

Remarks
Independent Insurance Agents of Oregon
March 12, 1987

It's time to put a stop to the notion that Oregon is a state that can't keep its jail doors closed and its school doors open.

So second on my agenda is passage by the people of the safety net proposal. Our children must never again be denied the fundamental right to an education. There are no more excuses, no more gimmicks.

On the ballot in May will be a measure that ends school closures without raising taxes--guaranteed.

It's as simple and as fair as that--our children stay in school and taxes don't go up.

Remarks
Student Retention Initiative--Luncheon
April 20, 1987

A great deal of attention in this state has rightfully been paid to keeping our school doors open. Passage of the safety net initiative will keep our schools open without raising property taxes and will show a strong and clear commitment to education.

None of the potential talent we need to rebuild our economy will be wasted because our children couldn't get an education. The Oregon Comeback requires a skilled, well-trained, and well-educated workforce.

But there is another threat to our childrens' right to learn-- A threat that hasn't received as much attention as school closures, but together we're going to change that. I'm talking about the dropout problem.

These aren't kids who just got tired of going to school one day. These are young people facing serious problems--alcohol and drug abuse, delinquency, poverty, child abuse, emotional instability, depression, suicide, and teenage pregnancy.

...If you can't convince people that these children need our help on strictly humanitarian grounds, then tell them this--school dropouts are a drain on our society because of missed opportunities for earnings and paying taxes, and because dropouts need financial support through welfare, corrections, or other tax-supported public services.

According to the National Governor's Association, every dollar spent on prevention of dropouts will return \$9 to society. And if you think we have overcrowded prisons now, check back again in a few years when the dropouts of today have become the prison inmates of tomorrow.

I believe that prevention in the form of the Student Retention Initiative is clearly the most effective remedy to this problem.

Once children drop out it is difficult to get them back into school. We know that potential dropouts can be identified as early as elementary school. The earlier we can identify those at risk, the sooner we can give them the special attention they need to stay in school.

This program will increase the number of youth who are on a graduation track in Oregon high schools, or who are participating in constructive alternative education, vocational or employment training programs.

The Student Retention Initiative can be an example to all Oregonians of how state and local agencies and dedicated local community volunteers can work together as partners to solve one of our most pressing societal problems....

But there is a constituency, one that every one of us in this room--elected or not--must represent, but which doesn't have a voice.

This constituency of children is arguably more in need of our representation than any other, yet it is least able to influence our decisions. By the time they are able to tell us their needs, often it is too late.

You can help change that. I ask for your help and your leadership in making this program a success....

Every Oregon child's fate is in your hands.

**Remarks
OEA Banquet
May 9, 1987**

We came to Salem last January with a short but absolutely essential list of goals to accomplish this session: keep the school doors open, keep the jail doors closed, and cut the cost of doing business. And thanks to an extremely hard-working Legislature, we're going to accomplish those goals.

Each one of these goals directly relates to what is uppermost in the minds of all of us in this room-- what kind of Oregon are we going to pass on to our children?

An Oregon in which some children can be denied their constitutional right to an education simply because of where they happen to live?

Or an Oregon in which none of the potential talent we need to rebuild our economy is wasted because we couldn't keep our school doors open.

...I made a commitment to you to strengthen Oregon's educational opportunities. And the first step is to make sure that Oregon's schools stay open. I appreciate your endorsement of this ballot measure. I know that for many of you this was a difficult decision to make.

You've heard all the arguments for and against this measure, so I won't belabor the point.

But I want you to listen to this -- "The people of this state rightfully feel that they have taxed themselves to the limit to provide a good education for their children. The people of Oregon have never shirked from their duty to build a good school system. They have gone all out to maintain one of the best school systems in the country. (But) the old system of financing schools primarily from property taxes is no longer sufficient." Those aren't my words-- John Kennedy said them 27 years ago at a campaign stop in Eugene. Twenty-seven years ago! And since then we have made little progress toward solving the problem.

Until now. On May 19th we can show that we can join hands in this state and take a first small step toward ultimate victory. I'm here to tell you tonight that we can, we must, and we will raise the level of basic school support in Oregon....

You are the frontline troops for the Oregon Comeback.

Year after year you have to go out into your communities and personally fight for the money to keep the school doors open. And you still produce students whose SAT scores are second highest in the nation.

Election after election you fight those who would hamstring local government with property tax limitation measures that would sound the death knell for economic progress in this state.

And last year you fought to do what your state leaders should have been doing--solving the school funding problem.

Well, now you have a Governor who's willing to fight with you instead of against you.

**Remarks
School Funding Commission Appointment
September 2, 1987**

If anything ever needed fixing, it's our method of financing schools....

...Since 1986 voters have considered and rejected 19 proposals that would have changed Oregon's system of financing schools primarily from property taxes.

Oregon's level of state funding for our public schools ranks 48th in the nation, at not quite 30 percent. Local taxes make up over 67 percent of the costs, 2nd highest in the nation.

About a third of Oregon's 304 school districts, including Beaverton, must now go to voters each year with operating levy requests because their tax bases are inadequate.

This is unacceptable. At the very least, the situation requires that we adopt a new approach.

Several steps have already been taken. The Legislature passed and voters approved a Safety Net that will guarantee that no school will close because local voters failed to approve a levy. Let me emphasize that it is a school closure measure, not a panacea for school finance in this state.

The Safety Net should not be used to justify a no vote on a budget levy.

As I have said many times, passage of the Safety Net was only a first step toward solving the larger problem of providing stable and adequate funding for our schools without bankrupting the taxpayers of this state.

And by a very narrow margin, the Legislature added \$30 million to state support for local schools, increasing the state share of local costs by a full percentage point, statewide, by 1988-89.

And we are proposing to the voters that they amend the Oregon Constitution to allow more flexible investment of the Common School Fund, which will increase state earnings for local schools.

Now, it's the Commission's turn....

To find ways to reduce the reliance on local property taxes for funding elementary and secondary education in Oregon...

To bring stability to state and local revenue for school districts...

And to keep local involvement in local schools.

What we do not need is another round of unachievable solutions.

The goal is not just relief from the property tax burden. The goal is no less than to ensure that Oregon remains economically competitive in the future. You here in this room of all people know that a healthy education system is the key to the growth of the economy and the preservation of our standard of living.

**Remarks
Associated Oregon Industries
September 23, 1987**

There is another myth about Oregon floating around out there -- one that each of you has a stake in putting to rest once and for all -- the myth that this state is not committed to excellence in education.

That is as mistaken as saying the timber industry is finished in Oregon.

A strong educational system is absolutely essential to economic growth -- it is the seed from which all else grows.

Without a well-educated workforce, Oregon cannot hope to succeed in the world economy.

The commitment is there. But let me ask you this:

Is Oregon preparing youngsters in every school district in every region of this state to lead us into the next century?

Are we willing to sustain an economy of the mind?

Children who entered kindergarten this month will graduate from high school in the year 2000.

Between now and then, it is estimated that over 170,000 new jobs will have been created in Oregon. Many of these will be professional/technical jobs. There will be more knowledge-intensive companies -- new companies with new jobs.

It's a simple fact that tomorrow's employers will be looking for more brain power and less muscle. The demand for people with skills is going to be huge.

How can we strengthen our educational resources to attract more new businesses and help existing ones?

As business men and women, you understand the need to look forward -- to invest in the future -- because if you don't invest in the future you won't have one.

And I can't think of a better investment than the \$65 million the Legislature approved for construction at our community college and Institutions of Higher Learning. That \$65 million will leverage bond funds, federal funds and private funds...and for a \$65 million State expenditure we will achieve a \$100 million dollar construction program.

This is an investment in our future -- in libraries, and laboratories, and in community colleges to train workers for tomorrow's jobs....

At the very least, solving the school funding mess requires a new approach.

The Safety Net has done its job. There will be no more headlines in the national press, no more stories on the 6:00 news about how schools in Oregon close because voters won't pay for them.

But just keeping the school doors open is not good enough. Too many districts are having to slash hundreds of thousands of dollars from their budgets.

Poor education is just as bad for our image as no education. But more importantly, it's not fair to our children.

**Remarks
Oregon Cattlemen's Association
September 23, 1989**

More and more our unpredictable system of school finance will hold us back as we enter the Pacific Century.

Oregon cannot compete in a world of high risks and tough competitors without a well-trained and educated workforce. Second to none in the world.

We can't get there when only 70% of the kids who start kindergarten finish high school...

We can't get there by cutting programs that are essential to these youngsters' ability to learn and work and compete...

We can't get there unless every child in every school district is guaranteed a quality education.

And that can't be done under our present school funding system.

It's not fair to our children and it's not fair to the taxpayer.

Not when small, wealthy districts may pay \$10,000 and up to educate each and every child, while some property value-poor, low-rate districts are spending barely \$3,000 per student.

Not when property owners in some districts pay tax rates of nearly \$29 per \$1,000 assessed valuation to give their children an education, while taxpayers in other districts get by with as little as \$4 per \$1,000.

Some of you may have worked with local school boards and struggled with this issue at closer range than I have. But I am convinced we can put this problem behind us if we are not afraid to act.

The School Funding Reform Commission has proposed a number of doable steps that take us away from the safety net, towards a more fair and equitable system.

...We need to do what we have always done in this state when faced with a problem -- sit down like a family and talk it out. We may argue and disagree at times, but we will find a solution.

**Remarks
National Education Association
Pacific Regional Leadership Conference
February 17, 1989**

As a nation, we say that children are our most precious resource...We say that education is the key to the future...We even have a president who has proclaimed his intention to be the "education president."

And it is teachers whom we entrust with our country's future -- our children.

Yet survey after survey show that teacher morale is down.

How can that be?

Teachers are often underpaid and overworked. You and I both know that teaching can be a thankless job; and you often have to take the heat from those who wouldn't last a day in the average classroom.

But I think the frustration runs deeper than that.

You and your colleagues in the teaching profession know better than anyone that something has changed dramatically in America...

And no one is listening to you.

You've all seen it -- 25 or so youngsters who have been led by the hand by an older brother or sister or parent to that most exciting first day of school. Twenty of them are pumped up and ready to learn. And five of them are incapable of learning because of child abuse; because of emotional neglect; because of physical problems brought on by low birth-weight.

What is the teacher supposed to do? Help the 20 who this country is going to need to build and invent; compose and teach?

Or help the five, who without any help are destined for the welfare roll or the prison cell?

We are in a war for the hearts and minds of our children and the classroom is the battleground of that war. You shouldn't have to fight the war by yourselves.

It's time we listened to the teachers.

One child out of five is poor. Double that for blacks. The number of one-parent families increased by 135% between 1970 and 1986; the number of two-parent families decreased by 3%.

More than 100 bills dealing with the needs of children and families were introduced in the 100th Congress. None passed.

In 1988, more money was spent on interest payments on our national debt than on programs to help low-income families and children.

Let's practice what we preach: Our children's future has got to be more important than our present.

Remarks
American Electronics Association
Higher Education Speech
Beaverton, March 8, 1989

When President Kennedy entertained a group of Nobel Prize - winners at the White House in 1962, he welcomed them as the most distinguished gathering of intellectuals to have dined at the Executive Mansion -- "with the possible exception of when Mr. Jefferson dined here alone."

Our state was born in the mind of Thomas Jefferson, the father of the University of Virginia and that most educated of all America's leaders. The vision of Oregon that brought Lewis and Clark across a continent emanated from Jefferson's education and his faith in the future.

Our faith in Oregon's future is strong. Our commitment to knowledge and the power it brings people runs deep.

That faith and that commitment must be expressed through GREAT education. It is greatness in education that will fuel our future, as the Oregon economy moves from industries that were mostly labor-intensive, to industries that are knowledge-intensive...

From slow moving technology to rapid technical change...

From little foreign competition to strong foreign competition...

From a focus on domestic markets to a focus on global markets...

From slowly changing skill requirements to rapidly changing skill requirements...

From human resources as a factor of production to human resources as a competitive edge.

...Let's practice what we preach, and aim our educational efforts at solving problems we have all identified:

Help families give their children a great start in life, so when they reach the schoolhouse door they will be ready, eager and able to learn.

Put all our primary and secondary schools on solid financial footing, so they can produce the internationalized programs we need for system-wide greatness.

Because while we talk school finance, our competitors talk education: West Germany graduates 92% of its students; Japanese children attend school 60 more days per year than their American counterparts; and meanwhile, the South Koreans think the Japanese are lazy.

In 1987, your Legislature appropriated over \$1 billion for local schools, and reversed the downward trend of state basic school support. Yes, we broke the spending lid to do it. And, yes, every House Democratic incumbent was reminded of it by their opponents in the last campaign.

But we practiced what we preach...

And we will again when we pass a ballot measure this May that creates a tax base in every district in the state; a ballot measure that promises students a decent education no matter where they live.

Let's practice what we preach about community colleges, and the need for continuing education and retraining in the Pacific Century. Let's make it clear that there are "Centers of Excellence" opportunities at these local institutions, opportunities for state partnerships that can serve an entire region, if not the entire state.

And let's practice what we preach about higher education.

A sustained, continuing investment over the years will be necessary to make Oregon higher education what it should be, and the pay-off on commitments made today may not be apparent for some years.

There is simply not enough greatness now to make a reputation for Oregon, or to create the ferment of ideas we require.

What are we going to do about it?

First of all, I believe that education is too important to be left to the politicians. But I also believe what Terry Sanford, Senator from North Carolina and former Governor and university president has said: "More universities have been harmed through political indifference than through political interference."

I offer no detailed blueprint for achieving greatness in higher education. That is not my job.

What I do offer you is the result of two years of hard work; two years of seizing every opportunity that came our way:

- New State Board of Higher Education, the most important board in the state, some of whose members are here tonight.
 - o Bob Adams
 - o Gary Johnston
 - o Mark Dodson
- New Chancellor, Thomas Bartlett. I believe that we now have in place a board and a chancellor capable of achieving greatness.
- Paul Bragdon
- The recent OCATE move to the Oregon Graduate Center's campus; this is the kind of cooperation and partnership between institutions -- one private, one public -- that we will see more of in the future. (And I would like to mention OGC's new president, Dwight Sangrey, and board members, John Gray and Ed Cooley.)
- In 1987, we took brick and mortar projects that had been in the pipeline for over ten years and funded them all in one legislative session. Again, outside the spending lid, and by only a one-vote margin in the House. And for a \$65 million investment, we leveraged additional resources to create a \$100 million investment in libraries, research laboratories and classrooms -- an investment in our future.
- Governor's Science Council recommended improving the quality of science, engineering and mathematics education at all levels in Oregon. We must enhance the quality of education available to our high tech industries. And we're going to make the council permanent with this budget.
- In 1988, thanks to Senator Hatfield and Congressman AuCoin, we announced the creation of the Oregon Advanced Computing Institute, again with an OGC connection.

- OIT campus in Clackamas County
 - \$1.8 million in lottery funds for the property.
-
- \$1.5 million from county
 - Ed Cooley - Private donations: computers, equipment
 - An investment that could mean a boom in the metals industry in Oregon

I'm not talking about an exercise in check writing. Public and private funds are being invested for a common purpose in response to a larger public need. It is a record worth building upon.

Higher education's perennial plea to the Legislature has been for more money.

But the rising tide it will take to raise all the ships at all the institutions is an economy we don't have yet in Oregon.

Fiscal constraints are a fact of life at the federal and state level. It was Ronald Reagan who once said, "I oppose federal aid to education because no one has been able to prove the need for it." The jury is still out on whether he meant just federal aid.

In Oregon, even with an improving economy, revenues are limited.

This state lost one job in 10 during the recession -- 100,000 altogether -- with a net population loss of 65,000.

Those years of maintenance deferred and investment delayed have taken their toll, and not just on higher education. The pent-up demand for resources in welfare, health care, the mentally ill, and corrections is huge and threatens to eat future budgets whole.

And the average wage-earner in Oregon still earns \$1200 less than the national average

But limited resources CAN be targeted and invested more productively; resources from non-state sources can be increased.

You know, Errol Flynn had the last word on budgets: "My problem," he said, "lies in reconciling my gross habits with my net income."

But I believe that a budget without context is nothing more than pretext.

To empower presidents...

To reward excellence...

To challenge institutions to publicly make the case for their needs and purposes...

To ensure that decisions that should be made on campus are made there, and not in Salem...

To know that the character of a university is determined by the men and women who come to teach there...

THAT is the context in which this budget was crafted.

...With this budget, the elements are in place to support and create a climate of greatness. And to empower those who push for quality and who ask hard questions about the system's direction and level of excellence.

Leaders with a sense of the particular programs and areas in which their institution will be outstanding; who will focus resources on those pinnacles of distinction, and recognize that no university ever moved to greatness by trying to be everything to everybody.

...The Economic Development Department's strategic plan that is now being devised commits Oregon to provide the best educated and trained workforce in the United States by the year 2000, and a workforce competitive with any country in the world by the year 2010.

Men and women who can think critically, communicate well, and operate effectively in a global economy.

Men and women with knowledge of the cultures, markets and languages of competing nations.

Don Frisbee recently admonished the education establishment in our state to "stop wasting energy on damnable turf wars." I second that -- let's compete with the world, not with ourselves.

Let me quote from a recent article written by our new chancellor: "For the first half of 1988, our total exports exceeded \$2.5 billion; by preparing students who are globally competent, we can help that figure to grow." He goes on: "If the promise of global competence mobilizes us, then we can mobilize future generations of Oregonians to help deliver the living standard, the security and the prestige that will prevent us from becoming a colony of nations whose global competence now exceeds our own."

Ladies and gentlemen, countries grow rich not because they have more money to invest, but because they have more and better ideas.

**Remarks
Portland Area Higher Ed Study Commission
May 22, 1989**

Twenty-seven years ago, then-Governor Hatfield issued the first long-term strategy for education in the Portland Metropolitan area. It was a report full of high aspirations and high expectations.

To our detriment, Mark Hatfield's vision was never fully realized.

It is with this long overdue vision in mind, that today I sign an Executive Order creating the Governor's Commission on Higher Education in the Portland Metropolitan area.

We cannot afford to wait any longer -- NOW is the time to put this area's educational opportunities to work for all its citizens.

For Portland and Oregon to be economically sound we need an integrated education system in the metro area; one that can compete with any other in the country; one that provides knowledge and training opportunities for our changing workforce.

We aren't starting from scratch; in fact we are starting out with the kind of advantages other regions only dream about:

- PSU and the opportunity it represents for one of the great partnerships anywhere between a university and a major population center.
- ~~Outstanding private colleges and universities and the great liberal arts tradition and cultural diversity they foster.~~
- Excellent community colleges that are the gateway to education beyond high school and to the job market.
- Quality public elementary and secondary school systems.
- And cultural institutions like the Oregon Historical Society's North Pacific Study Center.

What we have lacked in the past is focus -- the tie that binds our educational resources to the opportunities that lie before us in the Pacific Century. I expect this commission to provide the focus, and I do not expect to wait 27 years to see it implemented.

Over the next year-and-a-half, the commission will examine all postsecondary education resources in the Portland area. It will recommend specific policies, programs and organizational changes that need to be made by the Governor, Legislature, Chancellor, Board of Education, institutions, and the private sector.

Our goals are to:

- Expand access to educational opportunity for all Portland residents at our public and private colleges and universities and community colleges;
- Meet the needs of business and industry for science, technology and engineering programs for their employees;
- Provide the education and training needed by our workforce to complement and foster economic growth;
- And serve our multi-cultural, international community and carry out Oregon's strategy in the global arena.

I would like to thank Don Frisbee for agreeing to chair this commission, and the distinguished men and women who have agreed to serve with him.

For your efforts, I guarantee you this: your final product will not gather dust on some shelf; it will not be the victim of yet another educational turf battle.

The opportunities are too strong, the rewards are too great to waste this chance for educational greatness.

**Remarks
Lewis and Clark College
Commencement Address
June 11, 1989**

You are the privileged elite of our nation -- the well-educated. And you have a choice to make: do we continue the legacy of the '80s -- a time when we believed that the fewer private sacrifices that we made, the better things would be?

Or shall we once again accept the challenge of shared responsibility for our fellow citizens, and for the enrichment of our American community?

In the 60s, we saw poverty and tried to end it. We saw racial injustice and tried to stop it. But in the 80s, we said let someone else do something about the homeless and the children and the drugs and the sick and the old. And we said please do all those things without a tax increase because we don't want to pay for it.

Look who our heroes are in the media; our examples of how to live a life. They are not the people who volunteer in the soup kitchens; not the foster parents who take drug addicted babies into their homes; not librarians or teachers or social workers.

Mainly they are the rich and the famous, film and sports stars, Wall Street barons...and an ex-President, barely six months out of office, who accepts a \$2 million fee from Japanese businessmen to act as a master of ceremonies.

We have to do better; we have to BE better in the 90s.

For beyond these walls one child in four is born in poverty, double that for minorities; 3,000 American students drop out of high school each day; and more than one in ten of American 17-year-olds is functionally illiterate.

Meanwhile, in 1988 more money was spent on interest payments on the national debt than on programs to help low-income families and children.

Why should you care? Because you are going to pay for our folly. You are going to have to make and sell products that are as good or better in quality, and at a price equal to or lower than our global competition...While paying off the national debt...While carrying on your backs the 25 percent of your peers who never made it through high school. The ones who never learned to read or write; the ones whose parents abused them or gave them drugs; the ones who never had a chance from the day they first entered the schoolhouse door.

Abraham Lincoln said that this country cannot survive half slave and half free. Neither can it survive half educated and half ignorant; half able to compete, and half competing for the few unskilled jobs that are left behind.

It doesn't make sense for the wealthiest nation on earth to do business this way.

Surely it is madness to waste human talent and potential.

And yet, as Cervante says in "Man of LaMancha," "Maddest of all is to see life as it is, and not as it should be."

To see life as it should be -- and to act toward that vision -- is to be truly alive.

It is Susan Strand tutoring at the International Refugee Center...

It is Mina Hammer bringing theater to underprivileged children...

Amanda Keroes working with gang kids in North Portland.

It is Lamont Walton and Serena Cruze who remind us of issues of racial and ethnic diversity...

And Madeline McNeely and Richard Lewis who called attention to inequality and injustice in the campus community...

And it is in the hearts of all of you who gave of yourselves at shelters and crisis hotlines; for the homeless on Burnside and for a teen mothers support group...

And it is in the words of the "Concern Banner."

That is the kind of spirit and commitment we need in America today.

And that is why I am so optimistic about the future.

Accept the challenge of creating the future, and here's what America can be: A nation that guarantees every individual the opportunity to pursue their talents to the limits of their possibilities.

I believe this nation has a high purpose; but often we can only see it when it is reflected in the hopes and dreams of others.

In China we saw high purpose in a Statue of Liberty in paper-mache, in the words of Jefferson and Lincoln, and in a student wearing a shirt with the words "We Shall Overcome" scrawled across it.

And we saw high purpose last week in a man in a white shirt who walked onto a street in Beijing, raised his hand and stopped a column of tanks heading toward Tiananmen Square. The huge treads ground to a halt just a few feet from his face. As the lead tank moved, the man moved with it, first to the left, then the right. He eventually leaped on to the tank and spoke to the driver. Onlookers finally pulled him out of danger.

I saw this and I asked myself, would I have the courage to do such a thing? No one should expect our nation to produce such a profound act of defiance.

And yet in the year I graduated from college and after, white and black students linked arms in the battle against discrimination. Ordinary men and women did what they never thought possible. And some died for their convictions.

There are other dangers bearing down on us, as the tanks did on that brave man in China: drugs, violence, despair, hopelessness. To stand in front of those tanks, to say no more wasted lives, is an act of courage and an act of faith.

High purpose...

In Beijing a physics professor told a reporter that on the U.S. campus where he studied, no higher authorities told him how to live his life, "And I got used to it," he said.

No one is going to tell you how to live your life.

America is strong when people are free to use their resources and skills to create their lives.

When you finally settle someplace, find a school and act as a tutor. Reach out and take responsibility for a child. ~~The fact that you may not be wealthy doesn't mean you can't help.~~

One person can make a difference.

And if you should choose a path to wealth, do not base your contribution to society on how much your company donates to United Way. It is not a substitute for personal action.

We can no longer assign our problems to servants of society -- this is our responsibility, all of ours, and not just police or social workers or teachers. And not just government.

Some will tell you that our time of glory is gone, that the exploits of the past cannot be exceeded. I do not believe it; I refuse to believe it.

Talent shows during times of rapid change like these. I expect no less of you and your generation.

Remarks
Signing of Education Bills
August 3, 1989

There is no doubt that Oregon's elementary and secondary education system is one of the finest in the country. Our SAT scores prove it. The percentage of graduates qualifying for advanced placement in college prove it. And our reading and math scores on a number of standardized tests prove it.

But if the system is doing so well -- if it is graduating some of the best educated students in the county -- why all the concern?

Because there are problems that plague our system, problems that have been around for a long time. And perhaps more importantly, because producing this country's best educated students is no longer enough.

Oregon's economy and its future are being reshaped by a changing world, where knowledge is currency, and ideas, not machines, determine success.

This Legislature refused to sweep the problems in our education system under the carpet, nor allow a changing world to sweep aside our children.

Today I am going to sign seven education bills passed by the 1989 Legislature.

HB 2132 directs the State Board of Education to define a basic education and to identify what it should cost.

HB 2658 creates and funds a \$5 million incentive program to improve efficiency by encouraging unification of school districts.

HB 2134 requires that we look more closely at the fiscal impacts of state and federal mandates on school districts.

HB 2137 creates targeted tax relief grants for high tax rate -- low spending districts.

SB 5559 contains a \$1.2 billion appropriation for Basic School Support, nearly a 15% increase over the past biennium. It provides \$20 million for the targeted tax relief program and \$18 million for helping offset the costs of educating handicapped children.

SB 42 creates a special joint legislative committee on school funding to continue during the interim efforts to reform the way we finance schools.

And finally, SB 203, which with its funding legislation provides \$8 million to create Oregon Ed-Net, a statewide educational telecommunications network. It is a system designed with Oregon's educational and economic future in mind.

Though the defeat of Measure 1 received the attention, recognize that this package keeps Oregon in the race. It won't by itself guarantee that we will have an education system ready for a world economy. But it keeps us moving forward, and demonstrates our persistence and commitment to building for our children the world's best education system...

**Remarks
Associated Oregon Industries
"Pacific Century Now"
Salishan
October 3, 1989**

...Now I invite the rest of you to become a partner with your state government in achieving this vision for the future of Oregon.

It begins with a belief in people; their gifts, talents and skills. It begins with the knowledge that each of us is needed.

For our children it means not having to leave home to find a good job at family wages.

For our business people it means having the most skilled and highly trained workforce in the world -- guaranteed.

What we mean to achieve is nothing less than the American Dream in Oregon for all our fellow citizens; On the handout you should all have, we call it "the Oregon Promise."

Most governors would give anything to have Oregon's educational system. But we're not competing with other governors and other states -- we're competing with the world. We have got to do better in the Pacific Century; and we have a long ways to go.

This is an investment issue. It is a spending limit issue. There is no cheap grace for us.

Yes, we chose to invest state resources last session. Revenue from a growing economy. And yes, personal income tax payers will receive a nearly 10% credit on their 1989 tax liability; corporate credit will be nearly twice that.

Our healthy economy will force us to make this choice again.

But I will tell you this: If we do not take the resources that we have developed out of our own investments and put them where they are going to produce real change over the next 20 years, our window of opportunity will pass us by. And we can resign ourselves to third world country status.

In Oregon, we already see a lack of skilled workers in some industries.

In a recent New York Times article, the president of New York Telephone company recalled that in 1987 his company had to test 57,000 people before it could find 2,100 who were qualified to become operators and repair technicians.

I said before, the Japanese understand that the key to their economic independence is education. We are finally coming around to that fact.

The President's education summit is proof of that...

All the governors -- Republicans and Democrats -- spoke with one voice -- make sure children are ready and able to start the first grade, because our failures are costing us billions down the road.

There are low cost, high pay-off -- PROVEN -- investments:

Missouri program that helps parents help their children

Head Start for every eligible child in the state -- only about 25 -- 30% of the eligible children have been getting it. The state boosted funding last session, but it's not enough. If the President won't pay for it, we have a choice to make: pay now or pay later in the cost of prisons and welfare.

We cannot improve our productivity without this kind of investment.

We cannot reach the Oregon Promise without this kind of investment.

I hope AOI will form its own educational excellence committee to help Oregon be ready to make these difficult choices in the next two years.

Let Oregon draw a line in the dirt on this issue for the rest of the world to see:

Invest in Oregonians and create a workforce that is measurably the most competent and productive in America by the year 2000; and equal to any in the world by the year 2010.

Ignorance about the rest of the world is unacceptable. Create an international frame of mind through language and cultural education.

Last year in the United States, two million students studied Japanese at the high school and college level.

In Japan, twenty million students studied English

We have to do better

When a hotel manager can tell a visiting Japanese businessman where the best restaurant in town is -- in Japanese -- then we'll know we've arrived.

Other countries have similar goals; some states do. But none proposes to measure its progress toward attaining them, as we do in the strategic plan. That is what will set us apart from the rest; it is our moonshot; it will test our abilities and our talents to the limit. It will challenge our willingness to invest in ourselves; to reach out and create new partnerships. And that is good...

Because we expect more out of life in Oregon -- and now we expect more out of ourselves...

Ladies and gentlemen, there still exists in America a place where people believe they can take the future in their own hands and shape it to their will. And to live in that belief is to live in Oregon.

**Remarks
Association of Oregon Counties
Pendleton
November 15, 1989**

One thing I learned at the President education summit in September: most Governors would give anything to have Oregon's educational system. But we're not competing with other Governors and other states -- we're competing with the world. We have got to do better.

Some have recently argued that I've given up on school finance reform. They point at my decision not to submit a proposal to an interim legislative committee as evidence.

Let me set the record straight: I am not about to shy away from the educational equity problems that continue to plague both students and taxpayers.

But I do believe that if we continue debating school finance reform in the same way we will remain in the deadlock we've been in for the past 30 years.

For 30 years we have allowed the issue of HOW we pay for schools to overshadow the question of WHAT we are paying for and WHAT we want and need in the way of an education for our children. The two must go hand-in-hand.

It won't be easy. I got that message loud and clear when I saw the results of the last school finance ballot measure.

It won't be easy because Oregonians have always set high expectations for ourselves and our government. But the difference between the Oregon of today and the Oregon of a few years ago is that WE KNOW WE CAN DO IT.