're going to be making more products -- one product, one person, one sale, rather than mass production, and it seems that the quality of our work force will be the key to us being competitive. Not just the price of the work force, but the quality of the work force. That's one of our assignments in the south, and we're hoping you can help us nationwide.

What I'm trying to say, Mr. President, is send money.
Thank you. (Laughter.)

THE PRESIDENT: I thought I heard that.

Q I said it poorly, as usual, but -- (laughter.)

THE PRESIDENT: Let me say that, on this educational summit, I don't view this as something where -- like today where I come here for two minutes and then take off. I mean, this is going to be a session where we will have an opportunity together -- you and me -- to take a considerable amount of time to discuss these kinds of issues.

I think it is important -- and maybe Governor Branstad would be the one to turn to to have a little group for the agenda on this, and our Education Secretary will be involved -- but, sure, we should take that up. And I want you to know I will be personally involved in learning from this kind of involvement.

But thank you all very, very much. With permission, could I just say hello to everybody here. (Applause.)

END

10:40 A.M. CDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 28, 1989

REMARKS BY THE PRESIDENT
DURING SIGNING CEREMONY
FOR
NEW EXECUTIVE ORDER ON
HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES

The Rose Garden

2:10 P.M. EDT

THE PRESIDENT: First, my respects to our two Secretaries here today -- Secretary Cavazos, our Secretary of Education; Secretary Sullivan of HHS; and to our special guests -- all of you fit that description -- and particularly to the Presidents and supporters of a noble educational tradition who honor us with their presence this afternoon. All of you, welcome to the Rose Garden. Graduations are coming up, and I know you're looking forward to the free advice you'll get from the parents.

I suggest the response of one English schoolmaster: "If you promise not to believe everything your child says happens at this school, I'll promise not to believe everything he says happens at home." (Laughter.)

For over 100 years, the historically black colleges and universities have been a special part of our heritage. At a time when many schools barred their doors to black Americans, these colleges offered the best, and often the only, opportunity for a higher education. And today, thank heavens, most of those barriers have been brought down by the law, and yet, historically black colleges and universities still represent a vital component of American higher education, enriching a great tradition of educational choice and diversity in this country.

As one educator put it, "We must see that every child has an equal opportunity to become different, to realize their unique potential of body, mind and spirit.

Nine days before I became President, a number of you met with me across the way in the EOB to discuss new ways to ensure that every black child has that chance. Several of your colleagues -- Gloria Scott and Van Payton, Leroy Keith come to mind. They ask that, first and foremost, the administration establish an advisory committee to make sure that your voices continue to be heard. It was a sound idea and one that I am pleased to put into effect in a few moments when the new Executive Order I'm signing creates the President's Board of Advisors on Historically Black Colleges and Universities.

Staffed by the Department of Education, this new board will assist Secretary Cavazos in developing annual plans to increase participation by your schools in federally sponsored programs. It also guarantees that each of you, every president of a historically black college or university, be given an opportunity to comment on these plans before they reach my desk in the Oval Office. We will continue to listen. Your voices must and will be heard.

As many here have requested, today's order also incorporates the most useful provisions of its predecessor. But more importantly, it contains new initiatives that will increase the private sector role in ensuring the long-term viability of the

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distinctive institutions that you represent. Now that's just bureaucratise for the volunteer spirit -- a tradition of helping one's neighbors well-known to black Americans.

This tradition was perhaps best exemplified by Bill and Camille Cosby's singular gift to Spellman last fall. The New York Times called the Cosby donation "as much a challenge as a gift." Well, we're trying to sweeten that challenge. Some of you reminded me in January that perhaps the most important support that the government can provide is through incentives to increase endowments, and that's why we have requested a total of \$60 million during the next four years over and above the existing programs for endowment matching grants for the special schools you represent.

They say the university's usual state can be summed up by the lady who noted, "I have enough money to last me the rest of my life unless I buy something." Well, the new endowments program represents a commitment to the long-term. It's not a quick fix, and it's flexible, producing new contributions and ultimately new income -- permitting each of your schools to decide where its money is best spent.

These budget proposals, like the new advisory committee, our support for the crimes bill and the appointment of capable officials like Lauro Cavazos and Lou Sullivan are but another part of this administration's commitment to see that the promise of the civil rights movement, a fair society for all Americans, becomes real.

In that regard, I know that Dick Thornburgh, our Attorney General, and our nominee to head the Civil Rights Division, Bill Lucas, are unshakeable in their commitment to equal rights and to the vigorous enforcement of the laws which guarantee those rights to all Americans.

And finally, it doesn't do much good to educate our young people if they can't get good jobs when they get out. They need work opportunities while still students which can also provide another way to help finance their education. By this order we also direct that the Office of Personnel Management, working together with Secretary Cavazos and Secretary Dole, our Secretary of Labor, develop a program to improve recruitment of your students for part-time and summer positions in the federal government. America needs and wants their creativity, their talent, their diversity.

We've just returned from a journey across this great country -- from Florida, North Dakota to Texas -- I mean, California, Virginia -- something like 7,500 miles in less than four days. And, as we circled the continent, I thought of the coming commencements at the schools across our land, and it is a time of new beginnings -- for those kids, new dreams. And they are exciting times for all young Americans and especially, I think, for those black Americans -- those young kids that you have nurtured with a wonderful education. Out of a century that began with their people still bound by the remnants of slavery, this generation is emerging into a time rich with opportunities unimaginable to their grandparents. And you, and the teachers -- oh, God bless the teachers that work with you -- are the fulfillers of your students' dreams and of your nation's destiny.

And so bless you in your mission, and now with great pleasure and really a great sense of personal pride, I want to sign this Executive Order to launch these new initiatives, recognizing it is only a beginning. I think it's a good one. I want to work with you. God bless you all. (Applause.)

END

2:18 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 11, 1989

REMARKS BY THE PRESIDENT
AT AMERICAN SUCCESS AWARDS CEREMONY

The Rose Garden

11:07 A.M. EDT

THE PRESIDENT: Thank you all. I'm serious. Take off your coats if you want to. I kind of look a little more formal here, but -- thank you, Larry -- Secretary Cavazos, our able Secretary of Education. It's a great pleasure to see you here, and I certainly want to welcome Senator Kassebaum. I don't know what happened to Orrin -- Senator Orrin Hatch, but I expect he'll make the dramatic entrance any minute now. (Laughter.) But thank you so much for coming.

My thanks to Michael Farley, Chairman of the National Council on Vocational Education for all his hard work. And there's an old saying: The more things change, the more things stay the same. Well, today I'm going to talk about our rapidly-changing work force and the simple, proven ways America is preparing for the future.

You know, during the administration of Abraham Lincoln, the government made a strong commitment to what most people now consider a current idea: vocational-technical education. And by establishing the land-grant colleges -- the agricultural and mechanical, or "A&M" schools -- Lincoln ensured that American workers were on the cutting edge of the new technologies. Well, that sounds familiar. And since the days of Lincoln, America has been concerned with competitiveness in the world marketplace of technology.

Lately, there's a bad rumor going around that the work ethic is dead. And I don't believe that's true -- not when so many of the best new jobs in the nation are going to Americans educated in vocational-technical schools. It sounds to me like the work ethic is alive and well.

And it's going to stay that way. Eighteen of the 20 fastest-growing occupations within the next decade require vocational-technical education and jobs for technicians will grow 38 percent by the year 2000 -- the fastest of any major occupational group.

You know, there are dramatic changes in the nation's work force -- changes that point to a brighter future for our young people. Take, for example, the fact that our population is growing much more slowly now that the baby boom is over -- the same time that we're creating a record number of new jobs. The bottom line in the year 2000 -- and this is a statistic that really is staggering -- in the year 2000, every person who wants a job will have one if they have the skills. And that's where you all come in.

All across America, some 26,000 vocational-technical education institutions provide 16 million Americans with marketable skills in over 150 occupations.

These students will be the high-tech computer programmers and operators, equipment assemblers and communications specialists who stand at the cutting edge of our economy. As we rely more and more on automation in our industries, employers will be looking for smart workers who can communicate and solve problems, from monitoring

MORE

production rates to repairing robots, and people who are skilled on the production line and who know how to get things done -- and craftsmen such as computer programmers and electrical engineers, and practical nurses who keep our economy going strong.

Let's look at some of the benefits of vo-tech education -- marketable graduates and lower unemployment. For example, one study found that graduates of Ohio vocational education programs earn 21 percent more money four years after graduation than high school graduates without this training. And unemployment is lower for vo-tech graduates than for those in the general work force who are the same age and have the same number of years of schooling. But even beyond the numbers -- when vo-tech education can help young Americans get a better start in life, then the whole country benefits.

And here's another benefit -- improved learning skills. Job training and academics are not contradictory. Actually, many people learn academic subjects better in the context of how to use them on a job. Students in a vo-tech school taking a "Principles of Technology" course will learn about thermal resistance -- not from a lab experience with beakers and test tubes, but from working the insulation in a house. Vo-tech schools are leading the way in educational improvement and applied academics.

The partnerships that community colleges and vo-tech institutes have formed with businesses to provide retraining and skills for employees are essential. There are now 23 million adults who receive retraining through vo-tech programs which allow them to get new or better jobs. The reality of life-long learning has arrived.

We call it "career ladder opportunities" -- the kind of education that builds bridges between vocational education and higher education. It's the kind of education that puts more and more Americans on the ladder to success.

Building a world-class work force, then, must be a national priority. Improving America's capacity to educate and train workers is critical to the future of this country. And that's why today we're presenting to you -- not all of you, some of you -- the American Success Awards. You have become American success stories through your involvement in vocational-technical education. And you're building a better America every day.

Each of you has lived the American dream, and each one of you deserves our congratulations and thanks for your work in vocational-technical education. God bless you all and thank you all for coming today.

And now, Mike, let's present these American Success Awards. (Applause.)

END

11:12 A.M. EDT

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE

April 5, 1989

FACT SHEET

THE EDUCATIONAL EXCELLENCE ACT OF 1989

The President outlined today a program for fostering excellence in education. The need for reform is evident:

- o America is in an increasingly competitive world where investment in people, in human capital, is becoming a critical factor in a country's potential for economic growth and prosperity.
- o Many of our young people are performing well below their capacity and below the levels of young people in other countries in such important subjects as science and math.
- o Outstanding achievement by schools, teachers, and principals too often goes unrecognized and unrewarded.
- o Achieving excellence in education requires high expectations, low dropout rates, and safe and drug-free schools.
- o Parents lack adequate choice in the education of their children.
- o Schools often find that it is difficult to hire capable teachers and administrators, even though many people possess outstanding subject matter knowledge and management skills.
- o Projections of the future indicate an increasing shortage of people with advanced training in science and mathematics.
- o Our country's historically black colleges and universities struggle to maintain their commitment to educational excellence.

The Educational Excellence Act would authorize several initiatives designed to address these problems.

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. The President's initiative proposes new efforts but complements in numerous ways the important work of the 100th Congress in pursuing educational excellence.

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This legislation is based on four basic principles. These are:

1. Recognition of excellence -- Recognizing and rewarding our best schools, teachers and students will serve as an incentive for all schools, teachers, and students to improve their performance.
2. Addressing need -- This Administration believes that Federal dollars should assist those most in need.
3. Flexibility and choice -- Greater flexibility and choice in education -- both parental choice in selecting schools for their children and local school systems' choice of teachers and principals -- are important to providing the means and incentives for achieving educational excellence.
4. Accountability -- The Administration supports objective measurement and reward of progress toward quality education.

The Educational Excellence Act includes seven legislative initiatives aimed at fulfilling these important principles. Highlights of the individual initiatives follow.

Presidential Merit Schools

Program

- o The Presidential Merit Schools program would provide cash awards to public and private elementary and secondary schools that have made substantial progress in raising student educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve the educational achievement of their students.

Funding

- o The legislation would authorize \$250 million for fiscal year 1990, increasing to \$500 million by 1993. These funds would be allocated by formula to the States, with State allocations based on school-aged population and State shares of funding under the "Chapter 1" Basic Grants program.
- o The amount of each merit award would depend on State-established criteria, including criteria related to the size of the school and the composition of the student body.

Implementation

- o Presidential Merit Schools would be selected by the State, assisted by a special State Review Panel, using State and Federal criteria. These criteria would focus on schools' progress in improving students' educational performance, creating or maintaining a safe and drug-free environment, reducing the dropout rate, and other, State-determined, factors. States could also give special consideration to schools enrolling substantial numbers or proportions of children from low-income families.

- o A school selected as a Presidential Merit School would use its award for any purpose that furthers its educational program, including development or implementation of special educational programs, purchase of computers and other materials and equipment, and bonus payments to teachers and administrators. Private schools would be prohibited from using Presidential Merit Schools funds to provide religious instruction or for other sectarian purposes.
- o The bill would also prohibit the reduction of other Federal, State, or local support to a school because of its receipt of a Presidential Merit Schools award.

Magnet Schools of Excellence

Program

- o Currently, the Department of Education makes Magnet Schools Assistance grants to school systems undergoing court-ordered or voluntary desegregation. Because of the success of magnet schools in increasing parental choice and improving educational quality, the bill would create a Magnet Schools of Excellence program to support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans.

Funding

- o The bill would authorize \$100 million for Magnet Schools of Excellence for fiscal year 1990 and each of the three succeeding fiscal years.

Implementation

- o Local educational agencies (LEAs), intermediate educational agencies, or consortia of such agencies would apply directly to the Department for competitive grants. Applications would be selected for funding on the basis of the quality of the proposed project, the likelihood of its successful implementation, and the likelihood of its strengthening the educational program of the district or districts.
- o The Department would encourage applications that recognize the potential of educationally disadvantaged children to benefit from magnet school programs and applications to establish, expand, or enhance magnet schools which enhance the diversity of educational offerings to students.
- o No magnet school could be supported under the program for more than two years, or if the award would result in segregation or impede the process of desegregation.

Alternative Certification of Teachers and Principals

Program

- o The bill would provide assistance to States interested in expanding the pool of talent from which to draw teachers and principals. Funds would support such activities as training, program development, and evaluation. The bill would provide incentives for States to develop, expand, or improve flexible certification systems designed to draw into education talented professionals with demonstrated subject area competence or leadership qualities.

Funding

- o The legislation would authorize \$25 million for fiscal year 1990 only, for one-time grants to the States. States would apply for the amount of funds they need or an amount that is proportional to their school-aged population, whichever is less; excess funds would be reallocated on the basis of demonstrated need.

Implementation

- o Grants could support the design, development, implementation, testing, and evaluation of strategies for the alternative certification of teachers and principals, as well as training and recruitment activities.
- o States would be required to consult with teachers, principals, parents, and others in developing their applications. Subgrants to school districts, intermediate educational agencies, colleges and universities, and consortia of these agencies would be authorized.

President's Awards for Excellence in EducationProgram

- o The success of American education depends heavily on the Nation's teachers. Because teachers who meet the highest standards of excellence deserve public recognition, respect, and appropriate financial rewards, our bill includes authorization for a new program of Presidential Awards for excellent public and private school teachers. The amount of each Presidential Award would be \$5,000. Teachers receiving awards would be permitted to use their awards for any purpose.

Funding

- o The bill would authorize \$7.6 million for each of the fiscal years 1990 through 1993. Funds would be allocated to the States on the basis of the number of full-time equivalent public school teachers in each State.

Implementation

- o In each State, winners of Presidential Awards would be selected by a Statewide panel, selected by the Governor, from nominations made by local educational agencies, public and private schools, parents, teachers, teacher associations, associations of parents and teachers, private businesses, business groups, and student groups. In making selections, the panel would use selection criteria developed by the State, subject to approval by the Secretary.
- o Each State would be permitted to use up to 5 percent of its allocation for administrative expenses, including the cost of convening the Statewide panel.

National Science Scholars

Program

- o The National Science Scholars program would encourage achievement in the sciences by providing scholarships to graduating high school students who have excelled in the sciences, and mathematics, and engineering. The scholarships would recognize the academic achievement of these students and would encourage them to continue their education in these academic areas at the postsecondary level.

Funding

- o The bill would authorize \$5 million for fiscal year 1990. The amount authorized would increase in increments of \$5 million per year to a total authorization of \$20 million for fiscal year 1993. These funding levels would ensure that the scholars would be supported throughout their undergraduate study and that a new group of 570 scholars would be selected each year.

Implementation

- o National Science Scholars would receive up to \$10,000 a year for each year of undergraduate education.
- o Each State would nominate between four and ten students per congressional district to receive scholarships. The President would select a total of 570 scholars after considering the recommendations of an advisory board (30 scholarships) and the recommendations of Senators and Members of the House of Representatives (540 scholarships). The scholars would be nominated in accordance with specific academic achievement criteria that would be developed by the Secretary in consultation with a panel of experts in the sciences, mathematics, and engineering.

Drug-Free Schools Urban Emergency Grants

Program

- o Prevention and education programs are frequently inadequate in urban areas with the most severe drug problems; more concentrated and comprehensive approaches are required. The bill would amend the Drug-Free Schools and Communities Act of 1986 to authorize a program of "Urban Emergency Grants."

Funding

- o The bill would authorize \$25 million for each of the fiscal years 1990-1993 for Urban Emergency Grants.

Implementation

- o This amendment would authorize a small number of special, competitive grants to urban districts that have the most severe drug problems, so that these districts can develop and implement comprehensive approaches to solving those problems.

Historically Black Colleges and Universities

Program

- o Historically Black Colleges and Universities (HBCUs) play a vital role in the American system of higher education. In the past, these institutions offered many Black Americans their only opportunity for a higher education. Today, HBCUs enrich the range of educational choice. These institutions enroll approximately 220,000 students.
- o Many HBCUs are financially weaker than comparable institutions. This bill would strengthen HBCUs by providing additional support for endowment matching grants. Endowment building is an especially effective way to create financial strength and long-term financial security for HBCUs.

Funding

- o The bill would provide additional authorizations of \$10 million for fiscal year 1990, \$20 million for both fiscal year 1991 and fiscal year 1992, and \$10 million for fiscal year 1993.

Implementation

- o Federal funds would be available to match private sector contributions to the school's endowment fund. Income from the endowment fund could be used to improve academic programs as well as administrative management.
- o All HBCUs currently eligible under Title III of the Higher Education Act of 1965 would be eligible to apply for grants.

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**EDUCATION
BACKGROUNDERS**



FOR RELEASE: a.m. papers
August 24, 1989

Contact: Jane Glickman (202) 732-4307
Tom Snyder (202) 357-6689

1989 BACK-TO-SCHOOL FORECAST

The American people will spend a record \$353 billion on schools and colleges in the 1989-90 school year, Secretary of Education Lauro F. Cavazos projected today.

"Our nation continues to make a tremendous financial investment in education," Cavazos said, "but the education deficit continues to grow. Too many Americans remain ill-prepared for a changing world.

"As this school year begins, President Bush is taking the historic step of calling together the nation's governors to address this national crisis. Such leadership is critical; but parents, teachers -- indeed, all Americans -- must become involved if we are to ensure that each student has an opportunity to be educated to his or her fullest potential. That is what Americans expect from their generous investment in education."

Cavazos' comments accompanied release of the Education Department's annual statistical forecast for the 1989-90 school year. The \$353 billion spending projection for public and private education at all levels represents a 6.8 percent increase over last year, when overall spending was \$330 billion.

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The largest increase will be in higher education, with spending estimated at \$141 billion, a 7.2 percent increase over last year. Adjusted for inflation, this constitutes a 36 percent increase since the 1980-81 school year.

Elementary and secondary expenditures -- both public and private -- are expected to rise to \$212 billion, a 6.6 percent increase over last year's spending and, after adjusting for inflation, a 29 percent increase since 1980-81.

Per-pupil expenditures in public elementary and secondary schools are also expected to reach a record high of \$5,246, \$308 per student more than last year.

At the higher education level, expenditures for each full-time equivalent student will rise to \$14,923, nearly \$750 more per student than a year ago.

The average salary of public elementary and secondary school teachers is expected to rise to \$31,200 in the coming school year, up 5.5 percent over last year's average of \$29,567. After adjusting for inflation, this will amount to a 20 percent increase since 1980-81.

This year, expenditures of educational institutions at all levels -- elementary, secondary, and postsecondary -- will again amount to about 6.8 percent of the gross national product.

Total Enrollment Rises Slightly

Total enrollment in the nation's schools and colleges is expected to reach 58.7 million this fall, up by 400,000. About 45.6 million young people will attend elementary and secondary

schools, 150,000 more students than last year, and 13.1 million students will attend higher education institutions, about 250,000 more than a year ago.

As in the past several years, enrollment increases in grades K-12 will be concentrated in the elementary grades (K-8), reflecting the increase in births that began in 1977 and has continued in most subsequent years. In 1988, births exceeded 3.9 million, more than any other year since 1964.

Enrollment continues to decline this year for grades 9-12, reflecting a downward trend that has occurred for this age group since the peak year of 1976. Lower enrollments for grades 9-12 will continue for another year or two, until the youngsters born after 1976 begin reaching the upper grades. Annual increases in secondary school enrollments will then continue throughout the 1990s and the early years of the 21st century.

In the fall of 1989:

- total elementary (K-8) enrollment will climb 1.5 percent over last year, from 32.4 million to 32.9 million;
- total secondary enrollment will drop 2.6 percent, from 13 million to 12.7 million.

School enrollments vary by state and region. In the 1980s, the greatest increase in the public school population has been in the West, while a smaller increase has been experienced in the South, and enrollments have declined in the Northeast and Midwest. Between 1980 and 1989, the largest enrollment increases -- in descending order -- were in California, Texas, Florida, Arizona, Utah, Georgia, Nevada and Washington.

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Despite a shrinking traditional college population of 18- to 24-year-olds, total college enrollment has reached new peaks in recent years. In the fall of 1989, nearly 13.1 million students are expected to enroll in public and private colleges and universities, about 250,000 students more than last year.

The rise in college enrollments in the 1980s can be attributed to higher attendance rates among the traditional college-age group as well as higher enrollment rates for older and part-time students, especially women. Since more students are attending college part-time, full-time equivalent enrollment is rising at a slower rate than total student enrollment.

Education and Employment

In the fall of 1989, about seven million people will be employed in our nation's schools and colleges -- 2.7 million as elementary and secondary teachers in public and private schools, 755,000 as instructional faculty in colleges and universities, and 3.6 million in other professional, administrative and support positions in educational institutions at all levels.

Together with the total projected enrollment of 58.7 million students, nearly 66 million Americans -- more than one out of every four persons in a population of 249 million -- will be involved in formal education in the next school year.

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School Completion

A decrease of 178,000 high school graduates is projected for the spring of 1990, bringing the total to 2.6 million. The trend has been generally downward since the peak year of 1977, when nearly 3.2 million students received diplomas.

High school graduation projections recognize that currently about three-fourths of young people earn a high school diploma around age 17 or 18. Some of those who drop out of school before graduation eventually receive a high school equivalency certificate.

The number of earned degrees to be conferred during the 1989-90 year is expected to be somewhat higher than last year at the associate, bachelor's, and master's level, while doctoral and first-professional degrees are expected to hold steady. Estimates are: associate degrees, 448,000; bachelor's degrees, 1,006,000; master's degrees, 301,000; doctoral degrees, 34,000, and first professional degrees, in fields such as medicine, law and theology, 72,000.

Bachelor's degrees expected this year represent an all-time high, while master's and doctoral degrees will be down slightly from the peak years of 1977 for master's degrees (317,000) and 1973 for doctor's degrees (34,800). The number of first professional degrees has stabilized after reaching a peak of 75,000 in 1984-85.

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NOTE TO EDITORS: Tables and charts for the back-to-school forecast are attached.

More detailed education statistics may be obtained from several publications prepared by the National Center for Education Statistics, U.S. Department of Education, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Use the stock numbers and prices listed.

The Condition of Education, 1989 provides charts, indicators and text on trends in American education. Volume I focuses on elementary and secondary education, costs \$5.50, stock number is 065-000-00377-5. Volume II reports on postsecondary education, costs \$6.50, stock number is 065-000-00378-3.

The Digest of Education Statistics, 1988, is a detailed compendium of education data, costs \$19.00, stock number is 065-000-00351-1; Projections of Education Statistics to 1997-98, costs \$15.00, stock number is 065-000-00356-2; State Projections to 1993, costs \$3.25, number is 065-000-00380-5.

Table 1.--Estimated number of participants in elementary and secondary education and in higher education: Fall 1989
 (In millions)

Participants	All levels (elementary, secondary, and higher education)	Elementary and secondary schools			Institutions of higher education
		Total	Public	Private	
Total	65.7	50.6	44.8	5.8	15.1
Enrollment ^{1/}	58.7	45.6	40.3	5.3	13.1
Teachers and faculty ...	3.4	2.7	2.3	0.4	2/ ^{0.8}
Other professional, administrative, and support staff	3.6	2.3	2.1	0.2	1.3

^{1/}Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Elementary and secondary includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. Higher education comprises full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges.

^{2/}Includes full-time and part-time faculty with the rank of instructor or above.

NOTE.--The enrollment figures include all students in elementary and secondary schools and colleges and universities. However, the data for teachers and other staff in public and private elementary and secondary schools are reported in terms of full-time equivalents. The staff data for institutions of higher education include all professional, administrative, and support personnel. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates. (This table was prepared July 1989.)

Table 2.--Enrollment in educational institutions, by level of instruction and by type of control: Fall 1980 to fall 1989
[In thousands]

Level of instruction and type of control	Fall 1980	Fall 1985	Fall 1987	Fall 1988 1/	Fall 1989 1/
All levels	58,414	57,313	58,140	58,286	58,682
Public	50,444	48,988	49,999	50,241	50,511
Private	7,971	8,325	8,140	8,045	8,171
Elementary and secondary schools ^{2/}	46,318	45,066	45,371	45,437	45,595
Public	40,987	39,509	40,024	40,196	40,323
Private	5,331	5,557	1/ 5,347	5,241	5,272
Kindergarten through grade 8 ^{3/}	31,666	31,244	32,004	32,426	32,915
Public	27,674	27,049	27,886	28,390	28,818
Private	3,992	4,195	1/ 4,118	4,036	4,097
Grades 9 through 12	14,652	13,822	13,367	13,012	12,680
Public	13,313	12,460	12,138	11,806	11,505
Private	1,339	1,362	1/ 1,229	1,206	1,175
Higher education ^{4/}	12,097	12,247	12,768	12,849	13,087
Public	9,457	9,479	9,975	10,045	10,188
Private	2,640	2,768	2,793	2,804	2,899

1/Estimated.

2/Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools.

3/Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment grew from 5.2 million in 1980 to 6.3 million in 1985.

4/Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges.

NOTE.--Data for fall 1987 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); Projections of Education Statistics to 2000 (forthcoming). (This table was prepared August 1989.)

Table 3.--Enrollment in public elementary and secondary schools,
by region and State: Fall 1980 to fall 1989
[In thousands]

Region and State	Fall 1980	Fall 1985	Fall 1987	Fall 1988 1/	Fall 1989 2/
United States....	40,987	39,509	40,024	40,196	40,323
Northeast.....	8,214	7,318	7,251	7,202	7,175
Connecticut.....	531	462	465	463	465
Maine.....	222	206	212	211	210
Massachusetts....	1,022	844	825	817	814
New Hampshire....	167	161	166	166	171
New Jersey.....	1,246	1,116	1,093	1,081	1,085
New York.....	2,871	2,621	2,594	2,580	2,558
Pennsylvania.....	1,909	1,683	1,669	1,655	1,646
Rhode Island.....	148	133	134	134	135
Vermont.....	96	90	93	96	93
Midwest.....	10,766	9,949	9,887	9,848	9,804
Illinois.....	1,983	1,826	1,811	1,788	1,805
Indiana.....	1,056	966	964	964	950
Iowa.....	534	485	481	477	464
Kansas.....	415	410	421	426	425
Michigan.....	1,866	1,690	1,606	1,590	1,573
Minnesota.....	754	705	721	724	725
Missouri.....	845	795	802	807	811
Nebraska.....	280	266	268	269	266
North Dakota.....	117	119	119	118	118
Ohio.....	1,957	1,794	1,793	1,782	1,769
South Dakota.....	129	124	127	127	128
Wisconsin.....	830	768	772	775	769
South.....	14,134	14,117	14,419	14,528	14,552
Alabama.....	759	730	729	730	723
Arkansas.....	448	433	437	456	433
Delaware.....	99	93	96	97	98
District of Columbia.....	100	87	86	89	86
Florida.....	1,510	1,562	1,665	1,729	1,744
Georgia.....	1,069	1,080	1,111	1,111	1,132
Kentucky.....	670	644	643	638	626
Louisiana.....	778	788	793	791	797
Maryland.....	751	672	684	689	701
Mississippi.....	477	471	506	503	504
North Carolina....	1,129	1,086	1,086	1,081	1,077
Oklahoma.....	578	592	584	585	582
South Carolina....	619	607	615	616	617
Tennessee.....	854	814	824	820	815
Texas.....	2,900	3,132	3,237	3,269	3,302
Virginia.....	1,010	968	979	988	988
West Virginia.....	384	358	344	336	325
West.....	7,873	8,124	8,468	8,619	8,791
Alaska.....	87	107	106	104	104
Arizona.....	514	548	572	577	608
California.....	4,118	4,256	4,489	4,611	4,731
Colorado.....	546	551	560	560	570
Hawaii.....	165	164	166	167	170
Idaho.....	203	209	212	215	211
Montana.....	155	154	152	152	150
Nevada.....	149	155	168	176	179
New Mexico.....	271	278	287	281	299
Oregon.....	465	448	456	462	450
Utah.....	344	403	423	426	435
Washington.....	758	750	776	790	788
Wyoming.....	98	103	98	98	96

1/Estimated by reporting States.

2/Projected by the National Center for Education Statistics.

NOTE.--Includes most kindergarten and some nursery school enrollment. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey; "Early Estimates: Key Statistics for Public Elementary and Secondary Education: School Year 1988-89"; and State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates, and Teachers. (This table was prepared August 1989.)

Table 6.--Number of teachers in educational institutions, by level of instruction and by type of control: Fall 1980 to fall 1989
[In thousands]

Level of instruction and type of control	Fall 1980	Fall 1985	Fall 1987	Fall 1988 1/	Fall 1989 1/
All levels	3,171	3,265	3,363	3,390	3,447
Public	2,679	2,710	2,802	2,828	2,874
Private	492	555	561	562	573
Elementary and secondary teachers ^{2/}	2,485	2,550	2,627	2,649	2,691
Public	2,184	2,207	2,279	2,304	2,340
Private	301	343	1/ 348	345	352
Elementary teachers	1,401	1,483	1,551	1,567	1,592
Public	1,189	1,237	1297	1,316	1,336
Private	212	246	1/ 254	251	256
Secondary teachers	1,084	1,067	1,076	1,081	1,099
Public	995	970	982	987	1,003
Private	89	97	1/ 94	94	96
Higher education instructional staff ^{3/}	686	715	736	741	755
Public	495	503	523	524	534
Private	191	212	213	217	221

1/Estimated.

2/Includes teachers in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Also excludes preprimary teachers in schools without a first grade. Teachers are reported in full-time equivalents.

3/Includes full-time and part-time faculty with the rank of instructor or above in universities, other four-year colleges, and two-year colleges.

NOTE.--Data for fall 1987 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); and Projections of Education Statistics to 2000 (forthcoming). (This table was prepared August 1989.)

Table 5.--Total expenditure per student in educational institutions, by level of instruction and by type of control, and average salary for public school teachers: 1980-81 to 1989-90
 (In current and constant dollars)

Level of instruction and type of control	School year				
	1980-81	1985-86	1987-88 1/	1988-89 1/	1989-90 1/
Current dollars:					
Expenditure per pupil in public elementary and secondary schools ^{2/}	\$2,762	\$4,069	\$4,709	\$4,938	\$5,246
Higher education expenditures per full-time equivalent student ^{3/}	7,997	12,041	13,403	14,176	14,923
Public	7,009	10,509	11,618	12,315	12,986
Private	11,010	16,530	18,812	19,740	20,724
Constant 1980-81 dollars:					
Expenditure per pupil in public elementary and secondary schools ^{4/}	2,762	3,239	3,522	3,530	3,575
Higher education expenditures per full-time equivalent student ^{4/}	7,997	9,585	10,022	10,132	10,168
Public	7,009	8,365	8,687	8,803	8,849
Private	11,010	13,159	14,067	14,110	14,121
=====					
Average salary for public school teachers: ^{5/}					
Current dollars	17,644	25,198	28,008	29,567	31,200
Constant 1980-81 dollars ^{4/}	17,644	20,059	20,944	21,134	21,259

1/Estimated.

2/Data represent total expenditures per pupil in average daily attendance.

3/Data represent current-fund expenditures and additions to plant value per full-time-equivalent student.

4/Data adjusted by the Consumer Price Index, U.S. Department of Labor. The 1989-90 CPI estimate is derived from 1989 and 1990 data in The Economic and Budget Outlook, Fiscal Years 1990-1994, Congressional Budget Office.

5/Data for 1980-81, 1985-86, 1987-88, and 1988-89 are from the National Education Association. The 1988-89 data are preliminary.

SOURCES: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates; and National Education Association, Estimates of School Statistics, 1988-89. (This table was prepared August 1989).

Table 6.--Total expenditures of educational institutions, by level of instruction and by type of control: 1980-81 to 1989-90
[In billions]

Level of instruction and type of control	School year				
	1980-81	1985-86	1987-88 1/	1988-89 2/	1989-90 2/
Current dollars					
All levels	\$182.8	\$269.5	\$310.7	\$330.5	\$353.1
Public	150.7	218.7	252.6	268.9	287.3
Private	32.2	50.8	58.1	61.6	65.7
Elementary and secondary expenditures	112.3	161.8	187.1	199.1	212.2
Public	104.1	148.6	172.0	183.4	195.5
Private2/	8.2	13.2	15.1	15.7	16.7
Higher education expenditures3/ ..	70.5	107.7	123.7	131.4	140.9
Public	46.6	70.1	80.6	85.5	91.9
Private	24.0	37.6	43.1	45.8	49.0
Constant 1980-81 dollars 4/					
All levels	\$182.8	\$214.6	\$232.4	\$236.2	\$240.6
Public	150.7	174.1	188.9	192.2	195.8
Private	32.2	40.5	43.5	44.0	44.8
Elementary and secondary expenditures	112.3	128.8	139.9	142.3	144.6
Public	104.1	118.3	128.6	131.1	133.2
Private2/	8.2	10.5	11.3	11.2	11.4
Higher education expenditures3/ ..	70.5	85.7	92.5	93.9	96.0
Public	46.6	55.8	60.3	61.1	62.6
Private	24.0	29.9	32.2	32.8	33.4

1/Preliminary.

2/Estimated.

3/Includes current-fund expenditures and additions to plant value.

4/Data adjusted by the Consumer Price Index, U.S. Department of Labor. The 1989-90 CPI estimate is derived from 1989 and 1990 data in The Economic and Budget Outlook, Fiscal Years 1990-1994, Congressional Budget Office.

NOTE.--Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); Projections of Education Statistics to 2000 (forthcoming); and unpublished projections and estimates. (This table was prepared August 1989.)

Table 7.--Number of graduates of educational institutions, by level of education completed: 1980-81 to 1989-90
[In thousands]

Level of education completed	School year				
	1980-81	1985-86	1987-88 1/	1988-89 1/	1989-90 1/
High school graduates, total .	3,020	2,642	2,793	2,781	2,503
Public	2,725	2,382	2,493	2,491	2,337
Private/	295	260	300	291	266
College and university graduates:					
Associate degrees	416	446	430	439	448
Bachelor's degrees	935	988	989	994	1,006
Master's degrees	296	289	292	293	301
First-professional degrees ^{2/} .	72	74	72	72	72
Doctor's degrees	33	34	34	34	34

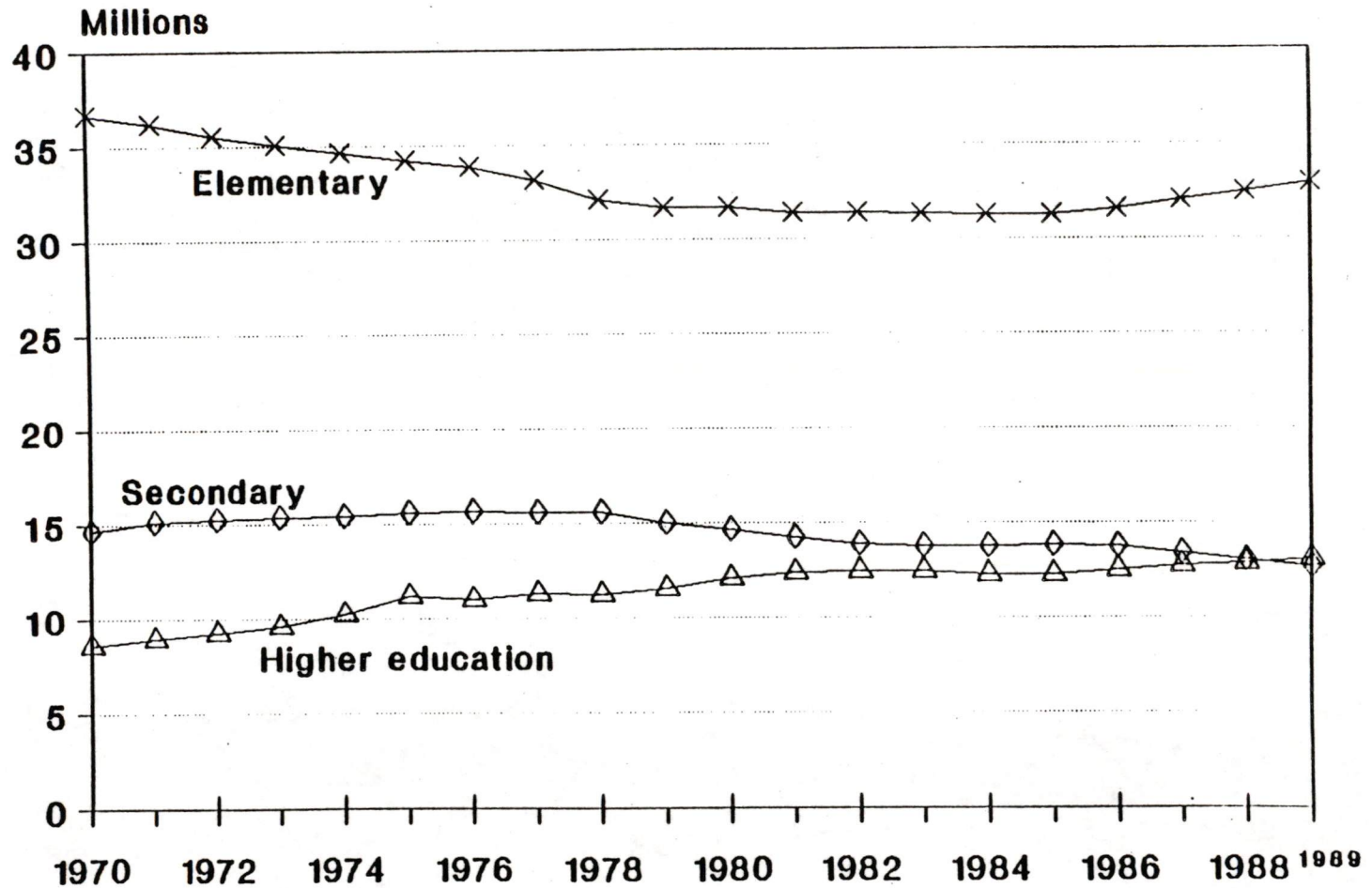
1/Estimated.

2/Includes degrees in medicine, optometry, osteopathic medicine, pharmacy, podiatry, chiropractic, veterinary medicine, dentistry, law, and theological professions..

NOTE.--Because of rounding, details may not add to totals.

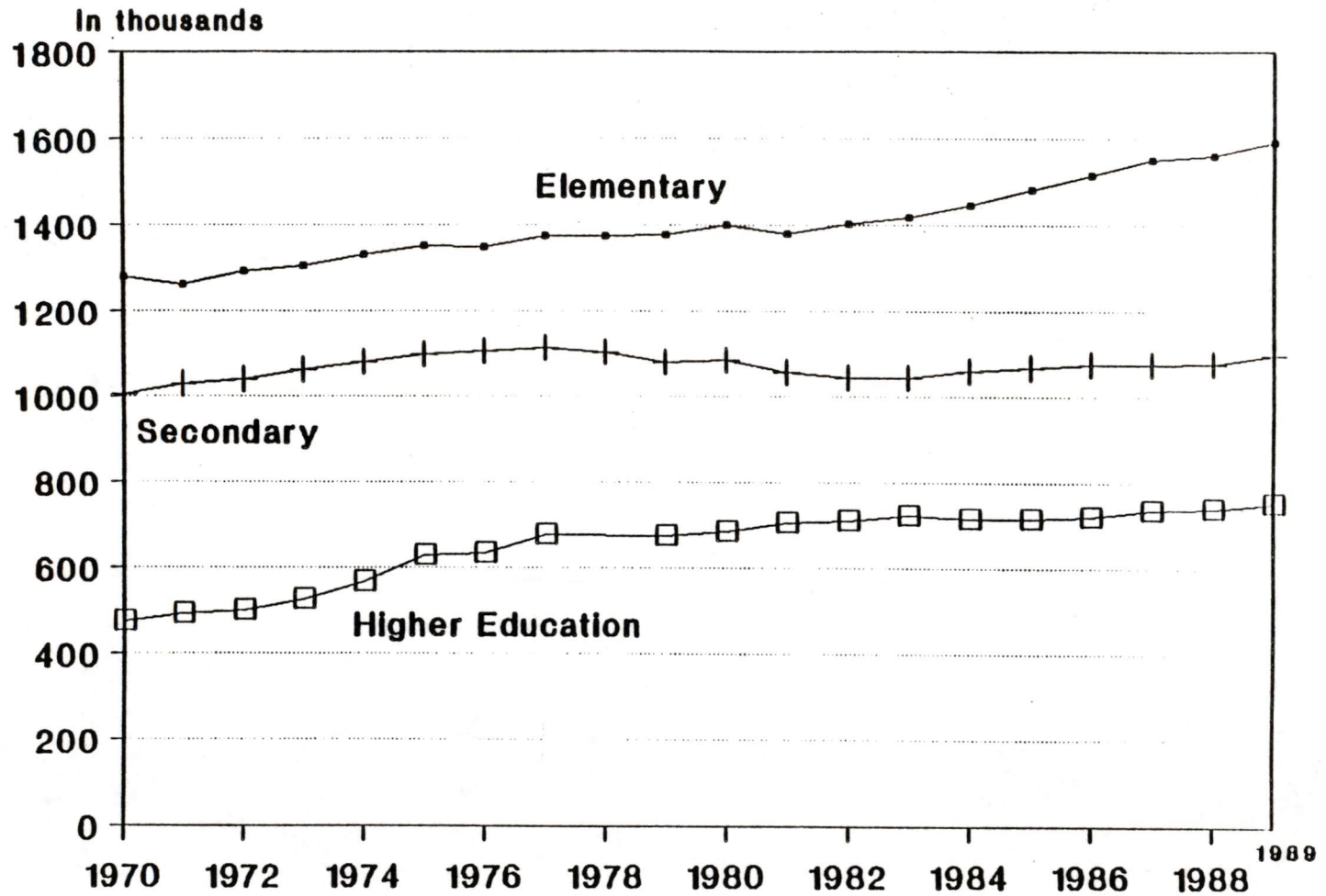
SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); and Projections of Education Statistics to 2000 (forthcoming). (This table was prepared August 1989.)

Chart 1.--Enrollment in educational institutions, by level:
Fall 1970 to fall 1989



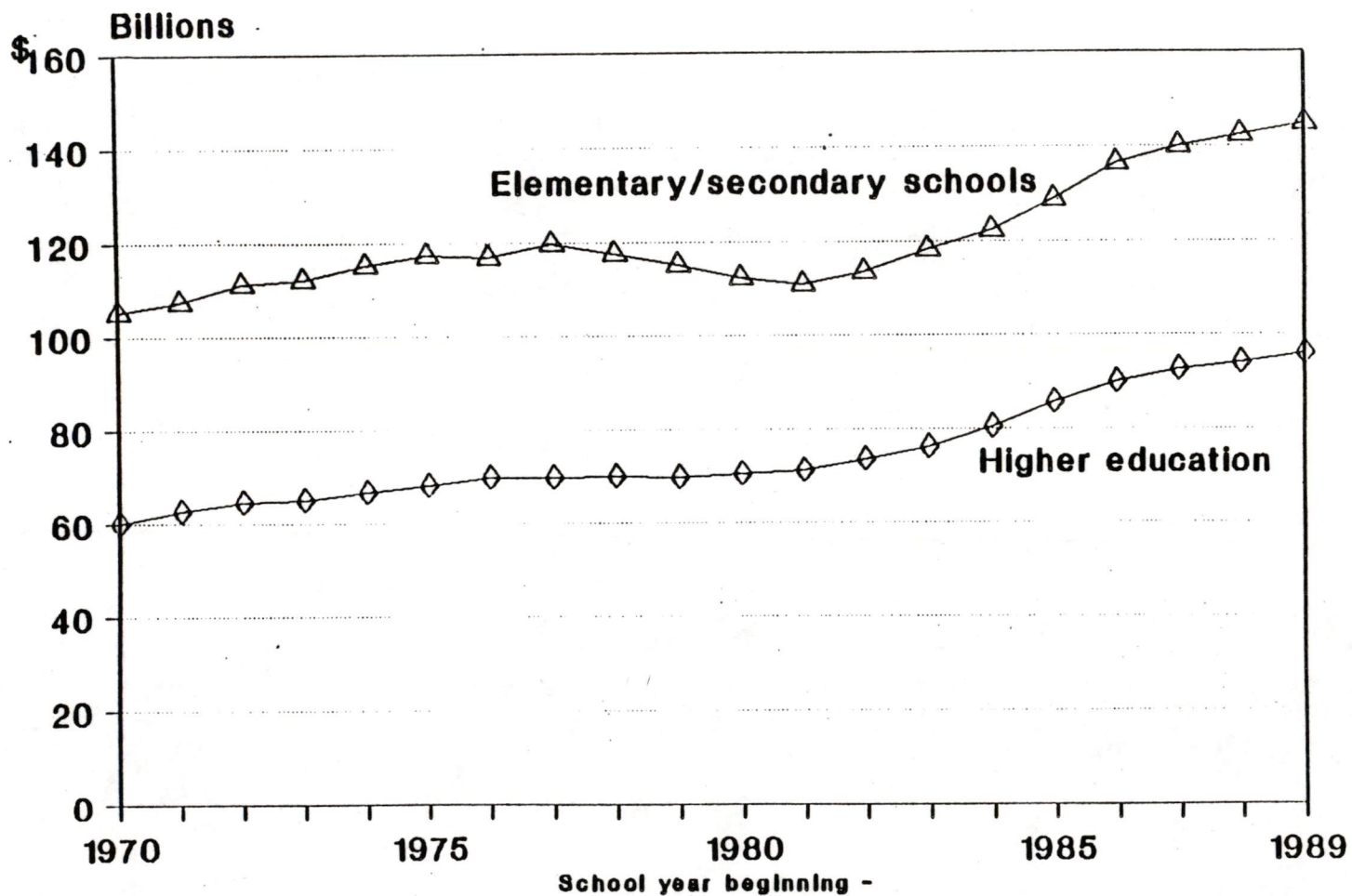
SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming).

Chart 2.--Number of teachers in educational institutions,
by level: Fall 1970 to fall 1989



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1989* (forthcoming).

Chart 3.--Expenditures of educational institutions in constant 1980-81 dollars, by level: 1970-71 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1989*. (forthcoming).

ALTERNATIVE ROUTES TO CERTIFICATION: A STRATEGY FOR
INCREASING THE QUALITY AND QUANTITY OF TEACHERS

"When a Ph. D. on sabbatical cannot volunteer as a teacher in many school districts, something is very wrong. That is why I have proposed alternative teacher certification, to open classrooms to every qualified person with talent, the knowledge and the desire to teach.

"We should break down barriers to talented people who want to teach and who have demonstrated their competence in other fields."

President George Bush

State certification/licensure procedures have been developed by States to protect the public interest to assure that teachers possess a high level of competence and professionalism. However, rigid adherence to certification requirements by State education agencies often discourage experienced and talented professionals outside education from becoming teachers in public elementary and secondary schools.

Forty-seven states provide for the issuance of emergency teaching certificates when justification is provided by local school districts; that is, proof that certified teachers cannot be recruited. But only a few states offer alternative certification programs as an option to the traditional college of education certification process. Alternative certification programs in these states, such as New Jersey, Florida and Texas have specific requirements and are not intended as emergency routes to certification: They require fewer education courses for certification or provide alternatives to college course-work for meeting specific competencies.

The term alternative certification -- in the education lexicon - - is used to convey two distinct meanings. In one usage, alternative certification is an emergency measure used during periods when school districts are unable to hire a sufficient number of certified teachers. The emergency certification route has existed for decades. It permits persons who have not completed prescribed education training to obtain teaching jobs while pursuing education courses on a part-time basis at a local college or university to meet certification requirements. This emergency route usually does not have firm, mandatory entry requirements and does not serve as a legitimate alternative for teacher licensure. Moreover, state agencies granting the

emergency routes to certification do not assign to the employing school district any special responsibility for supporting, supervising or evaluating the new teacher as a way of accommodating gaps in his/her training.

In addition, the emergency certification routes are not coherent, intensive training designs -- they are loose and unstructured. The new teacher must catch-as-catch-can the required courses when they are offered. In fact, the emergency certification route teacher may work for years before achieving standard certification.

The other usage describes procedures designed to increase the quality and quantity of teachers available for employment in local schools through other ways than the traditional teacher education programs. Alternative certification used in this context describes a formal teacher preparation program for noncertified persons with at least a bachelor's degree. The program usually consists of a unique curricula leading to a standard teaching certificate. The American Association of Colleges of Teacher Education defines an alternative certification program as one that (1) uses selective admission standards, (2) incorporates a supervised internship, and (3) uses an examination to assure competency in the subject to be taught.

School Administrators Favor Changing the Way Teachers are Certified

With the decline of student SAT scores, teacher shortages, emergency employment of unqualified teachers during the last two decades, and disillusionment with traditional teacher preparation programs, administrators are willing to consider innovations in the way teachers are certified. Some are willing to try innovative techniques by easing, if not entirely removing, the somewhat artificial barriers that bar experts who have achieved success in other fields from becoming teachers.

According to a 1988 survey of public and private school administrators, alternative routes to certify teachers were overwhelmingly favored: public school superintendents by 82 percent; public school principals by 77 percent; and 82 percent of private school principals. "About eight out of ten school administrators in this country favor some means of bringing college graduates who lack prescribed education courses into teaching without making them go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers." (Source: Profile of School Administrators in the U.S., National Center for Education Information (NCEI), 1988.)

The Bush Administration, on April 5, 1989, submitted a legislative proposal to the Congress to appropriate \$25 million to fund an Alternative Certification of Teachers and Principals Program which would assist states interested in broadening the

pool of talent from which to recruit teachers and principals. Funds would assist states to develop and implement, or expand and improve, flexible certification systems so that talented professionals who have demonstrated skill in their subject areas of competence or leadership qualities in fields outside education might be drawn into education.

Alternative Certification Means Innovation

The term alternate certification, as used by President Bush, means that States should look for new ways to attract talented experienced professionals into the teaching profession without compromising teaching quality and without requiring them to go through unnecessary barriers such as completing a series of rigidly imposed and sequenced education courses in order to meet certification requirements.

Because the public school classroom is such a vital component of the alternative certification concept, a direct link must be made to the local school district. Most school districts are not willing to commit the time and resources required for an alternative certification program unless the identified needs of the district are recognized and met. Therefore, alternative certification programs of an innovative nature must include standards or ingredients similar to the following guiding points:

1. Open Competition

Alternative certification programs must not be predicated on "teacher shortage" syndrome or "emergency" situations. The program must permit alternative candidates to compete freely with certified applicants, independent of shortages, so that local schools may legally hire the best qualified person regardless of whether that person has a degree in education other degrees that support the skills and experiences individually possessed.

2. Teacher Entry Requirements

Entry level criteria must be reasonable enough not to discourage experienced and talented professionals from applying. But once they are set, deviations should be minimal; that is, exceptions should be extremely rare in order for the program to achieve legitimacy.

3. School District Support

Alternative certification programs must provide a system for on-the-job supervision. Colleges or universities should not be excluded from playing a role in this design, but it should be in partnership with the local school teachers and administrators. The program should not be unreasonably taxing on the applicant for alternative certification.

The support of the local school supervisory team must be an ingredient of any alternative certification program. The New Jersey Provisional Teacher Program demonstrates this support relationship. To achieve the highest quality alternative programs, neither the local school districts nor the college support team should assume that the other is alone in providing all the support that the new teacher needs in accomplishing the training for alternative certification.

4. Formal Training in Alternative Certification Programs

The formal courses provided in conjunction with internship training must be a coherent, intensive program specifically for alternate route teachers. It should not be a program in which the intern teacher is responsible for enrolling in college courses on an unstructured basis. Nor should it be a program where the instructor is unaware of the special program.

5. Phase Our Emergency Certificates

A successful alternative certification program would be demonstrative enough to persuade state education agencies to eliminate emergency certification in times of teacher shortages. It is a known fact that parents and school administrators, if given a choice between a rigorous, demanding but legitimate alternate route to certification and a loose emergency measure, will choose the latter.

These guidelines and ingredients for alternative certification programs underscore the findings of the 1989 Rand Corporation's Report titled "Redesigning Teacher Education: Opening the Door for New Recruits to Science and Mathematics Teaching." The Report, which surveyed 64 nontraditional programs, included four recommendations by program participants for improving alternative certification programs: (1) make educational coursework more rigorous, more specific to subject matter pedagogical needs; (2) provide longer, more varied, and more closely supervised teaching experiences (including observation of other teachers); (3) provide better placement assistance for those seeking teaching positions; and (4) provide greater access to mentor teachers or other assistance once in the classroom. The importance of involving expert, experienced classroom teachers as supervisors was frequently mentioned by participants.

It's Time to Move Ahead With Alternative Certification Programs

At a time when the demand for top teaching talent is growing, a large pool of talented professionals are available for recruitment. Most of these talented people are recent college graduates or older Americans seeking a new career in teaching. Many are unwilling

to commit the time and effort to complete traditional teacher education programs in order to become certified to teach. The way to recruit from this talent pool is through alternative certification programs.

More than 21 States are using alternative certification programs to attract new teachers who are proficient in their subject areas but lack pedagogical training. Preliminary studies have shown that these alternative certification programs are effective in attracting qualified teachers. Many applicants have advanced degrees and previous teaching experience.

Retired military personnel are particularly interested. The average military officer retires at less than 46 years of age. In 1988, 98 percent of the retiring officers had a bachelor's degree, and 63 percent of those had a master's degree. Four percent had a Ph.D. The average enlisted person retires at less than 41 years of age. In 1988, approximately 40 percent of the enlisted retirees had some college training or completed an associate or baccalaureate degree.

Each year, about 8,000 officers and 22,000 enlisted personnel retire. A large percentage of them have valuable technical backgrounds and are experienced in discipline and leadership. In a survey conducted by the National Executive Service Corps, 79 percent of the military personnel responding said they were interested in teaching as a new career; 70 percent of the corporate scientists and engineers expressed the same interest. Even higher percentages said they would be interested if they didn't have to complete a traditional teacher education program.

All of the respondents expressing interest had at least a bachelor's degree, and many had master's degrees or doctorates. Most of the interested military personnel had gained teaching experience during their military service. And most of the school superintendents who responded said they were interested in hiring industry and military personnel.

States that have not taken advantage of widespread popular support for alternative certification might find the alternative certification program abstracts in the appendix informative and instructive. For further information on States having alternative certification programs, please contact Mr. Adrion Baird, Manager, Alternative Certification and New Careers in Education Program, Room 3073, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 ((202) 732-5167).

B. Resources: Human Resources

Indicator 1:19 Demand for new hiring of public school teachers

- The projected annual demand for new hiring of elementary school teachers in public schools is expected to stabilize somewhat through 1997.
- For secondary school teachers, the projected annual demand is expected to increase rapidly from 1989 until 1995 before declining slightly.

Projections of the need for hiring teachers help school officials plan their budgets. Such projections also aid policymakers who must devise and implement incentives to attract qualified individuals to the teaching profession. And, as an indicator of the future job market, such projections help those considering teaching as a career. The projected demand for new hiring may change for a variety of reasons, including fluctuations in student enrollment, changes in the pupil/teacher ratio, and teacher turnover.*

The projected numbers shown depict national trends. But the demand for new hires will vary by geographical location and subject area as States experience different rates of teacher turnover and enrollment growth.

The actual *numbers* of annual new hires are expected to remain consistently higher for public elementary schools than for public secondary schools between 1989 and 1997. Total demand for new hiring is expected to swell more than 24 percent by 1995, when it will peak. Most of this expected increase can be attributed to a rise of 57 percent in new hiring at the secondary school level between 1988 and 1995. While secondary schools will seek to fill 53,000 teaching slots in the fall of 1989, about 86,000 positions are projected to open in 1995. Various factors may account for this large jump, including rising secondary school enrollments (see *Indicator 1:27*) and teacher turnover. Demand for secondary school teachers is expected to decline after 1995, to a level of 83,000 in 1997. Larger enrollments are expected to contribute to greater demand for new hiring of elementary school teachers earlier in the 1980s, but the demand should level off starting in 1989, rising only 2 percent over the projection period.

*Teacher turnover rate is assumed to be 4.9 percent at the elementary level and 5.8 percent at the secondary level (Bureau of Labor Statistics, unpublished tabulations). Turnover accounts for a far greater share of new hiring than do other factors, such as enrollment increases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 1997-98*, 1988.

MATHEMATICS AND SCIENCE

Problems/Areas of Concern

Although progress has been made in some areas, mathematics and science education in America needs improvement at every level, beginning with the earliest grades. Students are exposed to basic facts in these fields, but lack the ability to analyze and solve problems. Moreover, students do not view mathematics and science as an important part of their lives.

Scientific and technological expertise is the key to national productivity, yet most of our students fail to go beyond the acquisition of basic mathematical and scientific facts and principles:

- o While the 1986 NAEP mathematics assessment showed improved performance at all grade levels tested, these improvements occurred only in the basic skills of routine computations and measurement problems, rather than in more complex procedures and analytical problem solving.
 - Only 6 percent of students age 17 could solve multi-step problems and use basic algebra.
- o According to the 1986 NAEP science assessment, 81 percent of students by age 17 show an understanding of basic information from the life and physical sciences. However, a majority of 17-year-old students lack the ability to analyze scientific procedures and data. Only 7 percent of 17-year-old students can draw conclusions using detailed scientific knowledge.
- o The U.S. performs poorly on international tests of mathematics and science achievement, scoring at or near the bottom. Even our best students cannot outperform average Japanese students in mathematics.

There has been some progress made in the area of coursetaking. More high school students are taking advanced mathematics and science courses since 1982, as State graduation requirements have increased.

- o For example, the percent of high school graduates taking geometry rose 15 percentage points between 1982 and 1987 to 61 percent, the percent taking trigonometry rose 8 points to 20 percent, the percent taking biology rose 14 points to 90 percent, and the percent taking chemistry rose 15 points to 45 percent.
- o Although more students are taking mathematics and science in high school, few of them go on to study mathematics, science, and engineering in college and graduate school. America cannot continue to depend on the contributions of foreign scientists for teaching and research.
 - In mathematics, 50 percent of the Ph.D.s awarded by U.S. universities last year went to foreign students, as did 32 percent of the Ph.D.s in the physical sciences.

Patterns in high school courses taken show improvements in equity.

- o Among high school graduates in 1987, similar percentages of male and female students took algebra, geometry, trigonometry, biology and chemistry. However, differences remain in calculus and physics: 8 percent of male students took calculus, compared to 5 percent of female students, and 25 percent of male students took physics, compared to 15 percent of female students.
- o There were across-the-board increases in mathematics and science coursetaking by minority high school graduates, although except for biology percentages still remain below those of white students. Asian Americans are an exception, however. Except for algebra I, they show coursetaking levels well above every other racial/ethnic group, including white students.

However, progress still needs to be made in the area of equity in achievement and in degrees earned in mathematics and science:

- o Fewer women than men earn degrees in mathematics and science. In 1986-87, women earned 51 percent of all bachelors degrees but only 28 percent of all bachelor's degrees in mathematics, science and engineering, although they earned 48 percent of the bachelor's degrees in life sciences and 47 percent in mathematics. At the doctoral level, their representation in every scientific field decreases sharply, to 35 percent in the life sciences, 17 percent in mathematics and in the physical sciences, and 7 percent in engineering. Only 11 percent of all employed scientists and engineers are female.
- o Blacks and Hispanics score lower on tests of mathematics and science achievement (although score gaps are decreasing), and are less likely to earn degrees in these subjects than whites. Out of 11,069 science doctorates awarded in 1988, 212 went to blacks and 276 to Hispanics.

Improving coursetaking and performance in mathematics and science for women and minorities is dependent on communicating expectations of success and on improving curriculum and instruction overall.

- o The concentration of black and Hispanic students in lower track and remedial courses and in deteriorating urban schools contributes to patterns of poor performance, particularly when low expectations are combined with uninspiring curricula and ineffective instructional methods.
- o Recent case studies show that when disadvantaged minority children are challenged by stimulating curriculum and instruction and encouraged by a supportive environment, they can achieve extraordinary levels of performance.

- Jaime Escalante's work with low-income Hispanic high school students in Los Angeles is just one example of what can be accomplished, as highlighted in the report No Gift Wasted.

Improvements are also needed in the area of teacher training, particularly at the elementary and middle school levels.

- o Children's earliest exposure to mathematics and science too often comes from teachers who dislike these subjects and avoided them throughout high school and college. Lack of teacher knowledge leads to overreliance on textbooks, and teacher aversion leads to avoidance of the subjects themselves--it is always easy to preempt the math or science lesson with something a teacher likes better.
 - For example, the number of days and the length of time each day devoted to elementary school mathematics can vary radically from teacher to teacher, even within the same school; one study found some teachers spending half as much time as others on mathematics.
- o Moreover, teachers' dislike for these topics is easily communicated to students--as early as fourth grade, some students have already decided science is not for them.
- o Improvements in preservice and inservice training and increased opportunities for alternative routes to certification for mathematics and science experts are needed.

Possible Causes

In mathematics particularly, opportunity to learn is key.

- o In contrast to other countries, U.S. students are exposed to a repetitious, slow-moving curriculum consisting almost completely of low-level arithmetic skills in elementary and middle school.
 - Most topics taught receive only brief coverage, yet the same areas are covered over again year after year, with a steady decrease in new content up to eighth grade.
 - Little time is spent on problem solving, on conceptual understanding, or applications.
 - Rather than working on solving problems, students are drilled over and over to develop rote mastery of computational skills, with little exposure to higher-level material. Such methods may improve short-term performance on tests of drilled material, but do not improve advanced level learning, and impede further learning by reducing motivation.

The U.S. participants in the Second International Mathematics study recommend that our mathematics curriculum become more focused and intense, reducing its repetitiousness and introducing advanced material earlier.

In science, opportunity to learn is impeded by the overall structure of the curriculum.

- o Little if any science is done in elementary school.
- o In secondary school, the traditional sequencing of science courses in the unvarying order of biology first, then chemistry, and finally physics, combined with graduation requirements of one or at the most two years of science, result in few students taking physics. Physics is in effect an elective subject.
 - Even with recent, tougher requirements, only 20% of all high school graduates take physics, compared with 90% who take biology and 45% who take chemistry.

However, the science curriculum, in contrast to the mathematics curriculum, often suffers from the attempt to include too much material rather than too little, cramming in more and more pieces of isolated information in a misguided attempt to incorporate the entirety of scientific knowledge.

- o Textbooks, which too often determine the content and pacing of science courses, become more and more condensed, with little context or connection between items of information. As a result, students understand little of the overarching concepts and principles of science and find science uninteresting and irrelevant to life outside the classroom.

The American Association for the Advancement of Science (AAAS) recommends reforming the the science curriculum to explore selected topics in depth rather than touch on as many topics as possible, and to increase students' understanding of scientific principles and values.

Instructional techniques in science need to be improved.

- o The way science is usually taught in school bears little resemblance to the way scientists work. Too much of science teaching is passive, focused on teacher lectures and textbooks. There is not enough hands-on experience, and not enough collaborative project work.

The AAAS recommends that science teaching be consistent with the nature of scientific inquiry itself and reflect scientific values. Instruction should engage students actively, concentrate on the collection and use of evidence, provide historical perspectives, use a team approach, encourage questioning and creativity, and provide plenty of hands-on experiences.

Instruction in mathematics almost exclusively employs teacher demonstration and individual seatwork, much more so than any other subject.

The National Council of Teachers of Mathematics and the Mathematical Sciences Education Board make the following recommendations:

- Teach students to become mathematical problem solvers, to communicate mathematically, and to reason mathematically. Teaching activities should grow out of problem-solving situations and place greater stress on active learning, group and individual assignments and projects, and discussion.

OPBE/PES
9/19/89

For further information, please contact: Alan Ginsburg, Planning and Evaluation Service, Office of Planning, Budget and Evaluation, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 3127, Washington, DC 20202-4244 or telephone (202) 732-3132.

Math and Science Teaching

"A recent survey of 13-year-old math and science students found that Americans scored well below average, even though two-thirds of them said they were "good at mathematics." In contrast, only 23 percent of the number-one-ranked Korean students said they were happy with their achievement. We cannot be satisfied with mediocrity, and so it's time to turn things around."

Lauro F. Cavazos, Secretary of Education, May 3, 1989
1989 State Education Performance Chart Press Conference

"This program (Alternative Certification) holds the prospect of attracting the engineer, the homemaker, the scientist, the mathematician, the artist, and the writer who want to teach, who want to share their acquired expertise. Think of the talent that could be made available for teaching through alternative certification. A Rand Corporation study has found that where alternative certification is in place, it is helping to offset the shortage of math and science teachers. These programs produce about 2,000 science and math instructors a year, or approximately 10 percent of the annual shortfall."

Lauro F. Cavazos, Secretary of Education, July 15, 1989
Remarks before the Education Commission of the States,
Chicago, IL

A. Outcomes: Student Performance

Indicator 1:5 International comparisons of science performance

- **The science proficiency of U.S. students was well below the mean on the first International Assessment of Educational Progress.**

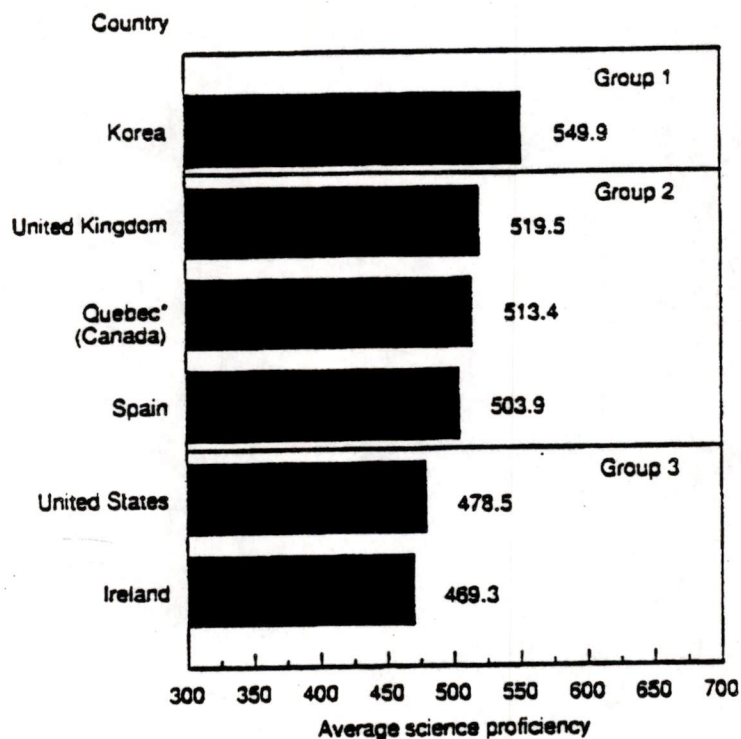
The United States is in an increasingly competitive international economic climate. In such a world, the scientific capabilities of U.S. workers may indicate how competitive the country might be in the future.

In the first International Assessment of Educational Progress, 13-year-olds from the United States and five other countries were assessed in a standardized fashion in science. Average proficiency levels fell into three groups, which were significantly different from one another. Students in the United States were in the lowest scoring group, well below the mean, along with Irish students and two groups of Canadian students.

Students in British Columbia and Korea performed significantly better than students from other countries and provinces. The middle group included students from the United Kingdom, Spain, and four Canadian groups. The assessment was designed to examine abilities of students measured on a scale from 0 to 1000, with a mean of 500. At the 500 level on the scale, students could use scientific procedures and analyze scientific data. Students in the United States ranked very low in the percentages of 13-year-olds able to perform at this level. While 72 percent of British Columbian students and 73 percent of Korean students could perform at this level, only 42 percent of U.S. students could do so. These results parallel the results of the international mathematics proficiency testing (see *Indicator 1:3*)

SOURCE: International Assessment of Educational Progress, *A World of Differences, An International Assessment of Mathematics and Science*, 1989.

Chart 1:5 Average science proficiency of 13-year-old students in six countries: 1988



* Quebec (French) is the median group of seven groups assessed in four Canadian provinces.

NOTE: Differences in performance among the three groups are statistically significant at the 0.05 level; differences within groups are not statistically significant.

Skills characteristic of different levels of proficiency on the science scales:

- Level 300 = Knows everyday science facts
- Level 400 = Understands and applies simple scientific principles
- Level 500 = Uses scientific procedures and analyzes scientific data
- Level 600 = Understands and applies scientific knowledge and principles
- Level 700 = Integrates scientific information and experimental evidence.

SOURCE: International Assessment of Educational Progress, *A World of Differences, An International Assessment of Mathematics and Science*, 1989.

BACKGROUND PAPER

LEARNING ENVIRONMENT

Education, Community Action, and the Workplace

In the war against illegal drug use, the real heroes are not those who use drugs and quit; they are those who never use them in the first place. This is the primary goal of prevention: to see to it that Americans — especially school children — never start down a slippery slope of drug use that begins with “experimentation” but can culminate in dependency. For those school children and adults who have already begun to use drugs, the goal is a rather different one: to get them to stop.

There are two ways to influence whether an individual decides to use drugs. One is to make him not to want to use them. Information and moral persuasion obviously help shape an individual's preferences, attitudes, and desires. The other approach is to make an individual fear the consequences and penalties that society will impose for drug use by making it clear that the costs will outweigh whatever temporary benefits drugs can provide. Traditionally, the “education/persuasion” strategy has been thought of as demand reduction and the “consequences” strategy as supply reduction. In reality, both reduce demand, and both are essential to an effective prevention strategy.

We have recently improved our knowledge about what works in preventing young people from using drugs. Much previous effort, we now know, was not successful. The passive approach — presenting young people with information on the harmful effects of drugs, often in a context devoid of moral judgment, did little to curb demand. In fact, it may even have fueled it by stimulating young people's curiosity about drugs.

What does work is a more confrontational approach in which every facet of society clearly communicates that drug use is unacceptable. Schools have a major role to play in prevention, not only by presenting accurate information about drugs, but also by developing and enforcing firm, consistent policies that discourage their use and sale. But there

are other major influences in a young person's life, and they too should be heard from without equivocation. Families — parents and siblings — must make it clear that drugs are unacceptable, and they must intervene at the first sign of drug use. Neighborhoods and communities must confront drug use, potential and actual, at every turn. Businesses and employers must make it clear that drug use and employment are incompatible. In short, young people and adults alike must be consistently confronted with the same message: drugs are wrong, they are harmful, and their use will bring certain consequences.

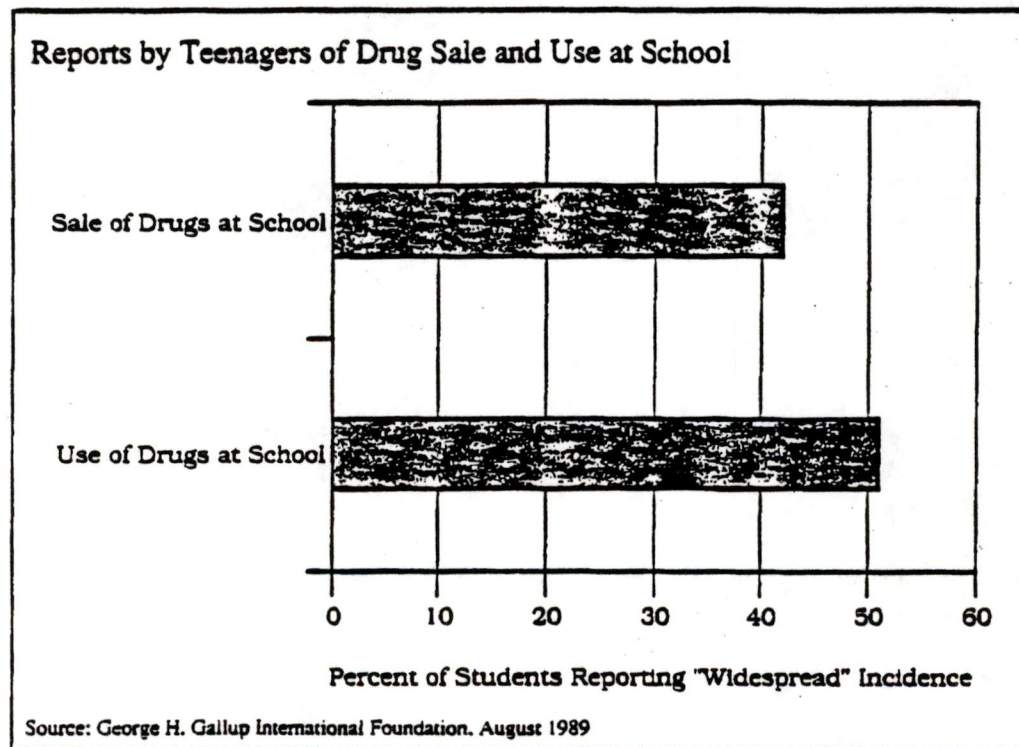
In recent years, more and more Americans have begun to realize the harm caused by drugs — to their health and to their character. As a result, in spite of increased drug availability and falling prices, overall use has begun to decline. Among young people, surveys report a steady increase in negative attitudes toward drugs, which augurs well for the future. But drug use persists. One drug — crack — has stubbornly resisted our prevention efforts. Crack's stranglehold on hundreds of thousands of young Americans is tightening. To date, the crack plague has been concentrated in our central cities, but it has begun to spread to suburbs and small towns. Frequent cocaine and crack users are growing in number. Reaching these young people — many of whom live in impoverished circumstances, attend poor schools (from which they frequently drop out), and engage in criminal activity — is our most difficult and urgent challenge. Though the legislated mandate of the Office of National Drug Control Policy excludes alcohol (since it is not a controlled substance under the law), it must be recognized that alcohol is still the most widely abused substance in America. It is illegal for young people to purchase or consume alcohol. Prevention programs must obviously take this fact into account.

A young person's first line of defense against drugs is his own moral compass, a product of values internalized from religion and from the family. Parents are children's first models for behavior and belief. Raising children is never easy, and raising them in poverty, in neighborhoods infested with crime and drugs, and in families with only one parent can be extremely difficult. But regardless of circumstances, parents can set a good example for their children by never using illegal drugs. They can monitor their children's activities, know their friends, and establish standards of behavior. Parents can take the time to learn about legal and illegal drugs — what they look like, and what symptoms of their use involve — and can intervene at the first sign of their use. The earlier that intervention occurs, the better our prospects for stopping drug use.

Education

After parents, school is probably the most powerful influence on children's lives. School is where most children spend the majority of their daylight hours. It is where they meet their friends and form peer groups. It is where adults have the best opportunity for structured, sustained interaction with children. And, for many young people, school is where they first learn about (and in some cases, obtain) illegal drugs. Half of all teens in a recent national survey said that drugs were being used in their schools, and four in ten said that they were being sold there.

For schools located in inner cities or other neighborhoods where there is chronic poverty, fighting drugs requires more than drug policies and drug programs. Policies and programs are necessary, but they must be part of an overall approach to education that embodies certain key principles. Effective schools hold to the view that every child can learn, no matter what the circumstances of his birth or environment. Effective schools have strong principals who know that parents and all adults must work with teachers to instill in children an ethos of achievement. Effective schools know that disadvantaged children respond best when expectations are high, not low, and when goals are raised, not lowered. And effective schools help children develop those



qualities of character and notions of right and wrong that American society has always prized. When such schools teach that using drugs is wrong, students pay attention.

American schools have been educating students about drugs for more than twenty years. About 75 percent of all high school seniors have been exposed to some sort of drug education in school. Until very recently, most schools offered a "unit" on drugs as part of the health or physical education curriculum. The focus was on providing information about the various types of drugs, their physiological effects, and their health consequences.

In light of the growing consensus that merely providing young people with information about drugs doesn't work, a number of schools adopted a different approach. On the assumption that youths turn to drugs because they lack self-esteem and a positive self-image, many schools began working to improve students' sense of self-worth, but without specific reference to drugs. The jury is still out on the effectiveness of this approach, but many educators believe that, without other measures, it too will fail to deter drug use.

Since about 1980, a new approach to preventing student drug use has shown promise. Often called "refusal skills training" or "resistance training," this strategy grew out of previous and apparently successful efforts to teach adolescents how to say "no" to smoking. This approach seems to work because it correctly recognizes the enormous role peer group pressure plays in influencing decisions to try drugs. By age 16, one in three teens has been approached to use or buy drugs. So resistance training seems to give young people the practical social skills they need to handle such pressure. Unlike some previous school-based approaches, resistance training takes a firm moral stand that using drugs is wrong and *should* be resisted.

School-based prevention programs should be reinforced by tough but fair school policies on use, possession, and distribution of drugs. Avoiding such policies sends our young people a decidedly mixed signal. We cannot teach them that drugs are wrong and harmful if we fail to follow up our teaching with real consequences for those who use them. Too many school systems still lack the kind of policies implemented in Anne Arundel County, Maryland, where the number of school drug offenses has declined by more than 80 percent since 1980.

Anne Arundel's drug policy is simple and straightforward. Any student caught selling or distributing drugs is immediately expelled. When a student is caught using or possessing drugs, the school notifies the police, calls his parents, and suspends him for one to five school days. In order to return to school, the student must participate in counseling and agree to participate in the district's after-school drug program. Students caught using or possessing drugs a second time are expelled.

Parental Role in Education

Parents play a crucial role in providing their children with the values and skills essential to success in school and in later life. Parents have a responsibility to participate actively in the education of their children by encouraging good study habits, monitoring homework, nurturing creativity, curiosity, and confidence, and demanding the best possible schools for their children. To this end, parents must be involved in helping their children learn and in selecting a quality education matched to their children's needs.

"First, we must go to the source; we must go to parents. Education is, after all, first and foremost the responsibility of parents. Parents are a child's first teachers. We must get to them early."

Lauro Cavazos, November 3, 1988

Research reveals that parents spend far too little time helping their children and that those children who are most in need of extra assistance get the least amount. For example:

- o Parents of three to five-year-olds read to their children an average of two minutes a day on weekdays and three minutes a day on weekends.
- o Parents of children in schools with high poverty were only one-fifth as likely to help their children with homework as were parents whose children attended schools with low poverty levels.

Yet effective parent involvement is related to better student learning. Regardless of their educational level or income, parents' expectations for their children, the value they place on education, and their sustained involvement with schooling all influence their children's chances of success in school.

"A recently released survey suggests the extent to which parent involvement can make a difference in time students spend on homework. It found that, among students whose parents 'rarely' ask about homework, nearly half study at home less than 30 minutes a day. However, among students whose parents asked about homework 'two or three times a week or more,' more than three quarters invest over 30 minutes a day. That is a huge difference. And an important one."

Lauro Cavazos, November 3, 1988

On January 14, 1989, the President approved the Report of the Working Group on the Parental Role in Education, and directed the Department of Education to print and distribute it to parent groups, educators, state and local officials and interested citizens. Copies of the publication, "Educating Our Children: Parents and Schools Together," may be obtained from the Public Affairs Office, Room 2089, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202-0875.

EDUCATING THE DISADVANTAGED

"Above all, our children deserve a chance to learn -- especially the least advantaged among us."

President Bush, National Teacher of The Year Ceremony
The White House, April 5, 1989

"For years, rescuing underachieving students has been a quest of the heart. And today, it's also a test of our national will, a test critical to the very future of America."

President Bush, Speech to American Association of
Community and Junior Colleges, March 30, 1989

"The cost of America's failure to solve the problem of poor education among minorities is staggering. We can see the economic consequences of this 'education deficit.' We are losing millions and millions of potential workers, managers, engineers, artists, physicians, physicists, and mathematicians -- losing them to ignorance and despair.... And this is at a time when it has been estimated that, by the year 2000, nearly 30 percent of those entering the workforce for the first time will be minorities -- almost twice their current share of the workforce. To the severe detriment of America's future, many young minds are going to waste.

"Many minority students find no compelling reason to remain in school. These students see no connection between education and their future. This is tragic--especially so when you consider that by the turn of the century 30 percent of all new jobs will require a college degree."

Education Secretary Lauro F. Cavazos, April 20, 1989
Speech to the National Association for Equal
Opportunity in Higher Education, Washington, D.C.

BACKGROUND PAPER

Governance

"Encouraging excellence means more than rewarding successful schools and teachers and students. It means introducing into our educational system elements of flexibility, choice and competition that will help promote quality education."

President Bush, April 5, 1989, National Teacher of the Year Ceremony, The White House

"We recognize that education is primarily the responsibility of the state and local governments. The role of the Federal Government is to provide strong, positive leadership."

Education Secretary Lauro F. Cavazos,
September 1, 1989, Washington, D.C.

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE
September 14, 1989

Contact: Tom Lyon
(202) 732-4302

CAVAZOS TO ISSUE COMPREHENSIVE GRANT APPLICATION NOTICE

For the first time the U.S. Department of Education will publish a single, comprehensive application notice, covering all its competitive grant and fellowship programs, U.S. Secretary of Education Lauro F. Cavazos announced today.

"The primary mission of schools should be education," Cavazos said, "not grantsmanship. We want to reduce the burden on applicants by making clear what funds are available and how to get them. This single notice should make it easier -- easier to find the right program and file the right application at the right time."

More than \$500 million in new awards will be made in the coming fiscal year under these grant and fellowship programs. Eligible state and local education agencies, nonprofit associations, colleges and universities, tribal organizations and individuals may apply.

For each of the 170 programs listed, the September 15 Federal Register will contain or reference information on the purpose of the program, applicable regulations, priorities of the program, selection criteria and a contact name, address and telephone number to request an application or additional information.

-MORE-

-2-

In addition, the notice will state when applications will be available and include estimates of the number, size and range of awards for each program. (The amounts are subject to change as the Congress has not yet enacted an appropriations bill for the Department.)

Some programs require that applications be reviewed and approved by a designated state official before submission to the Department. The Federal Register notice will include a complete listing of these state points of contact.

The entries are arranged by Code of Federal Domestic Assistance Number -- a government-wide identification system -- and by the office administering the program. Included are direct grants and fellowships awarded by the Offices of:

- Bilingual Education and Minority Languages Affairs;
- Educational Research and Improvement;
- Elementary and Secondary Education;
- Postsecondary Education;
- Special Education and Rehabilitative Services;
- Vocational and Adult Education.

The public is invited to comment on the concept of the combined application notice, which is expected to become an annual publication.

Copies of the September 15 Federal Register are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, or by phone, charged to a GPO Deposit Account or VISA or Mastercard, (202) 783-3238. The charge per copy is \$1.50 for paper or microfiche, or \$175.00 per magnetic tape.

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GOVERNANCE

School-Based Management, Principles and Practices

Issue Brief 89-01

Office of Research

Office of Educational Research and Improvement

U.S. Department of Education

August, 1989

SCHOOL-BASED MANAGEMENT: PRINCIPLES AND PRACTICE

School-based management (SBM) is an organizational strategy designed to improve education by increasing the authority of a range of actors at the school site. When principals have more authority, they can work with teachers and members of the local community to develop programs that explicitly meet local needs. When teachers have more authority, they can respond more flexibly to serve the needs of individual students, and can creatively capture the learning opportunities that occur throughout the day. When parents and other members of the local community have more authority, they tend to become more involved and develop a sense of ownership and satisfaction with the local school program. And increases in authority tend to generate a willingness among all local actors to be more accountable for what takes place in the local schools.

For the purpose of this paper, the term "school-based management" (SBM) refers generally to the idea of increasing authority at the school site. The term encompasses all or parts of a number of organizational strategies which have gone by such names as school-site autonomy, school-site management, school-centered management, decentralized management, school-based budgeting, school-site lump sum budgeting, responsible autonomy, shared governance, the autonomous school concept, school-based curriculum development, administrative decentralization, restructuring, and teacher professionalization.

THE CONCEPT

Typically three areas of decisionmaking are candidates for shifting to the school site under SBM: budget, curriculum, and personnel. With respect to budget, each school is typically allocated a specific amount of discretionary funds for each student. Individuals at the school level exercise budgetary discretion in choice of education program, distribution of teachers across programs, and selection of instructional materials. Some SBM programs give schools the authority to shift funds within categories, for example, choosing the number of teachers, aides, and full-time and part-time positions. Others, are even more flexible, permitting choices across spending categories. For example, decisionmakers at the school site might choose to purchase new computers, curtains for the school gymnasium, or encyclopedias for the school library, rather than replacing an aide or guidance counselor.

With respect to curriculum, decisionmakers at the school site might develop a new curriculum, or modify or supplement the existing curriculum according to the perceived needs and priorities of the school. Decisions might include selecting

textbooks, selecting learning activities and supplemental instructional material, and determining the nature of alternative programs to be offered in the school.

Regarding personnel, individuals at the school site can be provided the authority to hire principals, teachers, and support staff. In some cases, the principal has the autonomy to hire both certified and classified staff; in other cases teachers and the school-based management council may be requested to make recommendations or be involved in the screening, interviewing and final selection of all school personnel.

SCHOOL-BASED MANAGEMENT IN PRACTICE

The Extent of SBM. School-based management is being implemented across the country. (Appendix A lists a number of districts that employ this administrative technique.) California, Colorado, Florida, Minnesota, and New Jersey have been particularly active in this area. SBM has been implemented in both large and small districts. Chicago, Houston and Miami (Dade County) represent the largest districts to implement aspects of SBM. At the other extreme, Lunenburg, Massachusetts, with an enrollment of 1,600 students, also uses this administrative technique.

While a few large districts have adopted SBM programs, the majority of participating districts are small or medium-sized with enrollments less than 30,000. Apparently, SBM is easier to implement in smaller districts. In larger districts, centralized control is often seen as necessary to foster coordination and prevent confusion; thus decentralization of decisions regarding budget, curriculum and personnel is difficult.

The number of schools in each district that participate varies from district to district. Only one of the few schools in the Rosemount, Minnesota and Eugene, Oregon districts are covered by school-based management; about half the schools in Tulsa, Oklahoma participate; the majority of schools in St. Louis, Missouri and Charleston County, South Carolina use this technique, and all of the schools participate in Duval County and Monroe County, Florida, Cleveland, Ohio, and Edmonton, Alberta. Some districts have initiated SBM on a pilot basis. Here schools volunteer to participate, and the goal is to learn what works and to develop prototypes for others to follow.

Duration and Origin. Some districts have a long tradition of decentralized management. For example, school autonomy has prevailed in the Chesterfield, Missouri school district for the past 34 years. Jefferson County, Colorado has practiced decentralized management for about 18 years. The deputy superintendent of the Cherry Creek School District in Aurora, Colorado, cannot remember a time when they did not have SBM. However, this administrative approach is relatively new in most districts.

Most districts have developed their plans from scratch. Few draw from the experiences of other districts to build upon their successes and avoid implementation problems. Exceptions include the Boston School District, which studied SBM programs in Florida prior to developing their own, and the San Diego School District and the Cleveland Public Schools which investigated the model program in Edmonton, Alberta, Canada.

The impetus for school-based management varied from site to site. In some states SBM was promoted by the state legislature. For example, in Florida, a 1979 law granted funds to districts to establish school advisory committees at each school. In California, the Early Childhood Education Act and the School Improvement Program included elements of SBM such as SBM councils and parent involvement in school programs. In Dade County, Florida, school-based management was further promoted by the collective bargaining contract. In Cleveland, Ohio, a 1976 court order to desegregate the school district included provisions requiring that the district also decentralize personnel selection and resource management. In several districts, SBM was facilitated by grants from sponsoring agencies. For example, the Northwest Area Foundation, located in St. Paul, Minnesota, provided funding for SBM projects in eight school districts, including one in Oregon, two in Washington, and five in Minnesota. Similarly, the National Committee for Citizens in Education provided SBM training in six New Jersey school districts.

However, in most districts, school-based management developed as a result of interest and commitment on the part of the superintendent. For example, the superintendent was a major force in bringing SBM to Boston, Massachusetts; Charleston County, South Carolina; Duval County and Sarasota, Florida; San Diego, California; St. Louis, Missouri; and Tulsa, Oklahoma. Superintendents often act in consort with other influential actors such as members of the school board, principals, teachers, and parents. For example, parents and the principal of the Willagillespie Community School in Eugene, Oregon joined forces with the superintendent to bring SBM to that site; in Sarasota Florida, the superintendent worked particularly closely with the school board.

Degree of Decentralization. As noted above, three types of decisions are subject to decentralization under school-based management: budget, personnel, and curriculum. A few districts have initiated comprehensive SBM programs, decentralizing decisions in all three areas. Typically such comprehensive programs involve all schools in the district. Districts with comprehensive SBM programs include Edmonton, Alberta and Dade County, Duval County, and Monroe County, Florida.

Several districts decentralize budget and staffing decisions, but keep curricular decisions centralized. Districts of this type include San Diego, California; Cherry Creek School District in

Aurora, Colorado; Jefferson County, Colorado; Robbinsdale, Minnesota; St. Louis, Missouri; Cleveland, Ohio; Eugene, Oregon; and Edmonds, Washington.

Finally, a number of districts provide some flexibility in the three areas of budget, curriculum and staffing, but have not developed a structured SBM program. School staffs in these districts may have increased discretion regarding the budget, the ability to make modifications regarding the existing curriculum, or the ability to make recommendations regarding the hiring of new staff. However, they do not have complete autonomy in any of these areas. Districts which fit this description include the Roosevelt School District in Phoenix, Arizona; Milpitas, California; Adams Arapahoe, Colorado; Sarasota, Florida; Chicago, Illinois; Boston, Massachusetts; Galloway Township and Perth Amboy, New Jersey; Oregon City, Oregon; Charleston, South Carolina; and Salt Lake City, Utah.

SBM Councils. School-based management councils are a component of nearly every SBM program. The composition and selection of councils vary, even from school to school within the same district. In the Tulsa Public Schools, for example, councils usually have six to eight members at the primary level, eight to ten members at the middle school level, and ten to thirteen members at the high school level. Members are appointed for two- or three-year terms. The school staff recommends candidates to the school board, and the school board appoints them. In the Cincinnati, Ohio public schools, the councils are composed of one-third staff members, one-third parent members, and one third community members who are not parents. Members serve two-year terms. Each school decides the basis for selection.

The principal usually serves on the council but is not necessarily the chairperson, nor is he or she necessarily a voting member. Teachers, parents, and community members usually serve; less common are students. When students are included, they normally serve only on high school councils, although one school included fifth- and sixth-grade students as members. The decision-making authority of councils varies, as well, but is often quite broad. Areas of responsibility include textbook selection, curriculum, and hiring.

Changing Roles. Under school-based management, principals typically experience more involvement in the school program, more involvement in shared governance, and a higher level of responsibility in district decisionmaking. The role of the superintendent and central office staff change, as well: traditional top-down hierarchical relationships are replaced by a relationship of support. Teachers now have more responsibility and authority to organize and coordinate schools programs. By working to develop a school-site plan, and making decisions to implement that plan, teachers feel they are better able to meet the needs of their students. While teachers are often concerned about something "new", they often soon become enthusiastic about

the increased flexibility and the opportunity to set up programs and schedules differently from other schools. Teachers and principals believe they communicate better under SBM, and the feelings of more control improve both actor's attitudes about their jobs. School-based management also serves to improve communications between the school and community.

SUMMARY AND CONCLUSIONS

School-based management is being implemented throughout the country. While it is changing the roles and responsibilities of various actors in the education process, we lack sufficient information to know if it is improving teaching and learning. We need more information about the following:

- o To improve the quality of teaching and learning, what decisions should be made at the various levels of the education system? Who should make what types of input to those decisions?
- o What types of training and information must various actors have in order to make decisions that lead to improved teaching and learning?
- o What types of state and local district policies and practices enhance or inhibit school-based management that leads to improved teaching and learning? What types of accountability systems promote effective school-based management? What can districts learn from one another regarding the design, development, implementation, and monitoring of school-based management that leads to improving the quality of teaching and learning?

BACKGROUND PAPER

CHOICE

Choice in Education

The President has made choice in education a priority for his Administration.

"It's time for a second great wave of educational reform... Choice plans ... give schools a chance to distinguish themselves from one another, and a chance to compete for and earn the loyalty of the students and families they serve. And choice plans work."

George Bush, January 10, 1989

The Secretary of Education is inviting Governors, legislators, parents, school board members, state and local education officials, business leaders, teachers, students and others to participate in one of five regional strategy meetings on choice in education that he will convene this fall.

"It's not enough to deplore the situation or to blame it on a supposed lack of money. We already spend more on our students than any major industrialized country in the world ... I believe that we can no longer patch, adjust, tinker, and complain. It is time to act. The solution is restructuring and the catalyst is choice."

Lauro Cavazos, May 19, 1989

The purpose of the meetings is to address the role of choice in reinvigorating our schools. Successful choice programs will be discussed, and the participants will consider ways of bringing about greater choice in their states and communities.

Following are the locations of the five meetings:

East Harlem, New York City	October 16-17
Minneapolis/St. Paul, Minnesota	October 23-24
Charlotte, North Carolina	November 13-14
Denver, Colorado	November 16-17
Richmond, California	November 28-29

Advance registration is required and information may be obtained from the U.S. Department of Education, Regional Strategy Meetings on Choice in Education, Box 0875, 400 Maryland Avenue, S.W., Washington, D.C. 20202-0875, or contact Linda Varner Mount on 1-202-732-4039.

BACKGROUND PAPER

COMPETITIVENESS AND THE WORKFORCE



UNITED STATES DEPARTMENT OF EDUCATION
PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

FOR RELEASE: 3:30 P.M. (EDT)
Monday, June 5, 1989

Contact: John Bertak
(202) 732-4576

LAURO F. CAVAZOS
U.S. SECRETARY OF EDUCATION

REMARKS PREPARED FOR DELIVERY
TO
THE BUSINESS ROUNDTABLE

J.W. Marriott
Washington, D.C.
June 5, 1989

It's a pleasure to join you today, and I am pleased to see the increased focus on education at this year's annual meeting of the Business Roundtable. Pleased, but hardly surprised. Our nation has serious problems in education. Business leaders--many here today--understand this and have taken steps to address the matter.

What we are suffering from is an education deficit that is concentrated in our elementary and secondary schools. This deficit is just as real as the trade and budget deficits. And because all three deficits are linked, we will not solve these last two deficits until we have mastered the education deficit.

Louis V. Gerstner, chairman of RJR Nabisco, put the situation in perspective succinctly when he observed recently that, "Every corporate chief in the country now faces an annual crop of entrants to the labor force that every year contains a higher proportion of functional illiterates. The results of this educational drought go straight to the bottom line--lost customers, poor product quality, lost shipments, garbled paperwork."

One consequence of this is that this year, you in American industry will spend close to \$25 billion on remedial education.

How can we expect our youngsters to face up to the stiff challenges that await them in today's competitive, demanding marketplace? And tomorrow's challenges promise to be even greater. Consider that the pace of technology is rendering many products and processes obsolete within three to five years of their development. This means that skills will have to be constantly upgraded and refined. Judging by the problems we are experiencing with education, we cannot have confidence that our future workers are being readied for the task.

And the situation could get worse before it improves. By the year 2000, half of all new jobs will require at least one year of college education. We see the beginnings of major changes in our workforce even now. Between 1983 and 1988, 40 percent of all new jobs created were "managerial and professional," the Labor Department's highest skill category. That's the highest share for any five-year period in history.

How do we set things right with our elementary and secondary education system? How can you help?

First: we must create a high-quality system that demands the best our children have to give. We must clearly define what every student must know and be able to accomplish before leaving the elementary, junior high and high school levels. In this regard, we must make sure our children attend classes. Many districts are falling short of tracking student attendance or truancy.

Second: we must increase graduation rates to a level equal to or greater than that attained by Minnesota, the state that currently leads the nation with a graduation rate of 90 percent. This year's figures on graduation rates indicate that only 71 percent of the current ninth graders will complete high school with their class. Approximately 600,000 to 700,000 students drop out each year. This is a national tragedy.

To increase our graduation rates and promote excellence in education, I have called upon all states and school districts to establish their own "Education Improvement Targets." I urge that governors, Chief State School Officers, local school boards, district superintendents, educators, parents and business people begin right now to work together to identify and announce specific goals for improving each school district and state, to select the benchmarks for measuring progress toward their goals, and to discuss incentives for student, teacher and school improvement. We have sent these messages to the states and local communities. I ask that you inquire on plans and progress toward "Education Improvement Targets" in your community.

We need to keep students in school until they graduate, and make sure all graduates leave with a top-caliber education. American business is having enough difficulties finding qualified workers from the ranks of high school graduates. We must end the tremendous drain of potential inherent in the dropout problem. We are losing potential engineers, physicists, teachers, mathematicians, physicians..losing them to ignorance, poverty and crime.

In terms of lost lifetime earnings, each class of dropouts costs our country \$228 billion...10 times what the federal Department of Education spends on education annually.

One way to keep children in school is by providing education that begins during the early childhood years. Then, we must also ensure that all students have access to a quality education. If it isn't available in their neighborhood, students and their parents should be able to look elsewhere. The most effective way to provide this opportunity is through choice...an educational initiative I'm sure you have heard a great deal about lately. Some may disagree on how best to develop options from which parents and students can choose a school, but one thing is clear: choice should be a cornerstone upon which school restructuring is built.

To date, four states--Minnesota, Iowa, Arkansas and Nebraska--have moved toward state-wide choice programs. Approximately twenty-one states are studying choice in order to improve their school systems.

Last month, I announced several initiatives to encourage choice, and one of them is that the Department plans to convene a number of Regional Strategy Meetings composed of teams of governors, legislators, representatives from the business community, state education chiefs, school administrators, teachers and parents to develop action plans to promote choice in their respective states.

We will be involved in other activities, but before leaving this subject, there is one thing I want to make clear. I have heard the criticism that choice would promote a two-tiered system of education, that is, one system for the fortunate and another for the disadvantaged. It is blind not to recognize that inequities already exist in our schools. It assumes choice cannot be exercised in an effective and responsible manner by all parents and students to improve their situation. It's time every American had the opportunity to make choices in education. Furthermore, armed with the power of choice, parents can force inferior schools to upgrade or close.

If we want to raise expectations for our children and make quality available to the students, we must also insist on an accounting of responsibility for the restructuring of elementary and secondary education. Teachers, schools, students, parents, and you in business...should be called upon, and counted on, to get involved in the restructuring process.

A recent study of school systems in six of our major cities by the Rand Corporation concluded that the problems encountered are too severe and intertwined--and entangled with broader community and social and economic events--to be solved by the educational bureaucracy alone. The author of the report, Paul Hill, notes that, "In these cities, business CEO's rolled up their sleeves to negotiate with teachers and community groups. The same business and civic coalitions that can redevelop downtown can turn around the schools."

And, the business community has, in fact, plunged into the fray. Business-led campaigns for education tax increases and bond issues have been launched in New Orleans, Cincinnati, Miami, South Carolina and California.

The Pepsi-Cola Company recently initiated a program to reduce the dropout rates in inner-city schools. The company pledged \$2 million to pilot projects in Dallas and Detroit that will award tuition credits to deserving students for higher education and cash to teachers involved in the program.

Right here in Washington, D.C., MCI and General Motors, along with five other companies, support a pre-engineering partnership for eighth and ninth graders at an inner-city school. The program has been highly successful, with 97 percent of its participants going on to college, 50 percent studying engineering.

These are highly commendable efforts. We need more of them all over this country...in every community. Without your participation, the education revolution won't happen. Let's face it, if you want it done, it will get done.

Let me give you some other strategies that are part of the restructuring of our elementary and secondary school systems. For example:

1. Allow alternative certification of teachers and principals.
2. Instead of day care, make it learning care--education should start at the earliest possible age.

3. Insist on a more rigorous curriculum: In 1983, A Nation at Risk recommended that every high school student be required to study four years of English; three years of math, science, and social studies; 2 years of a foreign language and one-half year of computer science. Back then, only 2 percent of high school graduates had completed that regimen of courses. Today, about 12 percent do. That's progress, but one out of eight students is not enough.

4. Endorse merit pay for teachers and principals.

5. Move more decision-making power to the local level for teachers and parents.

6. Encourage more parental concern and involvement. In a recent survey of teachers, "parents' lack of interest and support" led their list of the biggest problems facing the public schools. Thirty-four percent cited it as an important problem.

7. Recruit more minority teachers.

8. Urge involvement of local universities and colleges.

9. Deregulate academics--cut away the red tape that hinders innovation, stifles competition, and slows reform.

These are only a few examples. There are many more.

Some suggest that we need more educational funding from federal, state and local sources. At present, we spend the following:

* \$330 billion overall; \$22 billion from the Department of Education.

* \$199 billion on elementary and secondary education.

But still, we are NOT satisfied with the quality of education. I submit that it is not a question of more money, but that it is a question of how the funds available to elementary and secondary education are being utilized.

I call on each of you to devote your energies toward solving the education deficit.

Nothing could be more important. You know that the quality of life in America is dependent on the education level of its citizenry.

The challenge: we know what steps must be taken to restructure education. Why isn't it being done?

Thank you.

BACKGROUND PAPER
POST SECONDARY EDUCATION
Student Loan Default Initiative

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE: 10 a.m. EDT
June 1, 1989

Contact: Rodger Murphey
(202) 732-4574

CAVAZOS UNVEILS STUDENT LOAN DEFAULT INITIATIVE

Education Secretary Lauro F. Cavazos today announced a comprehensive new initiative to combat defaults on Guaranteed Student Loans.

"There are some unscrupulous and uncaring institutions out there," Cavazos said, "who are taking advantage of a program designed to help our students. We must weed out unethical schools and other program participants whose sole purpose is to profit at the expense of our students and taxpayers. Abuses have become so rampant that 'let the buyer beware' will no longer suffice as public policy in education.

"Today we are taking decisive action against those who cheat our citizens, those who promise to educate, but deliver only a debt. Education is our nation's greatest resource. It cannot be left in the hands of those who would abuse it."

The new default reduction package announced by Cavazos combines regulatory, legislative and administrative measures to increase accountability in and cut costs of the Guaranteed Student Loan (GSL) program.

"The promise was -- still is and must always be -- that every American has a right to pursue an education to whatever level his or her talent and determination will allow," Cavazos said. "It was never intended, however, that there would come a time when 37 cents out of every GSL dollar would go to loans not repaid. This year we estimate the default price tag at \$1.8 billion."

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Final regulations, to be published in tomorrow's Federal Register, require that:

- schools with default rates above 60 percent will be subject to limitation, suspension or termination (LS&T) from the GSL program, with the LS&T trigger decreasing 5 percent a year over 5 years to 40 percent;
- schools with a 40-60 percent default rate must reduce the default rate by 5 percent per year or face LS&T action;
- schools with default rates above 30 percent must delay disbursing loans to first-time borrowers until 30 days after the first day of class and pro-rate tuition refunds to GSL borrowers who drop out before the halfway point of a course of study or in the first 6 months, whichever is earlier;
- schools with default rates above 20 percent must develop and submit management plans to address causes of defaults;
- all schools must provide entrance counseling to first-time borrowers;
- all vocational schools, regardless of default rate, must compile and disclose consumer information to all prospective students, including program completion and job placement data.

Also in tomorrow's Federal Register, the department will propose a new requirement that all private vocational schools arrange for another school to complete -- "teach-out" -- its courses if the school closes before the end of a session.

Cavazos said he will also seek Congressional approval for additional steps that, coupled with the new regulations, "will remove the current incentives that lead many schools to concentrate on numbers of enrollees and profits rather than graduation rates and other educational outcomes."

The legislative proposals include default reduction and collection improvement measures that would:

- require students without a high school diploma or GED to pass a test before enrollment. The tests must be designed and administered by an independent third party, designated by the Secretary;
- establish a pro-rata tuition refund requirement for all schools with a GSL default rate of over 30 percent. The refund applies to all Education Department student aid funds;
- prohibit the use of commissioned recruiters in enrolling students in schools that accept federal student aid funds;
- require lenders to establish graduated loan repayment schedules approved by the Secretary;
- authorize guarantee agencies to garnish the wages of defaulters up to 10 percent of disposable earnings.

Cavazos also pledged that the Education Department will work administratively to improve default prevention, enforcement, and collection efforts. The department will:

IMPROVE DEFAULT PREVENTION

- issue an annual list of default rates for each lender, school and guarantee agency;
- compile and issue job placement and other consumer information on vocational programs in each state;
- provide debt management and financial management planning information to high school and college students;
- provide additional training to employees of schools, lenders, and guarantee agencies in how to administer the GSL program;
- support additional research to examine the underlying causes of student loan defaults;
- establish a network for disseminating model default prevention approaches;

-MORE-

- expand efforts to inform students of the department's toll-free student aid information service (1-800-333-INFO);

IMPROVE ENFORCEMENT OF PROGRAM REQUIREMENTS

- identify causes and possible solutions to the default problem during Inspector General audits and investigations;
- continue to enforce due diligence collection requirements for lenders and guarantee agencies;
- expand fraud awareness by publicizing actions taken against those who defraud the student loan program and provide access to the toll-free Inspector General hotline (1-800-MIS-USED);

IMPROVE COLLECTION EFFORTS

- increase collections through the IRS offset of defaulter's federal tax refunds;
- expand efforts to offset the salaries of federal employees who default on student loans;
- expand contracts with private collection services to collect loans in default.

Last September, soon after his appointment as Secretary, Cavazos asked for additional comments on default reduction from the public, Congress, and the education community. More than 3,600 comments were received and considered in formulating the initiative announced today.

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NOTE TO EDITORS: Copies of all public comments received are available for review. Contact the Office of Public Affairs to arrange an appointment.

U.S. EDUCATION DEPARTMENT BUDGET SUMMARY

The FY 1990 Budget for Education

The President's Request

For the Department of Education, President Reagan's request to Congress was \$21.9 billion, slightly more than the 1989 appropriation. President Bush's budget plan, which he described on February 9, adds \$441 million for initiatives to reform our schools and improve the quality of education, and the President added another \$1.3 billion in July, for a total request of \$23.7 billion. President Bush has stated that, "The challenge of the future is not just to make education more available, but to make it more worthwhile." To this end, the Administration's education policy and initiatives reward excellence; provide additional help to those most in need; promote educational choice and flexibility to encourage competition and provide incentives to achievement; and assure that all students receive a high quality education by promoting greater accountability at all levels of the education system.

Status of the FY 1990 Appropriation

- House-passed bill on August 2, 1989, provided \$23.9 billion, \$1.1 billion more than the 1989 appropriation of \$22.8 billion.
- The Senate full Committee approved \$23.8 billion on September 13.
- The House provided a major increase of \$1.0 billion for Chapter 1. The Senate provided only half this amount, about \$500 million.

SUMMARY OF DEPARTMENT OF EDUCATION BUDGET

Program and Activity (in millions of dollars)	1989 Appropriation	1990 President's Budget Request
Elementary and Secondary Education		
Chapter 1:		
Grants to LEAs.....	\$4,026.1	\$4,163.0
Even Start.....	14.8	14.8
State Agency programs.....	451.5	463.9
Other.....	77.8	79.8
Presidential Merit Schools.....	0.0	250.0
Impact Aid.....	733.1	629.3
Chapter 2.....	490.7	507.2
Fund for Innovation in Education..	11.2	15.7
Drug-Free Schools and Communities.	354.5	391.6
Mathematics and Science Education.	137.3	142.0
FIRST.....	5.9	5.9
Alternative Certification.....	0.0	25.0
Presidential Awards for Excellence	0.0	7.8
Magnet Schools in Deseg. Districts	113.6	114.6
Magnet Schools of Excellence.....	0.0	100.0
Indian Education.....	71.8	74.2
Other (includes HEP and CAMP).....	112.7	60.0
Total (OESE).....	6,600.9	7,044.6
Bilingual Education:		
Bilingual Education.....	151.9	157.1
Immigrant and Refugee Education...	45.4	47.0
Total (OBEMLA).....	197.4	204.1
Special Education and Rehab. Serv:		
Special Education:		
State Grants.....	1,792.3	1,844.8
Special Purpose Funds.....	169.0	169.0
Subtotal.....	1,961.3	2,013.8
Rehabilitative Services:		
State Grants.....	1,485.5	1,546.7
Special Purpose Funds.....	187.7	188.4
Subtotal.....	1,673.2	1,735.2
Special Inst. (APHB, NTID, G.U.)..	104.7	109.9
Total (OSERS).....	3,739.2	3,858.9

SUMMARY OF DEPARTMENT OF EDUCATION BUDGET

Program and Activity (in millions of dollars)	1989 Appropriation	1990 President's Budget Request
<hr/>		
Vocational and Adult Education:		
<hr/>		
Vocational Education.....	918.4	949.4
Adult Education.....	162.2	172.7
	<hr/>	<hr/>
Total (OVAE).....	1,080.6	1,122.1
Postsecondary Education:		
<hr/>		
Student Financial Aid:		
Pell Grants.....	\$4,483.9	\$5,262.0
Supplemental Grants.....	438.0	452.9
Work-Study.....	610.1	610.1
Income-Contingent Loans.....	4.9	20.0
Perkins Loans.....	205.5	22.0
State Student Incentive Grants..	71.9	0.0
Guaranteed Student Loans.....	4,066.8	3,728.9
	<hr/>	<hr/>
Subtotal.....	9,881.1	10,095.9
Institutional Aid & Other Postsec:		
Title III.....	\$174.6	\$190.5
FIPSE.....	11.9	11.9
Minority Science Improvement....	5.3	5.5
International Education.....	31.1	30.3
TRIO.....	219.3	228.2
Higher Education Facilities.....	54.1	27.9
Scholarships and Fellowships....	66.7	51.0
(National Science Scholars)....	(0.0)	(5.0)
Howard University.....	179.0	184.9
Other.....	34.2	9.9
	<hr/>	<hr/>
Subtotal.....	776.0	740.1
Total (OPE).....	10,657.2	10,835.9
Education Research & Improvement:		
<hr/>		
Research and Statistics.....	78.2	101.3
Libraries.....	137.2	137.2
	<hr/>	<hr/>
Total (OERI).....	215.4	238.5
Departmental Management:		
<hr/>		
Program Administration.....	250.5	282.4
Office for Civil Rights.....	41.6	45.2
Office of the Inspector General...	18.6	22.0
	<hr/>	<hr/>
Total, Departmental Management..	310.7	349.6
TOTAL. BUDGET AUTHORITY.....	22,801.4	23,653.8

PRESIDENTIAL EDUCATION LEGISLATIVE INITIATIVES

Topic: Education Excellence Act of 1989
(S. 695, H.R. 1675)

Status Report of Legislation

Committees of Jurisdiction:

House Education and Labor Committee
Senate Committee on Labor and Human Resources

Bill Sponsors:

Senator Kassebaum (R-KS) and 35 other cosponsors
Representative Goodling (R-PA) and 87
other cosponsors

Background: This is the President's major Education Initiative. The legislative package was sent to the Hill on April 5, 1989, and contained seven separate initiatives: Merit Schools, Magnet Schools, Alternative Teacher Certification, an increase in the endowment programs of Historically Black Colleges, Math and Science Scholarships, the President's Awards for Excellence in Education, and Urban Emergency Grants: Drug Free Schools. This package amounts to total of \$441 million.

Status: The Senate Subcommittee on Education, Arts and Humanities held a hearing on June 13. Secretary Cavazos was the lead witness, followed by Senator Glenn (D-OH) who testified in support of his bill (Glenn's) to create a national math and science scholarship program. A second panel focused on elementary and secondary education and a third on postsecondary education, including the HBCU initiative and the Department's student loan default initiative. The Subcommittee marked up the bill, along with the default initiative on July 13 and full committee mark up occurred on July 20. The full Senate will likely consider the bill in late September. The House Subcommittee on Elementary, Secondary and Vocational Education held a hearing on the President's initiatives on Aug. 2. Secretary Cavazos was the only witness at the hearing. It appears the House will hold another hearing this fall. The Bill was passed unanimously (16-0) by the full Senate Labor and Human Resources Committee on July 20. At that time, three additional amendments were passed: a technical amendment dealing with the default provisions of the bill; a proposal to create the president's Council on Academic Excellence which will help define rigorous and challenging school curricula and reward students who successfully complete these new requirements; and a provision that would make the Director of the Department's FIRST program a position appointed by the FIRST board for a four year term. The bill will probably go to the Senate floor for consideration

N.G.A. HISTORICAL

PROCEEDINGS OF A CONFERENCE OF GOVERNORS

IN THE WHITE HOUSE
WASHINGTON, D.C.
MAY 13-15, 1908

ORIGIN AND PLAN OF THE CONFERENCE

The idea of conserving the Nation's resources arose partly from the recent forestry movement, partly from the still more recent waterway movement.

The germ of the idea took form in an address by President Roosevelt before the Society of American Foresters (of which he was and is an associate member), March 26, 1903. In expressions indicating perhaps more clearly than any of earlier date the interdependence of our resources, he said to the forest students:

Your attention must be directed to the preservation of the forests, not as an end in itself, but as a means of preserving the prosperity of the Nation * * * In the arid region of the West agriculture depends first of all upon the available water supply. In such a region forest protection alone can maintain the stream flow necessary for irrigation and can prevent the great and destructive floods so ruinous to communities farther down the same streams. * * * The relation between forests and the whole mineral industry is an extremely intimate one. The very existence of lumbering * * * depends upon the success of our work as a Nation in putting practical forestry into effective operation. As it is with mining and lumbering, so it is in only a less degree with transportation, manufactures, and commerce in general. The relation of all these industries to forestry is of the most intimate and dependent kind.

With continued development of the forest policy the interdependence of woodlands and waterways yearly became more evident; and it also became increasingly clear that both woods and waters are in their industrial aspects closely related not only to mineral production and the reclamation of arid lands but to all agriculture and to transportation.

The next formal expression appeared when the President, in response to petitions of the People of the Interior, appointed the Inland Waterways Commission. In the letter creating the commission he declared:

It is becoming clear that our streams should be considered and conserved as great natural resources. * * * The time has come for merging local projects and uses of the inland waters in a comprehensive plan designed for the benefit of the entire country. * * * It is not possible to properly frame so large a plan * * * without taking account of the orderly development of other natural resources. Therefore, I ask that the inland Waterways Commission shall consider the relations of the streams to the use of all the great permanent natural resources and their conservation for the making and maintenance of prosperous homes.

Proceedings of the Conference of Governors

While the foregoing expressions indicated both the relations among the Nation's resources and the need for a wider utilization of them, they did little more than forecast a National duty. Conservation as a single problem and as a basis for National policy was outlined still more clearly in the President's address before the National Editorial Association in Jamestown, June 10, 1907, the tenor of which appears in the following passages:

*In utilizing and conserving the natural resources of the Nation; the one characteristic more essential than any other is foresight. * * * No other Nation enjoys so wonderful a measure of present prosperity, which can of right be treated as an earnest of future success, and for no other are the rewards of foresight so great, so certain, and so easily foretold. Yet hitherto as a Nation we have tended to live with an eye single to the present, and have permitted the reckless waste and destruction of much of our National wealth.*

The conservation of our natural resources and their proper use constitute the fundamental problem which underlies almost every other problem of our National life. Unless we maintain an adequate material basis for our civilization, we can not maintain the institutions in which we take so great and so just a pride; and to waste and destroy our natural resources means to undermine these material bases. * * *

So much for what we are trying to do in utilizing our public lands for the public; in securing the use of the water, the forage, the coal, and the timber for the public. In all four movements my chief adviser, and the man first to suggest to me the courses which have actually proved so beneficial, was Mr Gifford Pinchot, the Chief of the National Forest Service. Mr Pinchot also suggested to me a movement supplementary to all of these movements, one which will itself lead the way in the general movement which he represents and with which he is actively identified, for the conservation of all our natural resources. This was the appointment of the Inland Waterways Commission.

On May 14-23, 1907, the Inland Waterways Commission, while engaged in an inspection trip along the lower Mississippi at high-water stage, repeatedly discussed the policy of Conservation in its bearing on the general plans for waterway improvement toward which they were at work; and at their Fifteenth Session, on May 21 (aboard the steamer *Mississippi*), it was decided — subject to approval by the President — to hold a conference or convention in Washington during the ensuing winter to discuss the conservation of the Nation's resources. Chairman Burton was formally authorized to issue to the press a brief statement framed by Vice-Chairman Newlands, and the chairman and Commissioner Pinchot were made a committee to convey the matter "to the President as an expression of the view of the Commission, leaving him to decide how the call shall issue." Soon afterward this committee conferred informally with the President, and received his sanction for arranging such a meeting.

During ensuing months Commissioners Newlands, Pinchot, Newell, and McGee met on the Pacific coast, partly for the purpose of examining waterways and partly to consider and arrange details of the proposed assembly. Just before the opening of the Fifteenth Session of the National Irrigation Congress at Sacramento, early in September, a preliminary draft of programme was put in writing and sent to Chairman Burton. This draft corresponded closely in topics, speakers, and other details with the calendar subsequently adopted, except that up to this time the conference was designed primarily as one of experts rather than of statesmen.

At Sacramento it was learned by one of the commissioners present that the Lakes-to-Gulf Deep Waterway Association, then arranging for their Memphis convention, expected to bring together a score or more of State executives; and the suggestion was offered that, if the five Governors attending the Irrigation Congress should approve, it might be well to invite the State executives of the entire country to take part in the proposed conference in Washington. Senator Newlands, as Vice-Chairman of the commission, at once acted on the suggestion by inviting Governors Gillett, Chamberlain, Mead, Cutler, and Kibbey to meet the four commissioners present and discuss the matter. All accepted except Governor Gillett, who had a conflicting engagement, but signified general approval. At the meeting the idea of Conservation in its relations to waterway improvement was outlined, together with the plan for the conference so far as developed; and in the course of discussion the further idea was brought out more clearly than before that the State Governor is of necessity the chief sponsor for the welfare of his commonwealth. Soon as suggested, this idea modified the plan for the meeting, and led to the decision that it should be primarily a Conference of Governors, and only secondarily a meeting of experts able authoritatively to convey information both to the Governors and to the Commission. The four Governors present signified full approval of the plan and the determination to take part in the Conference, Governor Chamberlain observing that he had already contemplated and even suggested meetings of Governors for the discussion of interstate questions.

The outcome of the Sacramento meeting and the progress in the preparation of plans for the Conference were informally communicated to the President, and in the draft of his Memphis address before the Lakes-to-Gulf Deep Waterway Association, prepared in advance for the press, he incorporated the announcement that the Inland Waterways Commission would, with his full approval, call a Conference of Governors and experts on the conservation of natural resources, to be held in Washington early in the ensuing winter. The announcement in this form was extensively published immediately after the delivery of the address on October 4.

Meantime the Commission was again engaged in an inspection trip down the Mississippi from St. Paul to Memphis at the low-water stage, in which the President took part October 1-4, passing from Keokuk to Memphis amid an ovation unparalleled in the history of the Interior. At the Twenty-third Session of the Commission, on October 3, presided over by the President, it was decided to make the arrangements for the Conference a matter of record through a formal letter. This letter was drafted later in the day; and out of consideration for the score of Governors who were assembled on a neighboring vessel as guests of the Business Men's League of St. Louis, the Commissioners met them on board their vessel and invited them to join in the request to the President that he authorize and formally announce the Conference. Through a natural delicacy, several of the Governors expressed the feeling that it would be better for the plan to originate wholly with the Commission; and accordingly on the morning of October 4 the following written communication was conveyed to the President:

October 3, 1907

THE PRESIDENT,

On Board the U.S. Steamer Mississippi.

SIR: In the course of inquiries made under your direction "that the Inland Waterways Commission shall consider the relations of the streams to the use of all the great permanent natural resources and their conservation for the making and maintenance

of prosperous homes," the members of the Commission have been led to feel that it would be desirable to hold a Conference on the general subject of the conservation of the natural resources of the Nation.

Among the reasons for such a Conference are the following:

1. Hitherto our National policy has been one of almost unrestricted disposal of natural resources, and this in more lavish measure than in any other nation in the world's history; and this policy of the Federal Government has been shared by the constituent States. Three consequences have ensued: First, unprecedented consumption of natural resources; second, exhaustion of these resources, to the extent that a large part of our public lands have passed into great estates or corporate interests, our forests are so far depleted as to multiply the cost of forest products, and our supplies of coal and iron ore are so far reduced as to enhance prices; and third, unequalled opportunity for private monopoly, to the extent that both the Federal and the State Sovereignties have been compelled to enact laws for the protection of the People.
2. We are of the opinion that the time has come for considering the policy of conserving these material resources on which the permanent prosperity of our country and the equal opportunity of all our People must depend; we are also of opinion that the policy of conservation is so marked an advance on that policy adopted at the outset of our National career as to demand the consideration of both Federal and State sponsors for the welfare of the People.
3. We are of opinion that the Conference may best be held in the National Capital next winter, and that the conferees should comprise the Governors of all our States and Territories, a limited number of delegates to be appointed by each Governor, and representatives from leading organizations of both State and National scope engaged in dealing with National resources or with practical questions relating thereto.

We have the honor to ask that in case you concur in our view you call such a Conference.

Respectfully submitted.

(Signed) THEODORE E. BURTON,
Chairman

(Signed) W J McGee,
Secretary

On receiving the communication, the President not merely approved the plan but decided to comply fully with the formal request of the Commission and himself call the Conference; and he so announced in his Memphis address delivered later in the day, as follows:

As I have said elsewhere, the conservation of natural resources is the fundamental problem. Unless we solve that problem it will avail us little to solve all others. To solve it, the whole nation must undertake the task through their organizations and associations, through the men whom they have made specially responsible for the welfare of the several States, and finally through Congress and the Executive. As a preliminary step, the Inland Waterways Commission has asked me to call a conference on the conservation of natural resources, including, of course, the streams, to meet in Washington during the coming winter. I shall accordingly call such a conference. It

ought to be among the most important gatherings in our history, for none have had a more vital question to consider.

At the Twenty-fifth Session of the Commission, convened on October 5, a Conference Committee was appointed "to confer with the President and take requisite action in conformity with his wishes" regarding arrangements; the Committee comprising Commissioners Pinchot (chairman), Newell, and McGee. About this time it was decided, at the instance of Commissioner Newell, to recommend to the president that the Conference be held in the East Room of the White House; and the recommendation was promptly approved. This Conference Committee kept in communication with the President, and reported progress at several sessions of the Commission.

In November, the President wrote each Governor, inviting him to take part in the Conference; one of the letters being as follows:

MY DEAR GOVERNOR: The natural resources of the United States were, at the time of settlement, richer, more varied, and more available than those of any other equal area on the earth. The development of these resources has given us for more than a century a rate of increase of population and wealth without parallel in history. It is obvious that the prosperity which we now enjoy rests directly upon these resources. It is equally obvious that the vigor and success which we desire and foresee for this nation in the future must have this as its ultimate material basis.

In view of these evident facts, it seems to me time for the country to take account of its natural resources and to inquire how long they are likely to last. We are prosperous now; we should not forget that it will be just as important to our descendants to be prosperous in their time.

Recently I declared there is no other question now before the nation of equal gravity with the question of the conservation of our natural resources, and I added that it is the plain duty of us who, for the moment, are responsible to take inventory of the natural resources which have been handed down to us, to forecast the needs of the future, and so handle the great sources of our prosperity as not to destroy in advance all hope of the prosperity of our descendants.

It is evident the abundant natural resources on which the welfare of this nation rests are becoming depleted, and, in not a few cases, are already exhausted. This is true of all portions of the United States; it is especially true of the longer settled communities of the East.

The gravity of the situation must, I believe, appeal with special force to the Governors of the States, because of their close relations to the people and the responsibility for the welfare of their communities. I have therefore decided, in accordance with the suggestion of the Inland Waterways Commission to ask the Governors of the States and Territories to meet at the White House on May 13, 14, and 15 to confer with the President and with each other upon the conservation of natural resources.

It gives me great pleasure to invite you to take part in this Conference. I should be glad to have you select three citizens to accompany you and to attend the Conference as your assistants or advisers. I shall also invite the Senators and Representatives of the Sixtieth Congress to be present at the sessions so far as their duties will permit.

The matters to be considered at this conference are not confined to any region or group of States, but are of vital concern to the Nation as a whole and to all the people.

Those subjects include the use and conservation of the mineral resources, the resources of the land, and the resources of the waters in every part of our territory.

In order to open discussion, I shall invite a few recognized authorities to present brief descriptions of actual facts and conditions, without argument, leaving the conference to deal with each topic as it may elect. The members of the Inland Waterways Commission will be present in order to share with me the benefit of information and suggestion, and, if desired, to set forth their provisional plans and conclusions.

Facts, which I can not gainsay, force me to believe that the conservation of our natural resources is the most weighty question now before the people of the United States. If this is so, the proposed conference, which is the first of its kind, will be among the most important gatherings in our history in its effect upon the welfare of all our people.

I earnestly hope, my dear Governor, that you will find it possible to be present.

Sincerely yours,

(Signed) THEODORE ROOSEVELT

All the Governors of the States and Territories accepted, a few conditionally on grounds of health or pressure of public affairs.

In December and later the President issued invitations to organizations dealing with natural resources, which were generally accepted. One of these was as follows:

MY DEAR SIR: Recently I invited the Governors of the States and Territories to meet in the White House on May 13-15 next in a Conference on the Conservation of Natural Resources. In issuing the invitation, I expressed the opinion that there is urgent need of taking stock of our resources, and I added my belief that the Conference ought to take rank among the more important meetings in the history of the Country.

The replies to the invitation have been most gratifying. They indicate that practically all of the Governors, each with three special advisers, will attend the Conference. The Senators and Representatives of the Sixtieth Congress, the Justices of the Supreme Court, and the members of the Cabinet have also been invited to take part; and the Inland Waterways Commission, which suggested the Conference, will be present to reply to inquiries and make record of the Proceedings. A limited number of leading associations of national scope concerned with our natural resources will be invited to send one representative each to take part in the discussions. The general purpose of the Conference is indicated on pages 24-26 of the preliminary report of the Waterways Commission, of which a copy is enclosed.

I invite the cooperation of the American Society of Mechanical Engineers in bringing this matter before the people; and it gives me added pleasure to invite you as President of the Society to take part in the Conference.

Sincerely yours,

(Signed) THEODORE ROOSEVELT

Meantime correspondence was conducted with experts by the President or his Secretary, and also by the Conference Committee; and a Syllabus was prepared for the guidance of experts in the preparation of opening statements. This Syllabus is printed on later pages.

In the course of the correspondence, the President invited as a special guests five eminent citizens widely recognized as authorities on national aspects of the resources of the country.

As the plans for the Conference grew definite, early in the correspondence, and it became clear that the statements and deliberations of the Governors and other Conferees might assume such importance as to be of interest to the coordinate branches of the Federal Government, the Justices of the Supreme Court and the Senators and Representatives of the Sixtieth Congress were invited by the President to take part. Similar invitations were extended also to members of the Cabinet.

Throughout it was planned to provide for press attendance in the interests of the public and to prevent possible misapprehension of purpose; and as the time for the Conference approached it was decided to invite representatives of the periodical press as well as the daily press. The former, coming from different parts of the country, were personally invited by the President, after selection by the Periodical Publishers Association; the latter (forty in number) were selected by the managing committee of the Congressional Press Gallery from the Washington representatives of the leading papers and entered on personal recognition and press badges, under regulations of their committee.

Finally, toward the end of April, a limited number of bureau chiefs and other experts of national reputation connected with the Federal service were invited by the President to take part in the Conference; and these invitations, like all others, were generally accepted.

Early in May the Calendar of the Conference was prepared, chiefly for the convenience of the Governors and subject to change by them after assembling; in its final form it is reprinted on later pages. Although not designed as a fixed programme, its order was found convenient and was followed somewhat closely, except on the last day of the Conference.

The Conference Committee kept in close touch with the arrangements, including provision for the safety of the unprecedented assemblage of public officials; they were aided efficiently by Mr Thomas R. Shipp, who was made General Secretary of the Conference, the Secretary of the Commission acting as Recording Secretary. (During the second session, Governor John Burke, of North Dakota, was chosen Honorary Secretary.)

A few Governors were kept away by illness or special pressure of public business. As the date for the Conference approached there were a number of changes among the Governors' advisors, with a few among the representatives of organizations; while of the five special guests invited by the President, one - Ex-President Cleveland - was confined to his home by illness which soon after proved fatal.

The Roster on later pages comprises the Conferees (including Governors prevented by illness or public duty from appearing in person), arranged by groups. The half-tone engraving following it represents the Governors present at noon of May 13, with several other guests. A photogravure representing all the Conferees was prepared with the consent of the Conference Committee, but is not reproduced herein. WJM.

OPENING ADDRESS BY THE PRESIDENT

Governors of the several States; and Gentlemen:

I welcome you to this Conference at the White House. You have come hither at my request, so that we may join together to consider the question of the conservation and use of the great fundamental sources of wealth of this Nation.

So vital is this question, that for the first time in our history the chief executive officers of the States separately, and of the States together forming the Nation, have met to consider it. It is the chief material question that confronts us, second only – and second always – to the great fundamental questions of morality. [Applause]

With the governors come men from each State chosen for their special acquaintance with the terms of the problem that is before us. Among them are experts in natural resources and representatives of national organizations concerned in the development and use of these resources; and Senators and Representatives in Congress; the Supreme Court, the Cabinet, and the Inland Waterways Commission have likewise been invited to the Conference, which is therefore national in a peculiar sense.

This Conference on the conservation of natural resources is in effect a meeting of the representatives of all the people of the United States called to consider the weightiest problem now before the Nation; and of our country are in danger of exhaustion if we permit the old wasteful methods of exploiting them longer to continue.

With the rise of peoples from savagery to civilization, and with the consequent growth in the extent and variety of the needs of the average man, there comes a steadily increasing growth of the amount demanded by this average man from the actual resources of the country. And yet, rather curiously, at the same time that there comes that increase in what the average man demands from the resources, he is apt to grow to lose the sense of his dependence upon nature. He lives in big cities. He deals in industries that do not bring him in close touch with nature. He does not realize the demands he is making upon nature. For instance, he finds, as he has found before in many parts of this country, that it is cheaper to build his house of concrete than wood, learning in this way only that he has allowed the woods to become exhausted. That is happening, as you know, in parts of this country at this very time.

Savages, and very primitive peoples generally, concern themselves only with superficial natural resources; with those which they obtain from the actual surface of the ground. As peoples become a little less primitive, their industries, although in a rude manner, are extended to resources below the surface; then, with what we call civilization and the extension of knowledge, more resources come into use, industries are multiplied, and foresight begins to become a necessary and prominent factor in life. Crops are cultivated; animals are domesticated; and metals are mastered.

We can not do any of these things without foresight, and we can not, when the nation becomes fully civilized and very rich, continue to be civilized and rich unless the nation shows more foresight than we are showing at this moment as a nation. [Applause]

Every step of the progress of mankind is marked by the discovery and use of natural resources previously unused. Without such progressive knowledge and utiliza-

tion of natural resources population could not grow, nor industries multiply, nor the hidden wealth of the earth be developed for the benefit of mankind.

From the first beginnings of civilization, on the banks of the Nile and the Euphrates, the industrial progress of the world has gone on slowly, with occasional set-backs, but on the whole steadily, through tens of centuries to the present day.

It never does advance by jumps, gentlemen. It always goes slowly. There are occasional set-backs, but on the whole it goes steadily.

But of late the rapidity of the process has increased at such a rate that more space has been actually covered during the century and a quarter occupied by our national life than during the preceding six thousand years and that take us back to the earliest monuments of Egypt, to the earliest cities of the Babylonian plain.

Now, I ask you to think what that means; and I am speaking with historic literalness. In the development, the use, and therefore the exhaustion of certain of the natural resources, the progress has been more rapid in the past century and a quarter than during all preceding time of which we have record.

When the founders of this nation met at Independence Hall in Philadelphia the conditions of commerce had not fundamentally changed from what they were when the Phoenician keels first furrowed the lonely waters of the Mediterranean.

You turn to Homer – some of you did in your school days, even if you do not now [laughter] – and you will see that he spoke, not of the Mediterranean but of one corner of the Egean only, as a limitless waste of water which no one had traversed. There is now no nook of the earth that we are not searching.

When our forefathers met in Independence Hall, the differences were those of degrees, not of kind, and they were not in all cases even those of degree. Mining was carried on fundamentally as it had been carried on by the Pharaohs in the countries adjacent to the Red Sea. Explorers now-a-days by the shores of the Red Sea strike countries that they call new, but they find in them mines, with sculptures of the Pharaohs, showing that those mines were worked out and exhausted thousands of years before the Christian era.

In 1776 the wares of the merchants of Boston, of Charleston, like the wares of the merchants of Nineveh and Sidon, if they went by water, were carried by boats propelled by sails or oars; if they went by land were carried in wagons drawn by beasts of draft or in packs on the backs of beasts of burden. The ships that crossed the high seas were better than the ships that three thousand years before crossed the Egean, but they were of the same type, after all – they were wooden ships propelled by sails. There the difference was one of degree in our favor. On shore the difference was one of degree against us, for on land the roads, at the end of the eighteenth century, when this country became a nation, were not as good as the roads of the Roman Empire, while the service of the posts, at any rate prior to the days of Benjamin Franklin, was probably inferior. In the previous eighteen hundred years there had been a retrogression in roads and in postal service.

In Washington's time anthracite coal was known only as a useless black stone; and the great fields of bituminous coal were undiscovered. As steam was unknown, the use of coal for power production was undreamed of. Water was practically the only source of power, save the labor of men and animals; and this power was used only in the most primitive fashion. But a few small iron deposits had been found in this country, and the use of iron by our countrymen was very small. Wood was

practically the only fuel, and what lumber was sawed was consumed locally, while the forests were regarded chiefly as obstructions to settlement and cultivation. The man who cut down a tree was held to have conferred a service upon his fellows.

Such was the degree of progress to which civilized mankind had attained when this nation began its career. It is almost impossible for us in this day to realize how little our Revolutionary ancestors knew of the great store of natural resources whose discovery and use have been such vital factors in the growth and greatness of this Nation, and how little they required to take from this store in order to satisfy their needs.

Since then our knowledge and use of the resources of the present territory of the United States have increased a hundred-fold. Indeed the growth of this Nation by leaps and bounds makes one of the most striking and important chapters in the history of the world. Its growth has been due to the rapid development, and alas that it should be said! to the rapid destruction, of our natural resources. Nature has supplied to us in the United States, and still supplies to us, more kinds of resources in a more lavish degree than has ever been the case at any other time or with any other people. Our position in the world has been attained by the extent and thoroughness of the control we have achieved over nature; but we are more, and not less, dependent upon what she furnishes than at any previous time of history since the days of primitive man.

Yet our fathers, though they knew so little of the resources of the country, exercised a wise forethought in reference thereto. Washington clearly saw that the perpetuity of the States could only be secured by union, and that the only feasible basis of union was an economic one; in other words, that it must be based on the development and use of their natural resources. Accordingly, he helped to outline a scheme of commercial development, and by his influence an interstate waterways commission was appointed by Virginia and Maryland.

It met near where we are now meeting, in Alexandria, adjourned to Mount Vernon, and took up the consideration of interstate commerce by the only means then available, that of water; and the trouble we have since had with the railways has been mainly due to the fact that naturally our forefathers could not divine that the iron road would become the interstate and international highway, instead of the old route by water. Further conferences were arranged, first at Annapolis, and then at Philadelphia. It was in Philadelphia that the representatives of all the States met for what was in its original conception merely a waterways conference; but when they had closed their deliberations the outcome was the Constitution which made the States into a Nation. [Applause]

The Constitution of the United States thus grew in large part out of the necessity for united action in the wise use of one of our natural resources. The wise use of all of our natural resources, which are our national resources as well, is the great material question of today. I have asked you to come together now because the enormous consumption of these resources, and the threat of imminent exhaustion of some of them, due to reckless and wasteful use, once more calls for common effort, common action.

We want to take action that will prevent the advent of a woodless age, and defer as long as possible the advent of an ironless age. [Applause]

Since the days when the Constitution was adopted, steam and electricity have revolutionized the industrial world. Nowhere has the revolution been so great as in our own country. The discovery and utilization of mineral fuels and alloys have given

us the lead over all other nations in the production of steel. The discovery and utilization of coal and iron have given us our railways, and have led to such industrial development as has never before been seen. The vast wealth of lumber in our forests, the riches of our soils and mines, the discovery of gold and mineral oils, combined with the efficiency of our transportation, have made the conditions of our life unparalleled in comfort and convenience.

A great many of these things are truisms. Much of what I say is so familiar to us that it seems commonplace to repeat it; but familiar though it is, I do not think as a nation we understand what its real bearing is. It is so familiar that we disregard it. [Applause]

The steadily increasing drain on these natural resources has promoted to an extraordinary degree the complexity of our industrial and social life. Moreover, this unexampled development has had a determining effect upon the character and opinions of our people. The demand for efficiency in the great task has given us vigor, effectiveness, decision, and power, and a capacity for achievement which in its own lines has never yet been matched. [Applause] So great and so rapid has been our material growth that there has been a tendency to lag behind in spiritual and moral growth [laughter and applause]; but that is not the subject upon which I speak to you today.

Disregarding for the moment the question of moral purpose, it is safe to say that the prosperity of our people depends directly on the energy and intelligence with which our natural resources are used. It is equally clear that these resources are the final basis of national power and perpetuity. Finally, it is ominously evident that these resources are in the course of rapid exhaustion.

This Nation began with the belief that its landed possessions were illimitable and capable of supporting all the people who might care to make our country their home; but already the limit of unsettled land is in sight, and indeed but little land fitted for agriculture now remains unoccupied save what can be reclaimed by irrigation and drainage—a subject with which this Conference is partly to deal. We began with an unapproached heritage of forests; more than half of the timber is gone. We began with coal fields more extensive than those of any other nation and with iron ores regarded as inexhaustible, and many experts now declare that the end of both iron and coal is in sight.

The mere increase in our consumption of coal during 1907 over 1906 exceeded the total consumption in 1876, the Centennial year. This is a striking fact: Thirty years went by, and the mere surplus of use of one year over the preceding year exceeded all that was used in 1876 — and we thought we were pretty busy people even then. The enormous stores of mineral oil and gas are largely gone; and those Governors who have in their States cities built up by natural gas, where the natural gas has since been exhausted, can tell us something of what that means. Our natural waterways are not gone, but they have been so injured by neglect, and by the division of responsibility and utter lack of system in dealing with them, that there is less navigation on them now than there was fifty years ago. Finally, we began with soils of unexampled fertility, and we have so impoverished them by injudicious use and by failing to check erosion that their crop-producing power is diminishing instead of increasing. In a word, we have thoughtlessly, and to a large degree unnecessarily, diminished the resources upon which not only our prosperity but the prosperity of our children and our children's children must always depend.

We have become great in a material sense because of the lavish use of our resources, and we have just reason to be proud of our growth. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils shall have been still further impoverished and washed into the streams, polluting the rivers, denuding the fields, and obstructing navigation. These questions do not relate only to the next century or to the next generation. One distinguishing characteristic of really civilized men is foresight; we have to, as a nation, exercise foresight for this nation in the future; and if we do not exercise that foresight, dark will be the future! [Applause] We should exercise foresight now, as the ordinarily prudent man exercises foresight in conserving and wisely using the property which contains the assurance of well-being for himself and his children. We want to see a man own his farm rather than rent it, because we want to see it an object to him to transfer it in better order to his children. We want to see him exercise forethought for the next generation. We need to exercise it in some fashion ourselves as a nation for the next generation.

The natural resources I have enumerated can be divided into two sharply distinguished classes accordingly as they are or are not capable of renewal. Mines if used must necessarily be exhausted. The minerals do not and can not renew themselves. Therefore in dealing with the coal, the oil, the gas, the iron, the metals generally, all that we can do is try to see that they are wisely used. The exhaustion is certain to come in time. We can trust that it will be deferred long enough to enable the extraordinarily inventive genius of our people to devise means and methods for more or less adequately replacing what is lost; but the exhaustion is sure to come.

The second class of resources consists of those which can not only be used in such manner as to leave them undiminished for our children, but can actually be improved by wise use. The soil, the forests, the waterways come in this category. Every one knows that a really good farmer leaves his farm more valuable at the end of his life than it was when he first took hold of it. So with the waterways. So with the forests. In dealing with mineral resources, man is able to improve on nature only by putting the resources to a beneficial use which in the end exhausts them; but in dealing with the soil and its products man can improve on nature by compelling the resources to renew and even reconstruct themselves in such manner as to serve increasingly beneficial uses — while the living waters can be so controlled as to multiply their benefits.

Neither the primitive man nor the pioneer was aware of any duty to posterity in dealing with the renewable resources. When the American settler felled the forests, he felt that there was plenty of forest left for the sons who came after him. When he exhausted the soil of his farm, he felt that his son could go West and take up another. The Kentuckian or the Ohioan felled the forest and expected his son to move west and fell other forests on the banks of the Mississippi; the Georgian exhausted his farm and moved into Alabama or to the mouth of the Yazoo to take another. So it was with his immediate successors. When the soil-wash from the farmer's field choked the neighboring river, the only thought was to use the railway rather than the boats to move produce and supplies. That was so up to the generation that preceded ours.

Now all this is changed. On the average the son of the farmer of today must make his living on his father's farm. There is no difficulty in doing this if the father will exercise wisdom. No wise use of a farm exhausts its fertility. So with the forests. We are over the verge of a timber famine in this country, and it is unpardonable for the Nation or the States to permit any further cutting of our timber save in accordance with a system which will provide that the next generation shall see the timber increased instead of diminished. [Applause]

Just let me interject one word as to a particular type of folly of which it ought not be necessary to speak. We stop wasteful cutting of timber; that of course makes a slight shortage at the moment. To avoid that slight shortage at the moment, there are certain people so foolish that they will incur absolute shortage in the future, and they are willing to stop all attempts to conserve the forests, because of course by wastefully using them at the moment we can for a year or two provide against any lack of wood. That is like providing for the farmer's family to live sumptuously on the flesh of the milch cow. [Laughter.] Any farmer can live pretty well for a year if he is content not to live at all the year after. [Laughter and applause]

We can, moreover, add enormous tracts of the most valuable possible agricultural land to the national domain by irrigation in the arid and semi-arid regions, and by drainage of great tracts of swamp land in the humid regions. We can enormously increase our transportation facilities by the canalization of our rivers so as to complete a great system of waterways on the Pacific, Atlantic, and Gulf coasts and in the Mississippi Valley, from the Great Plains to the Alleghenies, and from the northern lakes to the mouth of the mighty Father of Waters. But all these various uses of our natural resources are so closely connected that they should be coordinated, and should be treated as part of one coherent plan and not in haphazard and piecemeal fashion.

It is largely because of this that I appointed the Waterways Commission last year, and that I sought to perpetuate its work. There are members of the coordinate branch present. The reason this meeting takes place is because we had that waterways commission last year. I had to prosecute the work by myself. I have asked Congress to pass a bill giving some small sum of money for the perpetuation of that Commission. If Congress does not act, I will perpetuate the Commission anyway, [Great applause] but of course it is a great deal better that the Congress should act; [Applause] it enables the work to be more effectively done. I hope there will be action. But the Commission will go ahead.

I wish to take this opportunity to express in heartiest fashion my acknowledgment to all the members of the Commission. At great personal sacrifice of time and effort they have rendered a service to the public for which we can not be too grateful. Especial credit is due to the initiative, the energy, the devotion to duty, and the farsightedness of Gifford Pinchot, [Great applause] to whom we owe so much of the progress we have already made in handling this matter of the coordination and conservation of natural resources. If it had not been for him this convention neither would nor could have been called.

We are coming to recognize as never before the right of the Nation to guard its own future in the essential matter of natural resources. In the past we have admitted the right of the individual to injure the future of the Republic for his own present profit. In fact there has been a good deal of a demand for unrestricted individualism, for the right of the individual to injure the future of all of us for his own temporary and immediate profit. The time has come for a change. As a people we have the right and the duty, second to none other but the right and duty of obeying the moral law, of requiring and doing justice, to protect ourselves and our children against the wasteful development of our natural resources, whether that waste is caused by the actual destruction of such resources or by making them impossible of development hereafter.

Any right thinking father earnestly desires and strives to leave his son both an untarnished name and a reasonable equipment for the struggle of life. So this Nation as a whole should earnestly desire and strive to leave to the next generation the national honor unstained and the national resources unexhausted. There are signs

that both the Nation and the States are waking to a realization of this great truth - On March 10, 1908, the Supreme Court of Maine rendered an exceedingly important judicial decision. This opinion was rendered in response to questions as to the right of the Legislature to restrict the cutting of trees on private land for the prevention of droughts and floods, the preservation of the natural water supply, and the prevention of the erosion of such lands, and the consequent filling up of rivers, ponds, and lakes. The forests and water power of Maine constitute the larger part of her wealth and form the basis of her industrial life, and the question submitted by the Maine Senate to the Supreme Court and the answer of the Supreme Court alike bear testimony to the wisdom of the people of Maine, and clearly define a policy of conservation of natural resources, the adoption of which is of vital importance not merely to Maine but to the whole country. [Applause]

Such a policy will preserve soil, forests, water power as a heritage for the children and the children's children of the men and women of this generation; for any enactment that provides for the wise utilization of the forests, whether in public or private ownership, and for the conservation of the water resources of the country, must necessarily be legislation that will promote both private and public welfare; for flood prevention, water-power development, preservation of the soil, and improvement of navigable rivers are all promoted by such a policy of forest conservation.

The opinion of the Maine Supreme Bench sets forth unequivocally the principle that the property rights of the individual are subordinate to the rights of the community, and especially that the waste of wild timber land derived originally from the State, involving as it would the impoverishment of the State and its People and thereby defeating a great purpose of government, may properly be prevented by State restrictions.

The Court says that there are two reasons why the right of the public to control and limit the use of private property is peculiarly applicable to property in land:

First, such property is not the result of productive labor, but is derived solely from the State itself, the original owner; second, the amount of land being incapable of increase, if the owners of large tracts can waste them at will without State restriction, the State and its people may be helplessly impoverished and one great purpose of government defeated. * * * We do not think the proposed legislation would operate to "take" private property within the inhibition of the Constitution. While it might restrict the owner of wild and uncultivated lands in his use of them, might delay his taking some of the product, might delay his anticipated profits and even thereby might cause him some loss of profit, it would nevertheless leave him his lands, their product and increase, untouched, and without diminution of title, estate, or quantity. He would still have large measure of control and large opportunity to realize values. He might suffer delay but not deprivation. * * * The proposed legislation * * * would be within the legislative power and would not operate as a taking of private property for which compensation must be made.

The Court of Errors and Appeals of New Jersey has adopted a similar view, which has recently been sustained by the Supreme Court of the United States. In delivering the opinion of the Court on April 6, 1908, Mr. Justice Holmes said:

The State as quasi sovereign and representative of the interests of the public has a standing in this court to protect the atmosphere, the water, and the forests within its territory, irrespective of the assent or dissent of the private owners of the land most immediately concerned. * * * It appears to us that few public interests are more obvious, indisputable and independent of particular theory than the interest of the public of a State to maintain the rivers that are wholly within it substantially undiminished, except by such drafts upon them as the guardian of the public welfare may permit for the purpose of turning them to a more perfect use.

[Applause]

This public interest is omnipresent wherever there is a State, and grows more pressing as population grows.

Not as a dictum of law, which I cannot make, but as a dictum of morals, I wish to say that this applies to more than the forests and streams. [Laughter and applause] The learned Justice proceeds:

We are of opinion, further, that the constitutional power of the State to insist that its natural advantages shall remain unimpaired by its citizens is not dependent upon any nice estimate of the extent of present use or speculation as to future needs. The legal conception of the necessary is apt to be confined to somewhat rudimentary wants, and there are benefits from a great river that might escape a lawyer's view.

[Laughter] I have simply quoted. [Laughter]

But the State is not required to submit even to an esthetic analysis. Any analysis may be inadequate. It finds itself in possession of what all admit to be a great public good, and what it has it may keep and give no one a reason for its will.

These decisions reach the root of the idea of conservation of our resources in the interests of our people.

Finally, let us remember that the conservation of our natural resources, though the gravest problem of today, is yet but part of another and greater problem to which this Nation is not yet awake, but to which it will awake in time, and with which it must hereafter grapple it it is to live – the problem of national efficiency, the patriotic duty of insuring the safety and continuance of the Nation. [Applause] When the People of the United States consciously undertake to raise themselves as citizens, and the Nation and the States in their several spheres, to the highest pitch of excellence in private, State, and national life, and to do this because it is the first of all the duties of true patriotism, then and not till then the future of this Nation, in quality and in time, will be assured. [Great applause]

After the conclusion of the opening address (the President being in the chair), Captain McCoy, Aide to the President, requested the Conferees to pass through the main entrance in order that the President might have the pleasure of greeting them personally; also that the Vice-President, the Justices of the Supreme Court, the Cabinet, the Governors of the States and other dinner guests of the evening before, including the members of the Inland Waterways Commission, should pass into the Blue Drawing Room before leaving the building.

The President: Information concerning the arrangements for the Conference and the entertainment of members can be obtained from Dr W J McGee, the Secretary of the Inland Waterways Commission, or from Mr Thomas R. Shipp, the General Secretary of the Conference.

In view of the large number of topics to be considered and the need of several of the Governors to be home soon as possible, the special statements by experts should be limited to twenty minutes, and ex tempore discussion to ten minutes, unless it is extended by the Governors themselves. A bell will ring once three minutes before the end of the time, and twice when the time has expired.

The Proceedings of the Conference will be recorded, and published in full; but it might be desirable to summarize some of the results. I would be glad, if the Governors see fit, to provide for a Committee on Resolutions to formulate general conclusions, should that meet with your approval. If you see fit to appoint such a committee, I think it should be appointed at the opening of the Second (or afternoon) Session. I make the suggestion to you simply as a suggestion, so that you may have something to work on. For the same purpose, I suggest that Governors Blanchard, of Louisiana, Fort, of New Jersey, Cutler, of Utah, Davidson, of Wisconsin, and Ansel, of South Carolina, might be named as such a committee. Those names have been suggested to me by various governors and others present. I simply put them before you for your consideration; you can of course name any committee you may desire. Resolutions should be referred to the committee without discussion, the discussion to follow the committee's report upon them.

GOVERNOR JOHNSON: Mr. President, following your suggestion, I would move, if it is proper at this time, that the committee suggested by yourself be made the Committee on Resolutions of this Conference.

The motion was seconded by several Governors.

THE PRESIDENT: Gentlemen, you have heard the motion, which has been seconded. Is there any other motion offered, or is debate desired?

On demand for the question a viva voce vote was taken, and the motion was agreed to without dissenting voice.

GOVERNOR NOEL: I move that the second suggestion, that all resolutions shall be referred to this Committee without debate, be adopted.

The motion was seconded; and the question being demanded, the motion was put and was agreed to without dissent.

THE PRESIDENT: Gentlemen, I shall now have the pleasure of meeting you personally as you pass through the Blue Room.

So the Conference rose at 12.05 p.m.

**THE PUBLIC PAPERS AND ADDRESSES OF
FRANKLIN D. ROOSEVELT: WITH A SPECIAL
INTRODUCTION AND
EXPLANATORY NOTES BY PRESIDENT
ROOSEVELT**

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**ADDRESS BEFORE THE GOVERNORS' CONFERENCE
AT THE WHITE HOUSE
MARCH 6, 1933**

I have been so occupied since noon on Saturday that I have not had a chance to prepare any formal remarks. I start off by saying to the Governors and their representatives that as a Governor myself for the past four years I am on somewhat intimate terms with the duties of Governors and also with the rights and duties of States. The country needs cooperation between the States and the Federal Government. I think this has been well demonstrated by the events of the past forty-eight hours.

The States acted with remarkable promptitude in preventing a panic at a time when it might well have developed. The situation, however, did get to the point yesterday where some kind of uniform action seemed necessary, and as you know resulted in two things: the calling of a Special Session of Congress for Thursday, and a proclamation to take care of the immediate emergency between now and Thursday.

In that proclamation there were four or five main objectives. The first one was to prevent the withdrawal of any further gold and currency. The old War Statute of 1917 had not been repealed and we used it. It was an exceedingly useful instrument. The second objective was to provide some form of circulating medium for the country in addition to the outstanding currency, because a large part had been put into hiding. I have confidence the public will accept that circulating medium.

We should provide some method by which banking can go on with new cash coming in. It is proposed through the Treasury Department that every bank will be authorized to open new accounts, and that the money deposited in the new accounts can be withdrawn at any time. The only way in which that money can be kept absolutely safe beyond peradventure of doubt is by using methods to keep it safe - first, keeping the money in cash the way it is put in; second, depositing it in the Federal Reserve Bank; and third, purchasing Government bonds with it.

Recognized Government bonds are as safe as Government currency. They have the same credit back of them. And, therefore, if we can persuade people all through the country, when their salary checks come in, to deposit them in new accounts, which

will be held in trust and kept in one of the new forms I have mentioned, we shall have made progress.

All I can say is, I am very grateful for what the States have done in this emergency. We want if possible to have a general banking situation, that is to say, one covering national banks and State banks, as uniform as possible throughout the country. At the same time we want to cooperate with all of the States in bringing about that uniformity. I have no desire to have this matter centralized down here in Washington any more than we can help. I don't believe there is much more to say about banking.

The letter that I sent to you took up several matters: First, there is the conflicting taxation between Federal and State Governments. Every one of you has been seeking methods to find new sources of taxation. It has been natural and human to expect that the Federal Government also should try to find some method of raising revenue.

A second question relates to Federal aid in unemployment relief. The Federal Government, of course, does have to prevent anybody from starving, but the Federal Government should not be called upon to exercise that duty until other agencies fail. The primary duty is that of the locality, the city, county, town. If they fail and cannot raise enough to meet the needs, the next responsibility is on the States and they have to do all they can. If it is proven that they cannot do any more and the funds are still insufficient, it is the duty of the Federal Government to step in.

We come to the question of coordinating work. It is very difficult to know in the Federal Government what States are doing well for unemployment relief and what States are not, and it is my thought that I can create some kind of central relief agency which will be a fact-finding body, which will coordinate the work of States, and act as a clearing house for the relief of the Nation. I hope to get that set up in the next two or three weeks.

The third proposition is the reorganization and consolidation of local government to reduce the taxation cost. That is your problem and it has been my problem for the past four years.

NOTE: I had had the opportunity of becoming acquainted with most of the Governors of the United States during the previous four years while I was Governor of New York, particularly at the various Governors' Conferences which I attended regularly during that period. About a month before my inauguration I had invited the Governors of all the States, most of whom expected to attend the inauguration in Washington, to confer with me and with each other at the White House on Monday, March 6th, to discuss several problems which would require cooperation between the Federal and State Governments. When I invited them, it was my intention to spend the entire day of March 6th going over with them various matters of common interest which required common attention.

Subsequent events, however, including the banking crisis, compelled me to change

that plan. There simply was not enough time in which to do all the things which had to be done. Events were happening so quickly, in fact, that it was impossible for me even to prepare a speech in advance, to deliver to the Governors' Conference. There was only time for me to go to the East Room of the White House, where the conference was in progress, and speak extemporaneously.

There were twenty-five Governors present and representatives of twelve others.

In response to my request for help and cooperation, the Governors' Conference passed the following resolutions. These resolutions are printed to show the united spirit of cooperation which the Governors "without regard to political affiliations" displayed in the hour of the country's need.

And there is the question of mortgage foreclosures especially on farm land and on small homes. There again we have no national policy. Some of the States are doing it one way and other States are doing it another way. Some States and some localities are closing their eyes to existing laws and do not have any foreclosures. As yet we have no national policy for it, but I believe we can have one.

**A PLEDGE OF SUPPORT TO THE PRESIDENT BY THE
GOVERNORS' CONFERENCE
MARCH 6, 1933**

In this anxious hour of a national emergency in our banking and economic life a heavy responsibility rests on our President to lead us out of our difficulties. He is ready to lead if we are ready to follow. He needs the united support of all our people in carrying out his plans.

Without regard to our political affiliations we Governors and representatives of Governors of States, met in conference in the City of Washington, March 6, 1933, hereby express our confidence and faith in our President and urge the Congress and all the people of our united country to cooperate with him in such action as he shall find necessary or desirable in restoring banking and economic stability.

B. M. Miller, Alabama
J.M. Futrell, Arkansas
by C. G. Smith
A.G. Schmedeman, Wisconsin
Ruby Laffoon, Kentucky
Floyd B. Olsen, Minnesota
by John R. Foley
Clyde L. Herring, Iowa
Edwin C. Johnson, Colorado
by John T. Barnett
William H. Murray, Oklahoma
by G. B. A. Robertson
David Sholtz, Florida
Paul V. McNutt, Indiana
Clarence D. Martin, Washington
J. C. B. Ehringhaus, North Carolina
by Frank T. Bell
Samuel Conner, Mississippi
Hill McAlister, Tennessee
Miriam Ferguson, Texas
by Mrs. J. E. King

Theodore F. Green, Rhode Island
B. B. Moeur, Arizona
by Mrs. J. C. Greenway
Louis J. Brann, Maine
John G. Winant, New Hampshire
Arthur Seligman, New Mexico
by O. C. Wood
I. C. Blackwood, South Carolina
O. K. Allen, Louisiana
C. Ben Ross, Idaho
Gifford Pinchot, Pennsylvania
Fred B. Balzar, Nevada
by Cecil W. Creel
H. G. Kump, West Virginia
L. A. Miller, Wyoming
John Garland Pollard, Virginia
John E. Erickson, Montana
by J. A. Lovelace
C. D. Buck, Delaware
George White, Ohio

**A Letter to the Governors' Conference
by a Committee of Citizens
Urging Support of the President
March 6, 1933**

WE THE undersigned have cast aside politics and group and sectional interest in a spirit of cooperation with the President, and we believe that this same spirit animates our whole people. Beyond that we are convinced that there is throughout the Nation a spontaneous spiritual uprising of confidence and hope in our chosen leader. The nature of our national crisis calls for an expression of this confidence in the combined voice of the people to show that they are behind him, alert and vocal and united in heart.

Prompt and decisive action of a national scope, and in several directions, is necessary to prevent economic collapse throughout the land. The ordinary operations of government that prevail and are suitable in time of prosperity with normal conditions, may be too slow to meet adequately this emergency and avoid the danger of this economic avalanche carrying all before it.

We, a Coalition Committee of different groups and political and religious faiths, respectfully request that you join the other Governors of our country in the issuance of a Proclamation, on Wednesday, March 8, 1933, in support of the President of the United States and our institutions, thus enabling the whole people to declare in unison their confidence and faith in our President. This would constitute the people's appeal to the patriotism of Congress which we know they possess, in common with all, to cooperate with the President in taking such action as will guarantee economic stability, restore confidence and thereby relieve unemployment and widespread distress.

Rear Admiral Richard E. Byrd
Alfred E. Smith
William Green, President,
American Federation of Labor
Newton D. Baker
Dr. Nicholas Murray Butler,
President Columbia University
Louis J. Taber, Master of
The National Grange
Edward A. O'Neal, President,
American Farm Bureau Federation

H. G. Harriman, President,
United States Chamber of
Commerce
His Eminence George Cardinal
Mundelein
Daniel Willard, President,
Baltimore & Ohio R. R.
Dr. Harry Emerson Fosdick
Walter Lippmann, Publicist
Rabbi Stephen Wise

NOTE: The foregoing letter form various citizens is printed, together with the response of the Governors, printed as the next item, to show how widespread was the

feeling that united effort and complete cooperation of all groups and parties were necessary to meet the emergency.

**THE SUPPORT IS GIVEN; RESOLUTIONS PASSED AT THE
GOVERNORS' CONFERENCE
MARCH 6, 1933**

RESOLUTION PROPOSED BY GOVERNOR PINCHOT

WE, THE GOVERNORS of the States of the Union, assembled in conference at the White House by the President to discuss with him and each other matters of vital consequence to the people of this Nation, do hereby express our warm appreciation of the confidence, the desire to cooperate and the alertness to the needs of our people which the President has signified by calling us here.

We welcome this opportunity to plan and work together for the common good.

RESOLUTION PROPOSED BY GOVERNOR WHITE

Resolved, That we look approvingly upon the President's plan for better land utilization, as presented to us this morning, not only as a measure for the conservation of the Nation's natural resources but also as an effective step toward the relief of unemployment; and that we severally pledge ourselves to use our best efforts to ascertain, through proper surveys, the acreage that might be made available for such a program in our respective states.

RESOLUTION PROPOSED BY GOVERNOR EHRINGHAUS

THAT this Conference desires to express its confidence in the leadership of the President and its desire that he be granted immediately by the Congress such broad powers as may be necessary to enable the Executive to meet the present challenging emergency and we, as Governors of the several States here assembled, hereby pledge to him our wholehearted and sincere cooperation and support in his efforts to rehabilitate the Nation and end the present terrible depression.

RESOLUTION PROPOSED BY GOVERNOR COMSTOCK

THAT this Conference endorse the substitution of work-relief for direct relief as expeditiously as possible.

That the Federal Government finance State work-relief programs under State administration.

THE DEMOCRATIC ROOSEVELT

By Rexford G. Tugwell

Garden City, N.Y.: Doubleday & Company, Inc.

Copyright 1957. Chapter 14 pgs. 270-274.

His familiars afterward often heard Franklin tell how his first day as President began. He awoke a little earlier than usual in the still strange bedroom; breakfast came but the newspapers were late and the assortment not just what he wanted.¹ After he was shaved and dressed, McDuffie, his valet, wheeled him out to the long wide corridor and they went down to the terrace level. Rolling along the flagstones this first time, he looked out across the lawns at the old trees—and especially the big magnolia recalled from years before—and, bumping on the stone slabs, came to the office Hoover had left only yesterday. Its curving walls were bare waiting for his choice of pictures; and when he sat at the large brown desk, his back to the windows, he faced the bareness and shuddered a little; a blank wall always annoyed him. There was nothing on the desk but an incoming tray on one side, and outgoing one on the other, a pad with leather corners, a pen set, and a lamp. An empty desk annoyed him too.

McDuffie left and there he was, he used to say, in a big empty room completely alone; there was nothing to be seen and nothing to be heard. The nation, he supposed, was waiting breathlessly for the following up of his brave words of yesterday. There was a financial crisis, activity of all sorts was congealed, and he was expected to find the means for bringing the nation's dying economy back to life. Here he was, without even the wherewithal to make a note—if he had had a note to make. And for a few dreadful minutes he hadn't a thought. He knew that the stimulus of human contact would break the spell; but where was everybody? There must be buttons to push, but he couldn't see them. He pulled out a drawer or two; they had been cleaned out.

Presently he sat back in his chair and simply shouted. That brought Missy LeHand from her office on the one side and Marvin McIntyre from the reception room on the other. The day's work then began. But it had been a bad moment, one that he spoke of often. It called up reflections, among those who heard it, of his physical helplessness; but that was not what he meant to emphasize. What seemed appalling to him in retrospect was the implication that the national paralysis had struck so nearly to the center and, for that short time, had reached the vital organ of direction. What would have happened if at that instant he had been permanently immobilized? Would the nation have broken up and its activities rebegun little by little in scattered places; or

1 He seems to have forgotten that the fifth of March was a Sunday but that is not strange, considering the crowded events of those days. He probably had to go to his office on that morning. At any rate, there was a meeting of the cabinet on Sunday afternoon. There is a paragraph in *On Our Way* (New York, John Day, 1934), p. 4, which refers to this: "The first meeting of the new cabinet was on Sunday afternoon. Secretary Woodin had been in almost continuous conferences with the outgoing officials of the Treasury Department for three days. They had unselfishly rendered every possible help to him. By Sunday he and I were convinced that the drastic action of closing the banks was necessary to prevent complete chaos on Monday morning. At the cabinet meeting I turned to Attorney General Cummings and asked him for his report on the constitutionality of the proposed action. He replied that he had examined the statutes and was ready to assure me of the complete validity of the proposed proclamation."

would some strong man or group of men have moved smoothly into control and set things going from the center outward?

This last would have been in the pattern of what had happened nearly everywhere else in the world except Britain, France, the Low Countries, and Scandinavia. Even the rest of Europe was locked in dictators' embraces, and no American republic actually had representative democracy. There were not lacking signs that persons who knew how to use the instruments of violence were more than ready to check the degeneration of the American society. Big businessmen and military commanders whispered among themselves about "the restoration of order." And their readiness was the same readiness that had been demonstrated in the "battle of Anacostia Flats" less than a year ago.

The fact was, however, that, lost though the new President might feel at that first instant, events were already in train that would make such an alteration in feeling as would amount to revolution. Indeed hope, just since yesterday, when he had spoken so challengingly, had visibly begun to displace fear. All that was necessary to consolidate the change was to see that action—the action he had called for—followed at once. And in several places in Washington at the moment action was being prepared. The legislative drafts authorizing it would soon occupy the empty acreage of that presidential desk.

The first two were ready. The one called the Congress into special session on March 9—the following Thursday. This was issued on Sunday evening. The other was the one that dealt with the banking crisis.² This closed the banks officially, but it also went farther, forbidding any transactions in gold, including export. This last was the real objective. Speculation on foreign exchanges, as well as withdrawal and hoarding at home, had drastically reduced gold reserves and had consequently impaired the position of the banks. This, together with the depositors' withdrawals, had made the doing of business all but impossible. The proclamation of the holiday was issued at one o'clock in the morning of Monday, March 6, and so was effective before business began that day. The "holiday" was to continue until Thursday, when the Congress would meet.

When the Congress met, Franklin was ready with a proposed Emergency Banking Act, the effect of which was (1) to validate the action taken under the proclamation, (2) to give the President further powers to prevent transactions in gold, (3) to give the Comptroller of the Currency power to appoint conservators to handle the assets of closed banks, (4) to make it possible for banks to reopen as they were found to be solvent.³

2 It was actually the second one issued, but it was the first one prepared. It was the result of all that conferring at the Mayflower Hotel, in the Treasury, and in offices on Capitol Hill, which had been going on since Franklin's arrival on March 2. But for a month before, there had been much discussion and taking of advice. The passage in the Trading with the Enemy Act, which was relied on, was the result of a suggestion of Mr. Rene Leon and had been carefully considered by a number of people—including outgoing officials. The Cummings opinion was by no means as confident as was implied by Franklin's later accounts. But all doubts were resolved by the immediate action of the Congress when it met.

3 For descriptive note concerning these events, together with copies of the proclamations, see Public Papers, Vol. II, pp. 24 ff.

Two other events of the first week following the inaugural tended to reinforce its bracing effect. The first was the Governors' Conference, for which Franklin had sent out invitations in February, not realizing in what circumstances the governors would converge on the White House. He meant to back up his demands on the Congress by judiciously creating a certain pressure for co-operation from back home. Governors are often, perhaps normally, rivals of senators and representatives, even when they belong to the same party. Franklin was wholly aware of all such political nuances and was prepared to exploit them. But he was caught in such a tangle of events that when he was wheeled into the East Room on Monday and faced the assembly of state executives, he had no prepared address and was not ready to discuss the several matters mentioned in his invitation.⁴ But the meeting gave him a chance to reassure them concerning federal aid and to show them that a firm hand was on the wheel. They responded.

They passed resolutions recognizing that he was "ready to lead if they were "ready to follow" and urging co-operation on everyone's part. This reflected the mood of the whole people. A leader had arisen who not only chided them for succumbing to fear but was beginning to show the way out of trouble. Two days later the first press conference was held, precursor of the hundreds that were to follow. And four days after this, the first fireside chat finished what the press conference had begun.⁵ The President and the people were at one.

The press conference began with an announcement that the rule of written questions resorted to by Hoover would be abolished. The new President said that he saw no reason why he should not do as he had always done in Albany. He would talk about any public issue. He might not answer every question, either because it would be impolitic or because he was not prepared, but he saw no harm in saying so. There would have to be an understanding about what was "off the record," but certainly, he implied, it would be advantageous for publicists to be informed and he intended to see that they were.

His appeal for co-operation at the governors' meeting, his announced policy of sharing information with the press, and then his "fireside chat" made a remarkable cumulative impression. This was partly because of the feeling that it was a complete reversal of Hoover's secretiveness and withdrawal, but more because the instant deduction was that he knew what had to be done and so could be quite frank. The better feeling spread like a wave of sunlight over the whole country. There was a kind of euphoric flush that even the most pessimistic shared to some degree. Thus the first battle with fear was won with talk. The fireside chat was so simple, so lucid, so matter-of-fact that there was an unmistakable response to its appeal for confidence. And when the banks began to reopen, redepositing, to the bankers' amazement, began almost as though nothing had happened; and presently business was going on at the old stands.⁶

4 These included principally conflicts in taxation and joint responsibility relief.

5 Altogether there would be 998 press conferences. In itself this number is some measure of the continuous burden a President carries.

6 A few statistics: 4,507 national and 567 state member banks were reopened within three days after the end of the banking holiday; the reduction of hoarding during March amounted to about one and a quarter billion dollars. *CF. Public Papers, Vol. II, pp. 65-66.*

Seeing what his position was, and realizing that for the moment the Congress would deny him nothing, Franklin began at once to wonder whether what he had until now regarded as next year's business might not be got through at once - some part of it, anyway. But not much of it was in passable shape; it existed mostly as ideas, fairly inchoate. There were some few measures which, in a matter of days or weeks, with intensive work, might be brought into draft form. These could be gone on with. As to the rest, he would see.

Some of his collaborators were ahead of him. Before he could even mention the matter, those of us who were going to be responsible for agriculture laid on his desk an urgent memorandum. Under the compulsion of farmers' woes, and with spring coming on, it might be possible, the memorandum suggested, to whip through the bill for agricultural relief or, hopefully, an improved version of it, which Senator Smith had blocked in the lame-duck session just expired. Franklin said "Yes" and started a frantic few weeks of activity. This quick request for action was encouraged by our observation of the congressional reaction to Franklin's first measures, but especially his message concerning the so-called "Economy Act."⁷ It looked as though this was the time to ask for all the authority that might be needed for what would have to be done.

7 Formally titled "An act to Maintain the Credit of the United States Government," approved March 20, 1933, Pub. No. 2, 73 Congress; 48 Stat. 8.

U. Va. HISTORICAL

UNIVERSITY OF VIRGINIA "TIPS"

THE PRESIDENT'S
EDUCATION SUMMIT
WITH GOVERNORS

Charlottesville, Virginia
September 27-28, 1989

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

Jefferson

Enrollment: 1989-90

Undergraduate	11,190
Graduate	4,350
1st Professional	1,700
TOTAL	17,240

Tuition and Fees

Undergraduate and graduate, full-time,
1989-90*

In-State \$2,708 (per year)

Out-of-State \$7,100 (per year)

*Excludes law, medicine, and graduate
business school tuitions. Room and board not
included.

Schools

School of Architecture
College of Arts and Sciences
Graduate School of Arts and Sciences
Colgate Darden Graduate School of
Business Administration
McIntire School of Commerce
Curry School of Education
School of Engineering and
Applied Science
School of Law
School of Medicine
School of Nursing

Charlottesville/Albemarle: Located about
twenty miles east of the Blue Ridge Moun-
tains, Charlottesville is a thriving city that
maintains a small-town flavor. The city and
country have a combined population of more
than 115,000 with light manufacturing,
tourism, agriculture, and retail trade
constituting the area's economic base.

***History:** Although Thomas Jefferson could claim a lifetime of achievements, the University of Virginia was one of the few for which he wanted to be remembered. Founded in 1819, the University was the beneficiary of Jefferson's immense energy and talents upon his retirement from politics. He designed its buildings, outlined its purpose, planned its curriculum and recruited its first faculty.

*In 1825, sixty-eight young men came to Charlottesville to be taught by a faculty of eight. Unlike most college students of the time, they were not being trained for the clergy or for academia. Jefferson wanted students of his University to be educated in practical affairs and public service. The innovative curriculum allowed students a broader range of study than could be found at other universities around the country, while giving Jefferson a forum for his own ideas concerning self-government and religious freedom.

***The Grounds:** Recognized by the twenty-one nation World Heritage Committee as one of the world's most significant cultural properties, the Rotunda, the focal point of Jefferson's Lawn, joined the Taj Mahal and the Statue of Liberty on the prestigious World Heritage List in 1988. In 1976 the American Institute of Architects proclaimed the University's Central Grounds as the outstanding achievement of American architecture since 1776.

*Although the University of Virginia has grown to encompass more than 1,000 acres, it has retained the intimacy that characterized Jefferson's "academical village." The original buildings remain the cornerstone of the modern-day University. Lining the Rotunda to the east and west are four colonnaded rows of student rooms and ten Pavilions for classrooms and faculty living quarters. The Lawn and Range rooms, which once housed student and writer Edgar Allan Poe and basketball star Ralph Sampson, still house selected fourth-year students and graduate students; the Pavilions are occupied today by senior faculty members and their families.

*Modeled in the Classic style after the Roman Pantheon, the Rotunda was originally meant for library and classroom use. Its oval rooms and dignified Dome Room are used today for lectures, ceremonial events and important meetings.

***Students:** The University of Virginia student loves a challenge. From the University's forty-two Rhodes Scholars — more than any other state institution in the country — to its Olympic gold medalist, a U.Va. student is recognized as a bright, motivated, and thoughtful individual. Twenty-five percent of all undergraduates in the College of Arts and Sciences are on the dean's list.

*Approximately 96 percent of the University's grant-in-aid athletes earn degrees. The percentage is nearly twice the graduation rate of athletes across the nation.

***Admissions:** Admissions standards are highly competitive on all levels. A recent class was drawn from nearly 15,000 completed applications for the 3,000 undergraduate first-year and transfer spaces. Students at the University come from all fifty states and many foreign countries.

*More than 92 percent of the entering first-year students rank in the top fifth of their secondary school class. The mean combined SAT score of this year's entering class is 1218.

*Sixty percent of all students at the University are Virginia residents and 8 percent are black. The student population is made up of equal numbers of men and women.

***Academic Programs:** The University offers the bachelor's degree in 52 fields and programs, the master's degree in 97, the educational specialist in 6, the first professional degree in 2 and the doctorate in 55.

Tourist Information

Tours: Guided tours of the Rotunda and Lawn are provided year-round, free of charge to the public. Tours are offered daily at 10 a.m., 11 a.m., 2 p.m., 3 p.m., and 4 p.m. at the Rotunda entrance.

Newcomb Hall: Newcomb Hall serves as the student center and contains the post office, barbershop, Pavilion XI snack bar and coffee cafe, cafeteria, and movie theatre. An information desk is located on the third floor. Newcomb Hall Bookstore is open weekdays during the summer from 8:30 a.m. to 5 p.m., and on Saturdays from 10 a.m. to 3 p.m. and Sundays from 10 a.m. to 4 p.m. During the school year its hours are 8:30 a.m. to 6 p.m., Monday through Friday, 10 a.m. to 5 p.m. on Saturday, and noon to 5 p.m. on Sunday.

Monticello: Thomas Jefferson's home is just a short drive from the University Grounds. Tours begin every five minutes, from 8 a.m. to 5 p.m., March through October, and from 9 a.m. to 4 p.m., November through February, seven days a week. Admission is charged.

Ash Lawn-Highland: Ash Lawn-Highland is the home of James Monroe, who settled close to Jefferson, his friend and colleague. Summer hours are 9 a.m. to 6 p.m., winter from 10 a.m. to 5 p.m.; open every day, except Christmas, New Year's, and Thanksgiving. Admission is charged.

The Corner: Conveniently located adjacent to the University's Central Grounds, the group of shops and restaurants known as "the Corner" serves the needs of students and visitors alike. Vendors offer the UVA logo on T-shirts, sweatshirts, mugs, and hats, alongside bookstores and clothing and gift boutiques. Eateries run the gamut, ranging from outdoor cafes and ethnic fare to a New York-style deli and an all-American diner. Some establishments present nightly entertainment by local artists. Parking is available in two garages (on Elliewood Ave. and 14th St.) and in an outdoor lot located behind the Corner buildings.

The Downtown Mall: In addition to the Corner, Charlottesville boasts a historic downtown area which includes a pedestrian shopping mall. Several restaurants are located along its charming brick and lamplit walkways as well as distinctive shops and nightspots. The flavor of the city has been preserved here, in a restoration project recently completed. In the Court Square area, lawyers and business people occupy offices in historic buildings dating back to the 1700s. Modern-day Charlottesville is home to many new office buildings, a convention center downtown, and new shopping areas.

Additional information for visitors is printed in the University of Virginia map.

*The University employs more than 10,000 persons in faculty and staff positions.

*The full-time instructional faculty at the University tops 1,600 and the faculty-student ratio is 1:12. There are 292 endowed professorships at the University.

***Research:** The University supports research and scholarship in many fields. Research in the humanities has been a long-recognized strength at the University, and programs in the biomedical, physical, and engineering sciences have developed as areas of excellence. Research in the sciences is supported by a University-wide computer network, state-of-the-art facilities for the study of DNA, two astronomical telescopes, a nuclear reactor, and an impressive variety of equipment for the analysis and imaging of substances.

*New research instrumentation is being acquired continuously at a rate in excess of \$10 million each year. In the past year, external support of research programs exceeded \$63 million.

*U.Va. is among the top 25 public universities in competitively-awarded federal grants.

***The Honor System:** The Honor System is one of the University's oldest and most venerated traditions. Based on the fundamental assumption that anyone who enrolls at the University subscribes to a code of ethics forbidding lying, cheating, and stealing, the Honor System allows students the kind of personal freedom possible only in an environment where respect and trust are presumed. The system is entirely run by students.

***The Health Sciences Center:** Chosen among the nation's top sixty-four health care centers in *The Best Hospitals in America*, a book written in 1987, the University Health Sciences Center recently received another boost when it opened the doors of a new \$240 million hospital, the largest building project ever in the state of Virginia. With 552 beds and 61 bassinets, the center's "high-tech, high-touch" facility offers the latest in technology with the most old-fashioned bedside caring.

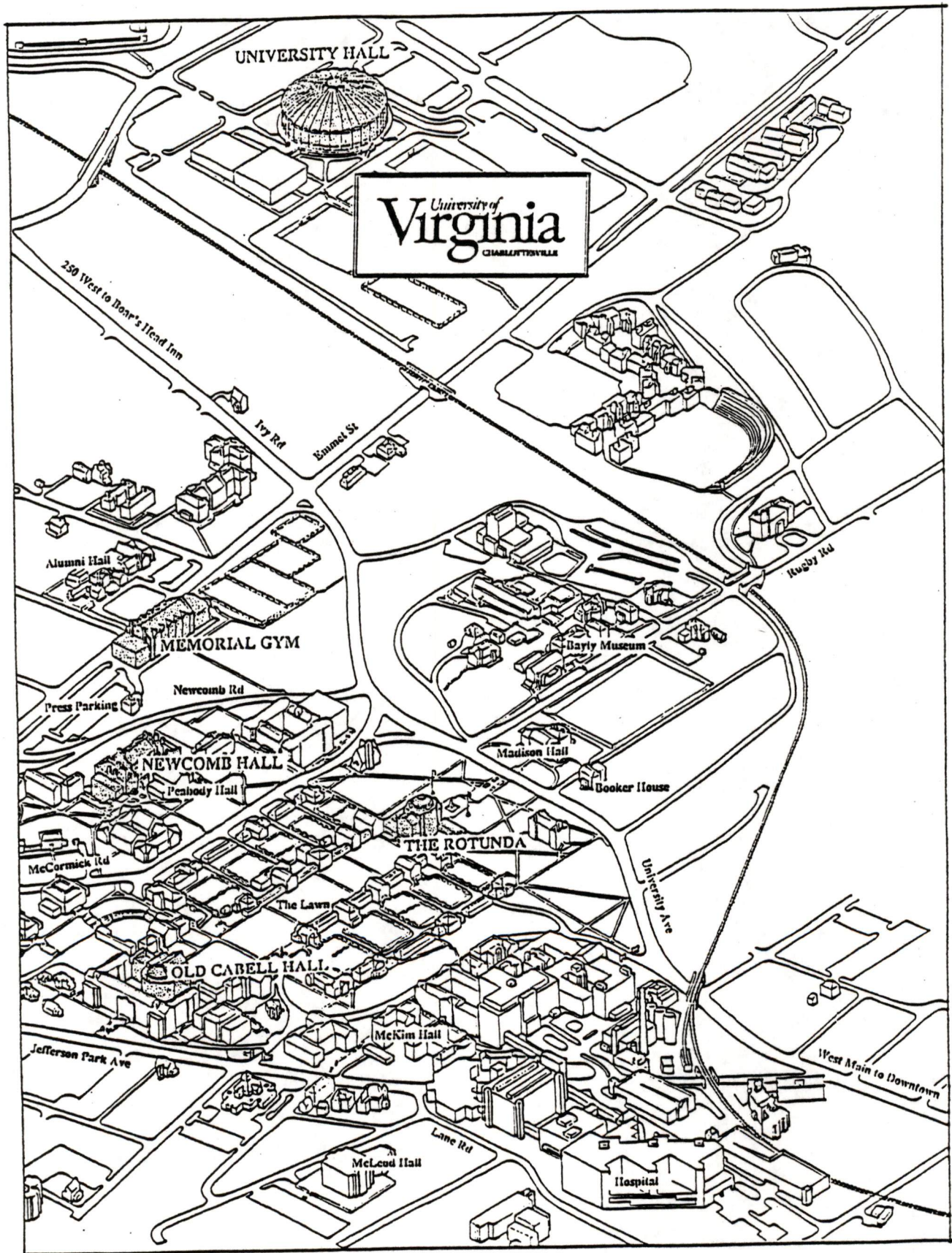
***The Libraries:** The University's library system consists of the Alderman Library, housing the principal general collections; the Clemons Library, a reading library; several departmental libraries; and the substantial specialized collections in the business administration, fine arts, law, medicine, and science and engineering libraries. The sixteen libraries contain more than 2.9 million books, 10 million manuscripts, maps and photographs; thousands of prints; and the tenth largest microfilm collection in the nation.

***Alumni:** There are some 100,000 alumni of the University of Virginia. Among well-known alumni are Edgar Allan Poe, Woodrow Wilson, Walter Reed, Erskine Caldwell and Alben Barkley.

***Off Grounds Education and Public Service:** The Division of Continuing Education annually provides professional development opportunities to adults through conferences and courses in Charlottesville and at seven regional centers around the state. Last year, it enrolled 15,000 students in credit courses and 20,000 in non-credit courses and professional development programs.

*Clinch Valley College, the University's four-year branch institution, enrolls approximately 970 full-time students at its campus in Wise, Va.

*Public service programs include the White Burkett Miller Center of Public Affairs, the Center for Public Service, and the Center for the Liberal Arts. They study problems of national, state, and local government, and the economy and public education.



University of
Virginia
CHARLOTTESVILLE

UNIVERSITY HALL

250 West to Boar's Head Inn

177 Rd

Enwood St

Hugby Rd

Alumni Hall

MEMORIAL GYM

Newcomb Rd

Press Parking

NEWCOMB HALL

Penbody Hall

Bayly Museum

Madison Hall

Booker House

THE ROTUNDA

University Ave

McCormick Rd

The Lawn

OLD CABELL HALL

McKim Hall

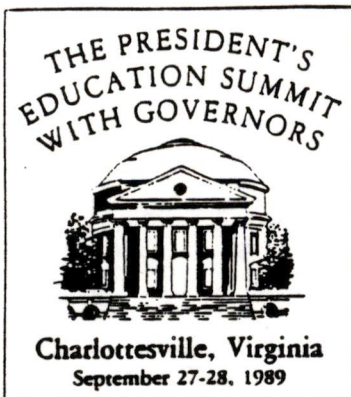
Jefferson Park Ave

McLeod Hall

Lane Rd

Hospital

West Main to Downtown



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

George Bush

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 at the state level 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 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 today that we are apt to forget that two centuries ago some of its features were considered quite radical. Jefferson envisioned a three-tiered system of education—elementary schools, grammar (secondary) schools, and at the apex, a college or university—the whole resting upon a public base. Jefferson proposed that the state be divided into local wards ("hundreds," he called them) and that within each ward an elementary school should be established and maintained at public expense. Local overseers, appointed by the alderman of each county, were to supervise the work of the teachers in the ward schools in a specified district. To insure that even the poorest citizens would have access to basic education, Jefferson proposed that "at these schools all the free children, male and female, resident within the respective hundred," should be entitled to receive instruction without charge for the term of three years, "and as much longer, at their private expense, as their parents, guardians, or friends shall think proper." Jefferson believed that this statewide system of conveniently located and adequately supported elementary schools, attended in common by children of the rich and poor alike, would provide the general population with the skills and knowledge necessary to enable them to perform their duties and protect their rights as citizens.

In addition to providing a general education for the masses, Jefferson insisted that the state had an equal obligation to seek 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 boys whose parents 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 reared 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, while national in character, was to serve as well 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 educational 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 creation of a state university and that called for the appointment 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 1819, 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 received 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 the 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.

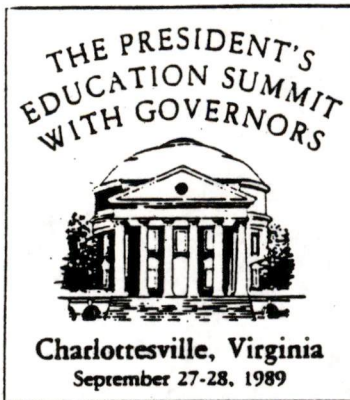
The most distinctive and significant element in Jefferson's design for the University of Virginia was his commitment of the institution to the principle of intellectual freedom. "This institution of my native state, the hobby of my old age," he wrote in 1820, "will be based on the illimitable freedom 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, nor 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 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.

The Relevance of the Jeffersonian Legacy

It seems only fitting that, in our continuing crusade against ignorance, we pause to give Jefferson his due as our first "education president." Long in advance of popular acceptance of the idea, Jefferson persistently set forth compelling arguments for providing greater public access, support, and control of a comprehensive educational system. Although generations were to pass before these basic ideas took firm root and became hallmarks of the American "system" of education, Jefferson is properly remembered as the chief prophet of public education during the formative years of our nation's history.

One must be careful, however, not to exaggerate the degree of Jefferson's influence on American education. The system that has evolved, for better or worse, has moved beyond Jefferson's rather simple formulation in many respects. It is, for example, far more professionalized and regularized—and cumbersome—than Jefferson could have envisioned. More significantly, perhaps, it has become heavily burdened by an overwhelming array of responsibilities that were inconceivable in his day. Even so, our acceptance of the proposition that there is a vital linkage between the quality of our educational institutions and the quality of our lives—our public and private pursuit of happiness and security—remains an enduring element of the Jeffersonian legacy. It is in fact our fundamental acceptance of that proposition that gives force and hope to the present education summit.

Jefferson, forward looking as he was, valued the study of history for its utility, for the lessons that it taught. Chief among the lessons he learned was the conviction that the current generation should not be bound by what he termed "the dead hand of the past." For that reason, Jefferson most likely would disown any attempts we might make to invoke his concepts and precepts for either censure or praise of contemporary reform efforts. He would remind us that social and educational questions are not resolved by one individual or even one generation for all future generations, nor are the institutions and structures once laid down to be accepted as "the system" for all times. New or unsolved problems and challenges call for new approaches and renewed commitments.



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

Jefferson

JEFFERSON'S BUILDINGS: A Brief Description

The Rotunda

Designed by Thomas Jefferson as the focal point of his "academical village," the Rotunda has been a symbol of the University of Virginia since the University opened for classes in 1825.

Its design is a half-scale version of the Pantheon in Rome, with corrections for what Jefferson saw as unattractive proportions in his model. His plan called for three floors, the two lower floors each containing three oval rooms opening onto an hourglass-shaped hallway and the upper one a dome room. The dome room originally housed the University's library and the oval rooms served as classrooms and laboratories.

The brick walls of the Rotunda are those Jefferson watched being built, but the interior is a reconstruction completed in 1976. The first Rotunda stood until 1895 when a fire destroyed its interior as well as an ungainly annex that had been built on its north front. Despite a unanimous vote by faculty to reconstruct the building to its Jeffersonian plan, noted New York architect Stanford White rebuilt it with only two floors, extending the dome room to the main floor level and giving it a second balcony for book storage. The dome room continued to serve as the main library until 1938, when Alderman Library opened. The 1976 reconstruction returned the Rotunda to Jefferson's design.

During the early years of the University, students amused themselves by shooting off the Rotunda clock's wooden arms, until finally they were replaced with iron ones and the clock became known as the first bullet-proof clock in America. Among the Rotunda's famous visitors are Queen Elizabeth II and the Marquis de Lafayette. In 1976, the American Institute of Architects selected the Rotunda as the most outstanding achievement in American architecture.

Cabell Hall

Originally known only as the Academic Building, Cabell Hall is one of three buildings designed for the south end of the Lawn in 1898 by Stanford White. Inscribed in Greek above the pillars of the front entrance to Cabell Hall is "And ye shall know the truth and the truth shall make you free," from John 8:32. Flanking Cabell Hall in the plan are Rouss and Cocke Halls. The Academic Building was renamed in honor of Joseph C. Cabell, a member of the University's Board of Visitors from 1834-36 and 1845-56. It now houses the University's music department and music library.

Its construction raised protests from those who saw it as distorting Jefferson's plan, in which the Lawn had an open view to the south signifying the openness of the University itself. The view to the south was further blocked by the construction of New Cabell Hall in 1951, which closed off angles left open by White.

Cabell Hall's 970 seat auditorium contains a Skinner pipe organ presented to the University by Andrew Carnegie in 1907. A copy of Raphael's "The School of Athens" completed by George Breck in 1900 adorns the wall above the stage. The original mural is displayed in the Vatican.

Newcomb Hall

Designed as the student union, Newcomb Hall serves as a localized downtown for University students. Within one or two floors of each other are such services as a post office, a hair styling salon, a ticket center for University-sponsored events, two cafeterias, a snack bar/nightclub, a game room, a movie theatre, a travel agency, a daily student newspaper and two bookstores.

The building is also the home of University Union, a group of sixteen student committees that program many of the educational, social, cultural and recreational activities for the University community. The offices of the Black Student Alliance and the Asian Cultures Committee are located here, as are those of the Honor Committee (a student-run group which administers the Honor Code) and the Judiciary Committee (another student group dealing with student offenses).

The facility also has a number of multi-purpose lounges and lecture halls, and a ballroom. These rooms are regularly the sites of University-sponsored public forums, presentations and seminars. It's considered the living room of the University, symbolizing an open educational and social environment.

Named in honor of John Lloyd Newcomb, the University's second president (1931-1947), Newcomb Hall was designed by Eggers and Higgins of New York and constructed in 1958.

University Hall

The Athletic Department is housed at University Hall, where an 8,300-seat arena is the site of U.Va. home basketball games. Twelve different men's sporting teams and eleven women's teams are based here.

University Hall was constructed in 1965 after seven years of planning. It includes the dome-roofed auditorium and a field practice house called "the cage," a giant empty box used

for indoor practice by the football, lacrosse, baseball and track teams. In 1970, the athletic facilities were expanded, adding handball and squash courts and a six-lane, twenty-five-meter Olympic-size swimming pool.

In the summer of 1989, a U.Va. study declared the financial feasibility of constructing a 15,000-seat replacement facility on University property near the current arena, but recommended that detailed planning and construction wait until funding is available through a University-wide capital campaign.

Monticello

Jefferson designed Monticello, his mountain retreat near Charlottesville, while he was serving in the Virginia General Assembly. The building was under construction for 25 years while Jefferson drafted the Declaration of Independence, served as governor of Virginia, then as minister to France, and Secretary of State under President Washington. His home was still rather new in 1801 when Jefferson became president.

Monticello, Italian for "Little Mountain" (Jefferson always pronounced "cello" like the musical instrument) was sold after Jefferson's death to pay his debts, but it was recovered and converted to a national shrine by the Thomas Jefferson Memorial Foundation.

The house and grounds, which are open for public tours, are a showcase of ingenious inventions, many of them Jefferson's. There is a wind-measuring instrument built into the porch ceiling, a clock that tells both the time of day and day of the week, and a double-pen device that allowed Jefferson to make himself a copy of all the letters he wrote with it.

Jefferson died at Monticello, July 4, 1826, on the 50th anniversary of the Declaration of Independence.

Some of the information for this release was obtained from Virginius Dabney's "Mr. Jefferson's University," (University Press of Virginia, 1981).