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Last Updated: 10/06/2023

Jeannie / 7 Oct.

This should be filed as the second draft of
the Wheaton speech.

Garrick

TO: Jim Brady, Lyn Nofziger, Martin Anderson, Mike Deaver
FROM: Robert M. Garrick WHEATON COLLEGE: Draft (WFG/KH)
Oct. 7, 1980

"The Mission of American Education in the 1980's"

~~Send Sent~~
1500
7 Oct. 1980
2:25 PM EDT
garrick

Wheaton College has an enviable reputation for educational excellence as a liberal arts college. And part of that reputation is built upon the fact that Wheaton has sent teachers to all corners of the world. Yours is truly a school not only with a mission, but for the missions.

This work of educational excellence and missionary work is truly in the tradition of the Biblical injunction: "Go ye, therefore and teach all nations."

Those words remind us of a central fact of education we seem to have forgotten in recent years. Education is not simply something that occurs within the walls of a classroom. True education is a sharing of knowledge and wisdom between peoples and nations as well as between individuals.

During this campaign, I have talked of a community of values that transcends political and regional, ethnic and religious lines. It exists wherever there are those whose lives are guided by the values of family, neighborhood, work, peace and freedom. And at the very heart of that community of values is the belief that education is a primary source of progress for families, communities, our nation, and the world.

On Labor Day, I stood near the Statue of Liberty and spoke of the millions of immigrants who came here to build a better life. For them, education was not simply another part of American society--it was the key that opened up the golden door. It was the essential element to progress for their families. And it was an equally essential part of the growth of our nation.

In recent years, that vision of education as an integral part of the progress of families and of society has been obscured by debates over declining standards of education and test scores and illiteracy in the schools. These issues have captured our attention and drained our energies.

I say it is time we stop arguing about the declining educational standards and start doing something about them.

I say that it is time we restore the traditional American view of education as the process of growing in knowledge and wisdom, for the sake of ourselves, our families, our nation, and the world.

I say it is time American education regains its place as the cornerstone of the great edifice of freedom and progress we have built.

I say it is time for Americans to once again take to heart the command to "teach all nations."

Our educational system has produced men and women whose mastery of science and technology has enabled them to help the poor, the needy, the starving and the destitute, all over the world. We must continue this great tradition.

Our educational system has produced generation after generation with a deep understanding and great love of the democratic process, so that wherever Americans go in the world, a love of freedom goes with them. We must continue this great tradition.

The revival of the great tradition demands a new spirit of cooperation between citizens and teachers and private institutions and all levels of government.

American education must become, once again, not only a means by which we teach our children the best that our civilization has to offer, but a means by which our children help the needy and the poor in our nation and all over the world.

Part of that great spirit of idealism was captured by John F. Kennedy in 1960 when he called for creation of the Peace Corps. In 1980, we need a revival of that spirit, because the 1980's will be a decade in which the cause of peace will need the devotion and energy of every American.

But before we are able to fulfill this great mission of the 1980's, we have to face up to the fact that American education has fallen on hard times.

I am not going to recite the long and dreary statistics we have heard so often concerning educational problems. You know them. I know them. Parents and children and teachers know them.

What is important is that we pledge to each other at the beginning of this decade that our efforts and our energies will be devoted to solving our educational problems, not just talking about them or continuing flawed educational programs and policies through sheer inertia.

I believe that the major role in restoring excellence to our schools must be played by parents and classroom teachers, by communities and by states.

But the President of the United States can and should do all he can, even in a secondary role, in making certain the federal government cooperates with and does not hinder the educational policies developed at the local level.

I believe my record as Governor of California is proof that I am not only willing, but able to do all I can to contribute to education excellence.

Let me tell you some of the things we accomplished in California:

*We worked to expand educational opportunities. During the eight years, we increased the number of scholarships by five times, and we expanded state spending for loans and scholarships by more than 900%.

*We reduced the growth of overall state spending, but we made sure that essential functions such as education were adequately funded. We increased aid to the state university system and to the college system by more than twice the increase in enrollment, and to the community college system by four times the increase in enrollment. For the critical years of kindergarten through twelfth grade, we boosted spending by more than twenty times as fast as the student population grew.

*We approved legislation expanding career and vocational education in the community colleges.

*And we created a State Advisory Council on Vocational Education to revitalize our technical and vocational education program.

I learned from this experience that adequate resources are important to providing a good quality education, but alone they are not enough. The other essential element is state and local control. Only if the people closest to the problems of education -- teachers, parents, school boards, and boards of governors -- are allowed to make the basic educational decisions, will the quality of education improve.

As I said, the federal government does have an important -- if not central -- role in our educational system. When there is intentional discrimination on account of race, religion, or national origin, federal authorities have clear responsibility to act. As President, I will vigorously support them in these duties.

One of the first things I will do as President is to form a task force of distinguished citizens to analyze current federal programs in education. We have a labyrinth of such programs, and we have very little reliable data to show whether a program is working or just existing. We must keep the federal educational programs that are working and get rid of those that are not. The only way we can find out what is working is to study all these programs, and this is what we're going to do.

As far as the bureaucratic structure of the federal role in education is concerned, my view is that the American people are more concerned with quality education than with bureaucratic structures. Those departments, agencies, and divisions of the federal government that contribute to educational excellence must and will be vigorously supported by the Reagan administration. Those which do not meet this criterion will have any necessary functions transferred to other parts of the government.

As I have said throughout my campaign, the American educational system is based on public and non-public educational quality. In the area of non-public schools, I strongly support a system of tuition tax credits to aid parents sending their children to such schools.

But these are questions of policy. While they are important, another question must be answered: what is it that Americans truly want, for themselves and for their country?

It isn't power. If we wanted only power, we long ago could have dominated the world. There was a time when we alone, among all of the nations of the world, had atomic weapons. And yet we did not use that advantage for power.

It isn't world leadership an an end in itself. We have had world leadership thrust upon us by events. But we have never persued it as an end in itself. We have tried to live up to our international responsibilities, but it is not in our national character to seek such leadership or to demand it.

What is it, then, that we want?

In my view, what we want is so simple, so elementary that it is often overlooked.

All we want is to live in freedom and in peace, to see to it that our nation's legitimate interests are protected and promoted. We want to see our children have at least the opportunities we had for advancement or maybe even better. We want to worship God in our own way, lead our own lives, take care of our families and live in our own style in our own community without hurting anyone or anyone hurting us. We want the kind of personal security human beings can reasonably expect in a system of economic freedom and democratic self-government.

And, yes, we want to bring the blessings of peace and progress and freedom to others.

I'm talking about the very essence of what it is to be an American. We are different. We have always been different. We have created with God's help and our sweat and pain and work and a little bit of luck something that never before has existed on the face of the earth: a nation where the vast majority of people are free from material want and free to worship and

think in their own way. The immigrants I spoke of brought with them twin gifts: a gift of work and a gift of faith. What they produced through work was always there to be used for the charitable and brotherly works of faith.

I'm reminded of a distinction once made by the famous English writer C.S. Lewis. He was asked what is the difference between religion and magic. He replied that magic seeks to get everything it can out of God for man and religion tries to get everything it can out of man for God.

Materialists see this world as a kind of god and try to get all they can out of it. But our philosophy has been different. We have tried to get all the good we can from this world because material goods serve the needs of millions of families who are thereby freed from hunger and poverty, freed to develop their own spiritual and intellectual gifts. That's not materialism. That's Americanism.

All we have, all we have ever built, all the hopes and dreams we want to come to pass, all of this is dependent on education in freedom. This is the soil in which our progress has grown. This is the sweet air we breathe as we push back the material boundaries that have hemmed in other nations in other times.

And so, a more basic answer to the question I asked--what is it that America really wants?--is: to grow, to learn, to develop our talents in freedom. If we don't realize that freedom is the often unstated, but absolutely necessary fact of our lives as Americans, we have lost something. Freedom is the only truly essential possession Americans have. And education is freedom's guide.

And so: two concepts, two ideas, two words seemingly fragile, often forgotten are the foundation upon which all else is built: education and freedom. No nation of materialists or hedonists could ever believe that.

Only those who have forgotten what education and freedom can do and who have lost hope, fear the future. The rest of us should welcome the future and look to it not as a wasteland full of broken hopes but as a new promised land in which we and our children and their children can live and build and prosper and stand proud and free and serve the needs of the forgotten, the lonely, those starved both physically and spiritually.

The nineteen eighties can be, if we so will it, a decade of deliverance for America, deliverance from the hopelessness and the fears and the follies of the present, deliverance from the ideas of those who would rather have us sit and weep and count on our fingers unstead of standing and working for our families, our nation, and the world.

We should want to seize the future with both hands. If we all feel that way, the world will once again look on in awe, astonished by the miracles of education and freedom, amazed by a rebirth of confidence and hope and progress.

But when it happens, we will say to the world, "well, what did you expect? We are, after all, Americans."

Insert for page 3

(to be inserted after paragraph 5, which ends with the words "by communities and by the states.")

Let me say a few words about the classroom teacher. In recent years, teachers have been forced to deal with negative and often destructive trends originating in the larger society outside the classroom. I admire and respect the professionalism and the dedication with which they have met these challenges. The heart of education is a dedicated, thoroughly professional teacher and a class filled with students ready and eager to learn. Parents and teachers working together have built American education before and they can do it again. Teachers and professors deserve not only praise but adequate reward for their services to our children and our nation.

FROM: BOB GARRICK

OUT AT: 12:30 p.m.

Senator Paul Laxalt

7 October

Ambassador Anne Armstrong

Bill Casey

✓ Ed Meese

Jim Baker

Bill Brock

Dean Burch
(For Ambassador Bush)

Peter Dailey

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MASTER

FROM: BOB GARRICK

OUT AT: 12:30 p.m.

7 October

✓ Senator Paul Laxalt

✓ Ambassador Anne Armstrong

✓ Bill Casey

✓ Ed Meese

✓ Jim Baker

✓ Bill Brock

✓ Dean Burch
(For Ambassador Bush)

✓ Peter Dailey

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Others

✓ Ray Bell
✓ Bob GRAY
✓ Bill MORRIS

Jeannie / 7 Oct.

This is a first draft / just file as we
have sent another draft / or will/
to the aircraft. ~~This is~~ Gavins' draft

that we sent *is the second draft*

Jeannie

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OUT AT: _____

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Bill Morris

TO: ANDERSON/BANDOW/BRADY/
KHACHIGIAN/DEAVIER

Draft/krh/10-6-80

FROM: HOPKINS WHEATON COLLEGE

1st draft
9/10/80 6:15 pm

Our country's economic problems are great indeed, and sadly they hurt most those who have the least -- the poor, the elderly, and minority Americans. Only if we get the economy moving again, to open up new jobs and opportunities, and to bring inflation under control, will the less fortunate Americans be able to enjoy even some of the little things in life -- a vacation, a color television, a new dress -- that come only with economic security.

But we can't forget that this is only part of what we need to do to improve the standard of living for all Americans. Even if the opportunities are available, we must do what we can to ensure that the needy are able to take advantage of them. Today, an adequate education is essential if Americans are to take a productive place in society.

For more than two centuries, education has played a crucial role in the growth of our nation. Both public and private institutions have been instrumental in making our people among the best educated in the world, and they must continue to be a part of our diverse educational system.

But today, there are many persons -- students and parents alike -- who feel our educational system is failing them. I don't happen to believe that. But when you hear reports, like the one earlier this week which said that Scholastic Aptitude Tests had fallen for the fifteenth year in a row, it's difficult not to be discouraged.

So while I certainly don't believe our schools deserve a grade of F, I don't think they merit an A, either. There's lots of room for improvement. At a minimum, we must make sure that every young person has the opportunity to learn at least the basic skills they need for getting a good job and managing a family. We cannot afford to deny vast numbers of Americans the ability to make a decent living for themselves.

What we need is an educational system which provides for both quality education and equality of opportunity.

How can we do both? Having been in school for more than a decade, each of you probably has some good ideas for improving American education because of your intimate experience with it. While I was Governor of California for eight years, I worked closely with our state educational system as well, and I believe I gained some valuable experience with it that would help me as President.

Let me tell you some of the things we accomplished in California:

*We worked to expand educational opportunities. During the eight years, we increased the number of scholarships by five times, and we expanded state spending for loans and scholarships by more than 900%.

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case for you that America's schools started to decline when federal aid to education became federal control over education.

Let me add that the federal government does have an important role in our educational system. When there is intentional discrimination on account of race, religion, or national origin, federal authorities have clear responsibility to act. As President, I will vigorously support them in these duties.

But in most other areas, we need less federal involvement, not more. The greatness of the American educational system has always been the responsiveness of local governing bodies to individual school needs, and the diversity in education which has spawned valuable innovation. Our nation would lose both these benefits with stricter, more uniform federal controls over education policy.

The federal government can, however, stimulate educational improvement by consolidating most federal education programs into education block grants. These would give states and localities more money to spend on the particular programs they need in their districts. To further free funds for improving the quality of education, I favor removing many of the federal regulations over education, which force money to be spent on unnecessary paperwork rather than educating students. An especially objectionable example of federal intervention is the Internal Revenue Service's attempt to remove the tax-exempt status of private schools by administrative fiat. As President, I will oppose such heavy-handed action.

My ultimate goal for our educational system is to transfer most educational programs, along with the tax resources to pay for them, from the federal government to the state and local levels. This would maximize the responsiveness of schools to individual needs.

Finally, we need to take necessary steps at the federal level to ensure that poor and middle-income students have a chance at a good

education. First, we should make sure what we have works well. That's why I favor restoring integrity to the federal student loan program, which has been victimized by the non-repayment of loans, and the government's apparent unwillingness to attempt to collect. These loans serve a genuine need, and we must not allow fraud and abuse to jeopardize a valuable program.

I also support enactment of a tuition tax credit plan, which would permit parents to take a credit against their income taxes for each child they have in private school. This credit would be especially helpful for low- and middle-income families, who have been severely strapped by high education costs.

I believe these steps, along with an administration committed to improving the quality of education, can reverse the long decline in our schools. For your sake, and for the sake of those who will follow after you, we need to do this. I believe we can restore the greatness to the American educational system. And beginning next January 20, we will start doing exactly that.

#####

Reagan & Bush

Reagan Bush Committee

901 South Highland Street, Arlington, Virginia 22204 (703) 685-3400

NEWS RELEASE

FOR RELEASE UPON DELIVERY:

Wednesday, October 8, 1980

CONTACT: Lyn Nofziger or
Ken Towery
703-685-3630

SPEECH BY GOVERNOR RONALD REAGAN

WHEATON COLLEGE - WHEATON, ILLINOIS

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- more -

the essential element to progress for their families. And it was an indispensable part of the growth of our nation.

In recent years, that vision of education as an integral part of the progress of families and of society has been obscured by debates over declining standards of education and test scores and illiteracy in the schools. These issues have captured our attention and drained our energies.

I say it is time we stop talking about the declining educational standards and start doing something about them.

I say that it is time we restore the traditional American view of education as the process of growing in knowledge and wisdom, for the sake of ourselves, our families, our nation, and the world.

I say it is time American education regains its place as the cornerstone of freedom and progress in America.

I say it is time for Americans to once again take to heart the command to "teach all nations."

Our educational system has produced men and women whose mastery of science and technology has enabled them to help the poor, the needy, the starving and the destitute, all over the world. We must continue this great tradition.

Our educational system has produced generation after generation with a deep understanding and great love of the democratic process, so that wherever Americans go in the world, a love of freedom goes with them. We must continue this great tradition.

The revival of the great tradition demands a new spirit of cooperation between citizens and teachers and private institutions and all levels of government.

American education must become, once again, not only a means by which we teach our children the best our civilization has to offer, but a means by which our children help the needy and the poor in our nation and all over the world.

Part of that great spirit of idealism was captured by John F. Kennedy in 1960 when he called for creation of the Peace Corps. In 1980, we need a revival of that spirit, because the 1980s will be a decade in which the cause of peace will need the devotion and energy of every American.

But before we are able to fulfill this great mission of the 1980s, we have to face up to the fact that American education has fallen on hard times.

I am not going to recite the long and dreary statistics we have heard so often concerning educational problems. You know them. I know them. Parents and children and teachers know them.

What is important is that we pledge to each other at the beginning of this decade that our efforts and our energies will be devoted to solving our educational problems.

I believe that the major role in restoring excellence to our schools must be played by parents and classroom teachers, by communities and by states.

Let me say a few words about the classroom teacher. In recent years, teachers have been forced to deal with negative and often destructive trends originating in the larger society outside the classroom. I admire and respect the professionalism and the dedication with which they have met these challenges. The heart of education is a dedicated, thoroughly professional teacher and a class filled with students ready and eager to learn. Parents and teachers working together have built American education before and they can do it again. Teachers and professors deserve not only praise, but adequate reward for their services to our children and our nation.

But the President of the United States can and should do all he can, even in a secondary role, in making certain the federal government cooperates with and does not hinder the educational policies developed at the local level.

I believe my record as Governor of California is proof that I am not only willing, but able to do all I can to contribute to educational excellence.

Let me tell you some of the things we accomplished in California:

- We worked to expand educational opportunities. During the eight years, we increased the number of scholarships by five times, and we expanded state spending for loans and scholarships by more than 900 percent.

- We reduced the growth of overall state spending, but we made sure that essential functions such as education were adequately funded. We increased aid to the state university system and to the college system by more than twice the increase in enrollment, and to the community college system by four times the increase in enrollment. For the critical years of kindergarten through twelfth grade, we boosted spending by more than twenty times as fast as the student population grew.

- We approved legislation expanding career and vocational education in the community colleges.

- And we created a State Advisory Council on Vocational Education to revitalize our technical and vocational education program.

I learned from this experience that adequate resources are important to providing a good quality education, but alone they are not enough. The other essential element is state and local control. Only if the people closest to the problems of education--teachers, parents, school boards, and boards of governors--are allowed to make the basic educational decisions, will the quality of education improve.

As I said, the federal government does have an important--if not central--role in our educational system. When there is intentional discrimination on account of race, religion, or national origin, federal authorities have clear responsibility to act. As President, I will vigorously support them in these duties.

One of the first things I will do as President is to form a task force of distinguished citizens to analyze current federal programs in education. We have a labyrinth of such programs, and we have very little reliable data to show whether a program is working or just existing. We must keep the federal educational programs that are working and get rid of those that are not. The only way we can find out what is working is to study all these programs, and this is what we're going to do.

As far as the bureaucratic structure of the federal role in education is concerned, my view is that the American people are more concerned with quality education than with bureaucratic structures.

As I have said throughout my campaign, the American educational system is based on public and non-public educational quality. In the area of non-public schools, I strongly support a system of tuition tax credits to aid parents sending their children to such schools.

But these are questions of policy. While they are important, another question must be answered: what is it that Americans truly want, for themselves and for their country?

It isn't power. If we wanted only power, we long ago could have dominated the world.

It isn't world leadership as an end in itself. We have had world leadership thrust upon us by events. But we have never, never pursued it as an end in itself.

What is it, then, that we want?

In my view, what we want is so simple, so elementary, that it is often overlooked.

All we want is to live in freedom and in peace, to see to it that our nation's legitimate interests are protected and promoted. We want to see our children have at least the opportunities we had for advancement or maybe even better. We want to worship God in our own way, lead our own lives, take care of our families and live in our own style, in our own community, without hurting anyone or anyone hurting us. We want the kind of personal security human beings can reasonably expect in a system of economic freedom and democratic self-government.

And, yes, we want to bring the blessings of peace and progress and freedom to others.

I'm talking about the very essence of what it is to be an American. We are different. We have always been different. We have created with God's help and our sweat and pain and work and a little bit of luck something that never before has existed on the face of the earth: a nation where the vast majority of people are free from material want and free to worship and think in their own way. The immigrants I spoke of brought with them twin gifts: a gift of work and a gift of faith. What they produced through work was always there to be used for the charitable and brotherly works of faith.

I'm reminded of a distinction once made by the famous English writer, C. S. Lewis. He was asked what is the difference between religion and magic. He replied that magic seeks to get everything it can out of God for man and religion tries to get everything it can out of man for God.

Materialists see this world as a kind of God and try to get all they can out of it. But our philosophy has been different. We have tried to get all the good we can from this world because material goods serve the needs of millions of families who are thereby freed from hunger and poverty, freed to develop their own spiritual and intellectual gifts. That's not materialism. That's Americanism.

All we have, all we have ever built, all the hopes and dreams we want to come to pass, all of this is dependent on education in freedom. This is the soil in which our progress has grown. This is the sweet air we breathe as we push back the material boundaries that have hemmed in other nations in other times.

And so, a more basic answer to the question I asked--what is it that America really wants?--is: to grow, to learn, to develop our talents in freedom. If we don't realize that freedom is the often unstated, but absolutely necessary fact of our lives as Americans, we have lost something. Freedom is the only truly essential possession Americans have. And education is freedom's guide.

And so: two concepts, two ideas, two words seemingly fragile, often forgotten, are the foundation upon which all else is built: education and freedom. No nation of materialists or hedonists could ever believe that.

Only those who have forgotten what education and freedom can do and who have lost hope fear the future. The rest of us should welcome the future and look to it not as a wasteland full of broken hopes but as a new promised land in which we and our children and their children can live and build and prosper and stand proud and free and serve the needs of the forgotten, the lonely, those starved both physically and spiritually.

The 1980s can be, if we so will it, a decade of deliverance for America--deliverance from the hopelessness and the fears and the follies of the present: deliverance from the ideas of those who would rather have us sit and weep and count on our fingers instead of standing and working for our families, our nation, and the world.

We should want to seize the future with both hands. If we all feel that way, the world will once again look on in awe, astonished by the miracles of education and freedom, amazed by a rebirth of confidence and hope and progress.

But when it happens, we will say to the world, "Well, what did you expect? We are, after all, Americans."

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