

**THE GEORGE BUSH PRESIDENTIAL LIBRARY CENTER**  
**AT TEXAS A&M UNIVERSITY**

A Dissertation

by

JULIA SUSAN FRINK

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2009

Major Subject: Educational Administration

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Chair of Committee,	Yvonna S. Lincoln
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Head of Department,	Mary Alford

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## ABSTRACT

The George Bush Presidential Library Center at Texas A&M University. (August 2009)

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Chair of Advisory Committee: Dr. Yvonna S. Lincoln

This was the first comprehensive doctoral dissertation on the George Bush Presidential Library Center at Texas A&M University. The Bush Presidential Library and Museum was the focal point. The purpose was to describe the global significance, work and educational contributions of the Bush Presidential Library while exploring its partnership with Texas A&M University. The primary data sources were: archival records, museum exhibits, interviews and my field work experiences.

Beyond being a descriptive dissertation, this study offered unique hypotheses and conclusions. It examined the higher educational aspects of the Bush Presidential Library Center's operating context within Texas A&M University. These included the educational value of George Bush's career, the Bush Presidential Library's contents, and its benefits and technology use in educational programming. This study answered two unique hypotheses: how President Bush's liberation of Kuwait increased the Middle Eastern funding of presidential libraries and the Corps of Cadets' influence on President Bush's selection of Texas A&M University.

George Bush's global presidency, distinguished international public service career and his world-changing, historical presidential achievements gave the Bush Presidential Library and Museum an extraordinary educational value. The data showed the educational value of, benefits of and technology's role in educational programming at the Bush Presidential Library and Museum. The global changes mirrored President Bush's career and his effort to combat terrorism. China's emergence as a world power was attributed to President Bush's career. The Bush Presidential Library and Museum is the core asset of the center. The data showed President Bush's liberation of Kuwait

directly influenced the funding of his presidential library and the subsequent ones. The data showed the Texas A&M University Corps of Cadets' influence on President Bush's selection of Texas A&M University as the site for his presidential library. Texas A&M University is the best place for the George Bush Presidential Library Center. A university environment is the best place to host a presidential library.

## **DEDICATION**

To my devoted parents,  
Attila and Zsuzsa Frink

They have given unselfishly of their love, time and resources. Through the example of their Hungarian immigrant background, they have taught me to trust in the Lord, devote myself to family, have compassion for others, work hard and value education.

## ACKNOWLEDGEMENTS

Thank you, God, for all blessings and love bestowed upon me.

With love and special appreciation for my parents, Attila and Zsuzsa, sisters, Susanna and Ilona, and family members for their love, prayers, encouragement and understanding; I dearly love you, and every day I thank God for you.

I thank:

My friends for their prayers and encouragement.

President George H.W. Bush for living a life of dedicated public service and peacefully leading change in the modern world. Without his career achievements and presidential administration, the subject matter of this dissertation would not be possible to study.

First Lady Barbara Bush for her devotion to her family and commitment to serving our country in support of her husband's career; thank you for raising an outstanding family and a good U.S. President, George W. Bush. Thank you for promoting family values, working to increase literacy and supporting education. Thank you for the Barbara Bush Rose garden at the Bush Presidential Library Center.

Thank you to my doctoral committee chair, Dr. Yvonna S. Lincoln, and members, Drs. Bryan R. Cole, L. Murphy Smith and Toby M. Egan, for their service.

Special thanks to Dr. Barry C. Nelson, Vice President of Finance and Administration for the Texas A&M University System Health Science Centers, for encouraging my academic endeavors, sharing his great knowledge and generously giving of his time.

I thank those at Tarleton State University who gave me the vision to pursue a Ph.D. They are: Dr. Linda M. Jones, Dean of the College of Graduate Studies, Dr. Rusty Freed, Department Head of Management, Marketing and Administrative Systems, and Dr. David E. Deviney, Associate Professor of Management.

Thank you to Dr. Roman Popadiuk, Executive Director of the George Bush Presidential Library Foundation, and Mr. Warren Finch, Director of the George Bush Presidential Library and Museum, for permission to conduct the staff interviews, participating and providing me with access to information and resources.

Many thanks to Dr. Robert Holzweiss, Supervisory Archivist, for creating organizational awareness of my research study and communicating staff interest to me. His assistance and enthusiasm helped my study begin in a very positive way.

I especially thank Brian Blake, Public Relations Specialist at the Bush Presidential Library and Museum, for contributing his great photographs to my project.

Many thanks to those from the Bush Presidential Library Center, Texas A&M University and the Bryan and College Station community who participated in this study.

“Let us not become weary in doing good, for at the proper time we will reap a harvest, if we do not give up. Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.” Galatians 6: 9-10

**NOMENCLATURE**

B/CS	Bryan/College Station
Bush Library	George Bush Presidential Library and Museum
Bush School	George Bush School of Government and Public Service
Bush Foundation	George Bush Presidential Library Foundation
Bush 41	George Bush, 41 <sup>st</sup> President of the United States
CIA	Central Intelligence Agency
GDP	Gross Domestic Product
Library	Library of Congress
NARA	National Archives and Records Administration
NATO	North Atlantic Treaty Organization
PPP	Purchasing Power Parity
SDI	Strategic Defense Initiative
SMU	Southern Methodist University
Soviet	Union of Soviet Socialist Republics
Soviet Union	Union of Soviet Socialist Republics
U.N.	United Nations
U.S.	United States
U.S.S.R.	Union of Soviet Socialist Republics
WTO	World Trade Organization



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## 1. INTRODUCTION

When the site selection and planning process for the future George W. Bush Presidential Library was announced through the mass media, the public's interest in presidential libraries was renewed. As details of the vying universities' proposals began to surface in newspaper articles, the importance of university affiliation to a modern presidential library was acknowledged. Then as the proposal process continued, the interest in the benefits to the competing universities began to grow. As the media reported some of Southern Methodist University's faculty concerns, the issue of the university affiliation and relationship came to the forefront of the coverage. Despite this debate, there were many questions left unanswered and a successful presidential library and university partnership was not discussed.

With this renewed public interest in presidential library complexes and the unfolding birth of the future 13<sup>th</sup> presidential library within the National Archives and Records Administration's system, the time is right to study a current successful presidential library and university partnership. After the Lyndon B. Johnson Library at The University of Texas at Austin, Kennedy Library at the University of Massachusetts-Boston and Ford Library at the University of Michigan, the George Bush Presidential Library is the fourth one to be built on a university campus. As the first presidential library to be built after the Presidential Libraries Act of 1986, the George Bush Presidential Library Center sets the standards for the future presidential libraries. It had the first classroom within a presidential library and received funding from Middle Eastern sources.

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This dissertation follows the style of *IEEE Transactions on Education*.



The Bush Presidential Library and Museum contains several decades of modern global political history. It is a tremendous educational resource revealing the historical significance of the collapse of communism ending with the fall of the Berlin wall, the fight for freedom's continuance in the Middle East with the Kuwait and Iraq conflict caused by a holocaustic dictator, the enforcement of the economic source lines of communication flow for the oil industry, the recognition of China as an economic force and initiating the major flow of Muslim World funding into the United States presidential library system,. Former president George H.W. Bush influenced the major changes of the world. He was 20 to 30 years ahead of his time and could not have realized then how his achievements would impact the world and even subsequent presidential libraries in the future.

Of the existing presidential libraries, it is believed the Bush Presidential Library Center has the most direct relationship to a university. In November 2007, the Bush Presidential Library Center celebrated its tenth anniversary with a re-grand opening celebration. With its track record and globally significant educational value, it is fitting to examine it as a presidential library existing today and its partnership with Texas A&M University. Through macro and micro lenses, this in-depth case study will set a precedent for how presidential libraries can be studied and illuminate university affiliation. My case study focuses on the higher education aspects hidden within the Bush Presidential Library Center by finding the knowledge and value it brings to the academic community and showing why aligning with a university is the best partnership.

## 1.1 PROBLEM STATEMENT

### **Principal Proposition**

There is a significant knowledge gap about the George Bush Presidential Library Center and its Texas A&M University connection. Last year the Bush Presidential Library Center celebrated its ten year anniversary with a re-grand opening of its museum. Despite its existence, rededication, position as the first presidential library built after the Presidential Libraries Act of 1986 and use as a model for future presidential libraries, there has not been a meaningful compilation of information about it gathered in one place taking the form of a dissertation, thesis, study or book. Its organization, structure, roles, contributions and relationship with Texas A&M University have not been fully explored or communicated to scholars and the general public. An in-depth case study of the George Bush Presidential Library Center is needed to enrich the current body of presidential library knowledge.

### **Interaction Proposition**

The George Bush Presidential Library Center exists due to its partnership with Texas A&M University and the National Administration of Archives and Records (NARA). Without Texas A&M University's commitment and contributions, the Bush Presidential Library Center would not exist in the way we recognize it today.

### **Specific Proposition**

To describe the global significance, role, contents, qualities, structure and processes of the George Bush Presidential Library Center, a case study is needed. This case study would provide a vivid portrayal of the Bush Library and Museum, which is the centerpiece of the Bush Presidential Library Center. In addition, it would present the

ways the Bush Presidential Library Center and Texas A&M partnership benefits the center, university, community and American people. In conclusion, it will illuminate the educational value of the Bush Presidential Library and Museum contents and how former president George H.W. Bush's career influenced the world, his presidential library and future presidential libraries.

## 1.2 PURPOSE

The purpose of this case study is to describe the global significance, work and educational contributions of the Bush Presidential Library Center while exploring its partnership with Texas A&M University.

## 1.3 RESEARCH QUESTIONS

### **Central Research Question**

The study's central research question is: How does President George Bush's career reflect the Bush Presidential Library's global significance and the Bush Presidential Library's partnership with Texas A&M University shape its operating context and benefits?

### **Research Questions**

To address this question and richly describe the George Bush Presidential Library Center case, seven research questions were deemed crucial. They are as follows:

1. How did President George Bush's career influence current world affairs and global economics and lead to the content and construction of his presidential library and future ones?
2. How do the most recent three presidential libraries depend on President George Bush

freeing Kuwait from Iraq?

3. Did Texas A&M University's Corps of Cadets influence President George Bush's presidential library site selection by resonating with his past military career and presidential role as Commander in Chief?
4. What is the role of technology in the educational programming at the George Bush Presidential Library and Museum?
5. In what ways is the George Bush Presidential Library Center and Texas A&M University partnership mutually beneficial to the Bush Presidential Library Center, Texas A&M University, scholars, community and American people?
6. How is the Bush Presidential Library Center organized?
7. What is the composition of the George Bush Presidential Library and Museum?

#### 1.4 RESEARCH OBJECTIVES AND HYPOTHESES

My hypotheses emerged after I had begun conducting research. Prior to planning my dissertation, I had already conducted a year and a half of research on the Bush Presidential Library and Museum and U.S. presidential libraries in general. I had a working knowledge of the subject matter and could develop hypotheses. Typically, qualitative researchers do not begin a study with hypothesis instead their hypotheses emerge from their field work.

Hypotheses 1<sub>A</sub> and 2<sub>A</sub> were developed early. I began my dissertation planning with research questions addressing them. Thus, they correspond to my research questions two and three.

These hypotheses were tested and proven using content analysis. This qualitative data analysis technique is used by historians, education researchers, communication scholars, investigative journalists and other qualitative researchers. The hypotheses are listed in alternate form.

**Objective One: Research Question Two**

To show President George Bush increased Muslim World funding of U.S. Presidential Libraries.

*Hypothesis One*

H1<sub>A</sub>: President George Bush's liberation of Kuwait increased the inflow of Muslim World funds to his presidential library.

**Objective Two: Research Question Three**

To determine whether or not President George Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

*Hypothesis Two*

H2<sub>A</sub>: President George Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

**1.5 OPERATIONAL DEFINITIONS**

**Muslim world** countries are those in which the Muslim religion is dominant. The areas of interest are the Middle East and North Africa. For my data examination purpose, I am interested in Kuwait, Saudi Arabia, United Arab Emirates, Oman, Qatar and Morocco. The Muslim World countries are measured by counting the number of countries which donated funds to the presidential libraries.

**Funds** are donations to the Bush Presidential Library Foundation and subsequent presidential library foundations for the purpose of building the presidential library.

**Texas A&M University's Proposal** is its formal offer to host the George Bush Presidential Library. The offer is tangible in the forms of an official document and related documented communication.

The **Texas A&M University Corps of Cadets** is a student military organization. All cadets select a Reserve Officer Training Corp and enroll in the corresponding courses. Student membership in the organization does not require a military commitment upon graduation. When compared to other U.S. higher education institutions, excluding the U.S. military academies, Texas A&M University commissions the most military officers.

## 1.6 STUDY'S IMPORTANCE

This precedent setting study is the first comprehensive study of the Bush Presidential Library Center. It is also the first study to focus in detail on a single U.S. presidential library within the National Archives and Records Administration (NARA) system. To date a full case study has not been completed on either the Bush Presidential Library Center or a presidential library complex within the National Archives and Records Administration's (NARA) system. Currently, neither the existing university connection to a single presidential library within NARA's system nor the Bush Presidential Library Center's affiliation with Texas A&M University has been examined in a case study. This study sets dual precedents.

This study's importance can be categorized into specific and general knowledge contributions. The specific knowledge contributions are those related to the President George Bush and the Bush Presidential Library Center. The general knowledge

contributions relate to the U.S. presidential libraries within the National Archives and Records Administration (NARA) in general.

The specific knowledge gaps being filled by this study are:

1. The Bush Presidential Library Center as an individual library and museum.
2. The Bush Presidential Library Center and Texas A&M University partnership.
3. The educational value of the Bush Presidential Library and Museum contents.
4. The influence of President George H.W. Bush's career on the world and construction and contents of his presidential library.
5. The influence of Texas A&M University's Corps of Cadets on President George Bush's selection of Texas A&M University as the site of his presidential library.
6. The connection between President George Bush's liberation of Kuwait and the increase in Muslim world country funds to his presidential library.
7. A description of President George Bush's career alignment to his presidential roles

The general knowledge contributions this study makes to the literature on U.S. presidential libraries are as follow:

1. The identification of factors for U.S. presidential library planners to consider when examining university site proposals. This study is the first to present an analysis of these factors and present them in an organized format.
2. An identification of factors for university administrators to consider when deciding whether or not to pursue hosting a U.S. presidential library. This study is the first to present an analysis of these factors and present them in an organized format.

3. The first descriptive examination of a successful presidential library and university partnership.
4. The only comprehensive study of a single U.S. presidential library and museum.
5. A precedent for how U.S. presidential libraries can be studied individually.
6. An updated U.S. presidential library history. This is located in the study's appendices.
7. The first chronology of university and U.S. presidential alliances. This is located in the study's appendices.
8. A comparison of 14 U.S. president's pre-presidential careers. The comparison includes President George Bush and the other U.S. presidents who have or will have presidential libraries. This is located in the study's appendices.

## 1.7 LIMITATIONS OF STUDY

There are four potential limitations to my study. The first is uniqueness. Each presidential library is a unique entity. It is as individual as the person whose presidency it commemorates. As a result of this originality, a single in-depth case study of the Bush Presidential Library Center is representative only of itself at this particular point in time. Thus, the second potential limitation is the lack of generalizability. My study in its entirety cannot be generalized to the other presidential libraries in the system or even to the Bush Presidential Library Center for all time. Like other organizations, presidential libraries have life stages and cycles. The coming years will continue to bring changes to the Bush Presidential Library Center, and they must be documented in future studies. The third potential limitation is my past courses of study. Since my educational background encompasses the disciplines of journalism, business and higher education, I may have overlooked or misunderstood some areas of interest and importance to librarians, archivists, historians, public program administrators and military scientists.



The fourth potential limitation is my observations, experiences and thoughts may be subject to different interpretations. My qualitative methodology utilizes the human instrument, myself with my own interpretations, values, experiences and bias to the process. We are all individuals, who view and interpret the world and its phenomena differently.

## 1.8 PERSONAL BACKGROUND

For the past two years, I have conducted research at the George Bush Presidential Library Center. I began my work during Fall 2007 and continued through Spring 2009. My initial interest began with the curiosity about what a presidential library is and the need to complete my first case study project for a qualitative research course taught by Dr. Yvonna S. Lincoln. Prior to visiting the Bush Presidential Library and Museum, I had never been inside a presidential library or even seen one. My original case study, *The George Bush Presidential Library and Museum: A Case Study*, was written to fulfill the qualitative course requirements. I have included some of my original interview material from this case study.

When I took the Advanced Fieldwork Course in Spring 2008, I continued my research at the Bush Presidential Library. I completed a formal discourse analysis of President George Bush's speeches to the American people during the Persian Gulf War. *Communicating War to the People: An Analysis of George H.W. Bush's Discourse* was the title of my scholarly paper.

In August 2008 I completed the Primarily Teaching workshop co-sponsored by the U.S. National Archives and Records Administration and the George Bush Presidential Library. It was designed to promote archival research skills and the use of archival material. The objective was to create a lesson plan.

During my research I became intrigued by presidential libraries and their university partnerships. The current events involving the George W. Bush Presidential Library proposal and site selection processes continue to sustain my research interest. My past research was approved by the Office Research Compliance staff at Texas A&M University and provided me with a foundation for building my dissertation.

## 2. LITERATURE REVIEW

Presidential Libraries have not received large scholarly interest. The George Bush Presidential Library Center particularly has not received very much specific dedicated coverage. For these reasons this literature review is very tightly focused on the few sources where the Bush Presidential Library and Museum or the Bush Presidential Library Center is the central focus. The literature resources can be broadly categorized into two areas: scholarly literature and popular media. Scholarly literature includes a published study, a government sponsored publication and Texas A&M University publications. Popular media include publications produced by the Bush Presidential Library Center, children's books, newspaper and magazine articles, and compact discs. The majority of literature about the Bush Presidential Library Center originates from the popular media, which tend to follow along with the public and political interest cycles. Thus, there is a continuing gap in scholarly knowledge about the Bush Presidential Library Center.

My case study is categorized as scholarly literature. Therefore, I have chosen to present only the existing scholarly literature sources and show there is a place for my study within the limited body of knowledge. As presidential libraries and universities continue to align in the 21<sup>st</sup> century, it is important to contribute knowledge in this area. It helps university leaders and faculty understand why this trend continues and what a university and presidential library alliance looks like within a single case, the Bush Presidential Library Center. After presenting the existing scholarly literature sources for the Bush Presidential Library Center, I conclude this section and provide the reader with a full comprehensive literature review covering presidential libraries in general.

## 2.1 SCHOLARLY LITERATURE

To date a dissertation has not been written about the Bush Presidential Library and Museum, Bush School of Government and Public Service, Bush Presidential Library Foundation or the Bush Presidential Library Center in its entirety. There are no theses or research papers about the Bush Presidential Library Center or its individual entities.

### **Published Studies**

#### *Economic Impact Study*

In 2004 the *Economic Impact of Bush Presidential Library on Brazos County* by Turgut Var, Chia-Kuen Cheng and Yoon-Jung (Joanne) Oh was published [1]. This the only existing research paper to focus entirely on the Bush Presidential Library and Museum. The authors are the first to publish a study about an American presidential library's economic impact [1]. They use economic data from 1997, which is the first year the Bush Presidential Library and Museum opened to the public. The authors' primary assumption is the Bush Presidential Library and Museum was the main reason for the visitors' trips to Brazos County. They acknowledge the limitation of their assumption and suggest replicating the study through the use of a survey instrument.

The authors recommend future researchers study the environmental, cultural and political impacts of the Bush Presidential Library and Museum on the community. This study suggests there is missing knowledge about the cultural impact of the Bush Presidential Library and Museum on the community. My study may help fill this knowledge gap by examining the benefits of the Bush Presidential Library Center to the community.

## **Government Sponsored Publications**

### *Government Information Quarterly*

David Alsobrook's *The Birth of the Tenth Presidential Library: The Bush Presidential Materials Project, 1993-1994* appeared in the 1995 special issue on presidential libraries [2]. Alsobrook was the Acting Director of the Bush Presidential Materials Project. Later, he became the Director of the Bush Presidential Library and Museum. Alsobrook has a Ph.D. in U.S. History. His article provides the only detailed account of the Bush Presidential Materials Project and confirms what was described to me by the current Director of the Bush Presidential Library and Museum. This article will be a valuable reference piece for the historical background portion of my research.

## **Texas A&M University Publications**

It does not appear Texas A&M University has published a book or any other circulating publication about the Bush Presidential Center. The primary documents Texas A&M University has are related to the early history of the library and not mass published. There are no publications documenting the library's history, current state and operations. My research will help to fill this knowledge gap.

## 2.2 CONCLUSIONS

From this literature review, it is evident the Bush Presidential Library Center has not been examined singularly in a lengthy and substantial body of work, scholarly or popular media. To date a dissertation has not been written about the Bush Presidential Library and Museum, Bush School of Government and Public Service, Bush Presidential Library Foundation or the Bush Presidential Library Center in its entirety. There are not theses or research papers about the Bush Presidential Library Center or its individual

entities. The majority of literature about the Bush Presidential Library Center originates from the popular media. To date a full case study has not been completed on either the Bush Presidential Library Center or a presidential library complex within the National Archives and Records Administration (NARA) system.

A university and presidential library alliance has not been examined within a single case study. An organized compilation of information about one presidential library within the NARA system is missing. Nowhere is a complete evolution melding past and present of the Bush Presidential Library and Museum found in one source. As presidential libraries and universities continue to align in the 21<sup>st</sup> century, university leaders must understand why this trend continues and what a university and presidential library alliance looks like within a single case, the Bush Presidential Library Center. My study fills these knowledge gaps by being the first to present a detailed case study of the Bush Presidential Library Center, its partnership with Texas A&M University, its higher educational aspects and its educational value. My study establishes a base for filling the knowledge gaps about the Bush Presidential Library Center and its alliance with Texas A&M University.

### 2.3 RELATED LITERATURE REVIEW: PRESIDENTIAL LIBRARIES

This literature review focuses on presidential libraries in general and serves as a supplement to my literature review of the Bush Presidential Library Center. Presidential libraries have not received large scholarly interest. The literature resources can be broadly categorized into two areas: scholarly literature and popular media. Scholarly literature includes dissertations, theses, research papers, published studies and government and university sponsored publications. Popular media include publications produced by a presidential library, general books, tour guide books and newspaper and magazine articles. In addition to the scholarly literature and popular media categories, there are the specialized trade categories related to archives and library science.

Occasionally, in these publications articles about presidential records and libraries are found. For the purpose of this literature review, I will focus on the scholarly and popular media categories.

To date only two books, three dissertations, one thesis, two published studies and two research papers have been written. Much of the literature coverage of presidential libraries originates from government sponsored publications, discipline specific publications and the popular media. The majority of the published books tend to serve as tour and destination guides. The exception is Benjamin Hufbauer's book, *Presidential Temples: How Memorials and Libraries Shape Public Memory*, which is based upon his dissertation. Even though Hufbauer's book was published by a university press and is a scholarly work, it has crossed over into the popular media realm. This is almost symbolic of the presidential libraries' fate. The majority of the interest and knowledge comes from popular media sources, which tend to follow along with the public and political interest cycles. Thus, there is a continuing gap in presidential library knowledge and specific knowledge about the individual presidential libraries.

## **Scholarly Literature**

### *Books*

There are a few books written about presidential libraries in general. These early books written by Frank Schick with Renee Schick and Mark Carroll and Fritz Veit are considered to be classic and is referenced in the various sources of scholarly literature and popular media. Published in the late 1980s and mid-1990s, these books show there is still room for more books on presidential libraries.

Schick, Schick and Carroll's book, *Records of the Presidency: Presidential Papers and Libraries from Washington to Reagan*, provides historical context for presidential papers, legislation and libraries. The primary author Frank L. Schick has a Ph.D. and is a specialist in the library and information science field [3]. He is particularly interested in American history and the presidency. In this book Schick gathered a wealth of archival information about the government agencies, which house presidential papers, and the individual libraries. Part four is dedicated to describing the existing presidential libraries within the NARA system. Each individual library is given a few pages of coverage. This coverage includes historical background and available research materials.

The authors end the book with a section on libraries in the planning stages. At the time of publication in 1989, the Nixon and Reagan Presidential libraries were still in the planning stages. This book is excellent for gaining historical knowledge about the presidential libraries. In my work I have referenced it often. It provides the best source of historical information about the presidential libraries in one source. Despite the book's great strengths, it is limited by its historical time frame. It is clear there is a need to update and expand the current literature on presidential libraries, and my study can contribute to this expansion.

Veit's book, *Presidential Libraries and Collections*, is based on the results of a questionnaire he sent to presidential library and materials project directors [4]. Veit's study focused on the presidential record and paper collections. Veit had a long career in library science. His book was referenced in some of the scholarly literature. It was published in 1987 and may be considered a classic source of presidential library literature. The primary audience for his book appears to be library science and archival specialists. His book is a very good reference. Its coverage of the presidential libraries ends with the Gerald R. Ford Presidential Library and the Gerald R. Ford Museum. This is a limitation and an indicator of the need for new updated research and books on the



presidential libraries. Veit's work will help me provide some general historical context to my research and enhance my understanding of archival holdings.

## **Dissertations**

Only three dissertations have been written about the United States presidential library system. The authors are Lynn Scott Cochrane, Benjamin Hufbauer and Patricia Elizabeth Kelly. Cochrane and Hufbauer completed their research during the late 1990s. Kelly's dissertation is the most recent with its completion in year 2005. All three provide broad coverage of the presidential library system through the use of literature, survey and interview questions and methodology. There is some variation in the literature reviews, and not one of these authors has captured all of the relevant literature sources. Qualitative methodology is used in all three dissertations, but a content analysis of the interview data is not conducted. None of these dissertations offer a case study of the George H.W. Bush Presidential Center.

Kelly's dissertation differs from the others with its focus on Baylor University's proposal process for a future presidential library and the inclusion of descriptive statistics from past community support studies. In her dissertation Kelly examines the Baylor University proposal submission process and aims to fill a literature gap about presidential library formation as associated with a university [5]. To begin the discussion about these dissertations, I will examine the dissertations in order of completion with the most recent being discussed first and then the others in ascending order.

### *Kelly's Dissertation*

Kelly's *Courting the Presidential Library System: Are President George Walker Bush and Baylor University a Match Made in Heaven?* was completed in 2005 to fulfill the partial requirement for her PhD in Sociology from Baylor University [5]. She

approaches her research from the perspectives of a sociologist and a current Baylor student, who seems to have a personal interest in seeing Baylor win the site selection process for the future George W. Bush Presidential Library. At the time her dissertation was written, President Bush and his national selection committee had not made a decision. Kelly's dissertation provides a look at who and what was involved in the Baylor University proposal process. Her work provides a timely source of documentation for this current event in Baylor's institutional history.

For her case study, Kelly used qualitative methodology and collected data through 11 interviews. She presented the interview data in transcript format and did not group it according to themes. The concentration of interviewees was on presidential library directors although she did interview Don Wilson, former Archivist of the United States and Dr. Lynn Scott Cochrane, presidential library expert. By interviewing presidential library directors across the nation, Kelly is taking a broad view of the presidential library system. Her broad scope leaves plenty of room for additional research.

Even though Kelly is writing about Baylor University's proposal process, she does not discuss the presidential libraries and university affiliation. She does not discuss the benefits of a presidential library to the hosting university or the considerations a university faces when making the decision to participate in the presidential library selection process. Her focus is not on the higher education value but on the proposal process events. Using theoretical framework of power, she discusses the types of power present during the Baylor University proposal processes. Her scholarly work still leaves gaps in the presidential library literature, especially in the area of university affiliation, institutional considerations and benefits.

In terms of my research the most important part of Kelly's dissertation is in chapter six. Baylor University appears to be modeling parts of its proposal after the

George Bush Presidential Library. The two areas of influence were the academic program and security. Kelly says Baylor was aware of how influential the George Bush School of Government and Public Service was to former president George H.W. Bush when he selected Texas A&M University as the site for his library. She says Baylor responded to this knowledge by proposing a George W. Bush School of Leadership and Public Service. Security concerns are another area where the Bush Presidential Library is used as a model for Baylor's proposal. For my Kelly's statements position the George Bush Presidential Library Center as a model for future presidential libraries and show the precedent the Bush Library has set for future presidential library planning. The use of the Bush Library as a model for future presidential libraries validates the need for a detailed case study of it.

To conclude Kelly summarizes the importance of presidential libraries to communities. She mentions the economic impact of Clinton's Presidential Library. She says having a presidential library within a community enhances primary, secondary and adult education. In other parts of her dissertation, Kelly identified the general educational value of a presidential library. Her previous statement about presidential libraries' educational contributions to the community reinforces this value. Plus, it further establishes an interesting area of research for the education discipline and educational researchers. This could help to justify why the study of an individual library's educational contributions may be relevant to the field of education. It helps to justify why my future case study of the George Bush Presidential Center may be of some value to the discipline of education and specifically, higher education. In my case study I will describe the educational content and value of the George H.W. Bush Presidential Library Center and its global significance, which is directly influenced by former president George H.W. Bush's career achievements.

*Hufbauer's Dissertation*

Hufbauer's *The Father in the Temple: Memory and Masculinity in Presidential Commemoration* was completed in 1999 in partial fulfillment of the requirements for his Ph.D. in the History of Art and Architecture from the University of California at Santa Barbara (UCSB) [6]. His educational and professional work experiences are in the fields of art and architectural history. He wrote a book, *Presidential Temples: How Memorials and Libraries Shape Public Memory*, based upon his dissertation. He is considered an expert on presidential libraries and is frequently quoted or mentioned in articles.

Hufbauer's dissertation can be categorized as theoretical and historical. Using primarily books and documents, Hufbauer traces the history of presidential commemoration and analyzes the way the presidential commemoration process affects public memory. He draws upon art history, cultural studies, gender studies and critical theory literature to analyze how the presidency is memorialized through memory, gender and mourning rubrics [6]. He also discusses the Oval Office replicas, first lady displays and presidential libraries as sacred sites. Hufbauer made personal visits to the presidential museums he discusses, but they appeared to be one time only events. He did not mention repeated visits or lengthy stays. Part of this brevity may be due to the fact he had to travel to these presidential libraries so it was neither so convenient nor possibly feasible for him to have extended stays. He interviewed seven people, primarily presidential library directors. Hufbauer did a good job of using archival documents and photographs. He provides a good historical resource for future researchers.

I benefited from Hufbauer's recording of the history of presidential monument and library fundraising activities. Using his work as a historical foundation, I built upon it by describing the financial structure and activities of a modern presidential library center, the George Bush Presidential Center. When Hufbauer discussed the Roosevelt Presidential Library, he states his working hypothesis about Andrew Mellon's influence

on Roosevelt's idea to give his presidential library to the government. I addressed Hufbauer's hypothesis in my Presidential Libraries' Evolution section located in Appendix A. Of the three dissertations, Hufbauer provides the most historical detail as his research is based on historical records. His work is very useful for my research as historical background information.

### *Cochrane's Dissertation*

Cochrane's *The Presidential Library System: A Quiescent Policy Subsystem* was completed in 1998 in partial fulfillment of her Ph.D. in Public Administration and Policy from Virginia Polytechnic Institute and State University [7]. Her professional background includes work experience as a librarian, faculty member and library dean. Currently, she is the Director of Libraries at Denison University in Granville, Ohio. Her dissertation was referenced in Kelly's dissertation. Cochrane is considered an expert on presidential libraries and is quoted frequently in related articles. She and Hufbauer are referenced often in the 21st century articles about presidential libraries.

Cochrane's dissertation analyzed the presidential library system, its processes and stakeholders using the policy subsystem theory as a lens. She was interested in the administrative and political processes of the presidential library system, and her case studies strongly illustrate this intent. Cochrane presented case studies of the Roosevelt, Ford and Reagan libraries. Given the formal theoretical nature of her study, her case studies do not include personal reactions, experiences and observations. They are the first case studies of individual presidential libraries to appear in a dissertation.

Cochrane's case studies do not focus on painting a complete picture; rather they exist to support her policy subsystem theory criteria. She presented the internal and external activities and influences upon the presidential libraries being studied. The activities and influences she described are good starting points for a subsequent

researcher to either replicate or delve deeper into certain issues of interest. In comparison to Kelly and Hufbauer's dissertations, Cochrane is the only one to present the details of routine internal and external activities involved in the structure and operations of a presidential library. Applied to my future research, Cochrane's three case studies lay the foundation for future micro-level research.

Like Kelly and Hufbauer, Cochrane's data collection takes on a national scope. Of the three authors, Cochrane interviewed the most people. She interviewed 30 people, primarily the presidential library directors and staff of NARA's Office of Presidential Libraries. Cochrane, like Kelly, is providing a broad view of the system. She takes the broadest highest level view of the three dissertations by including NARA's Presidential Libraries Office staff. In doing this she provides greater insight into the presidential libraries system. Two of her research objectives were the description of the presidential system and contribution to increased awareness of its importance. She succeeds in describing the presidential library system. Her contribution to increasing the awareness of its importance is a bit overshadowed by her emphasis on the policy subsystem theory.

In the appendix of her dissertation, Cochrane summarizes each of the existing presidential libraries. Here she presents the most detailed information about the George Bush Presidential Library and Museum existing in the scholarly literature. She dedicates three pages to it. She describes the relationship between the Bush Library and Texas A&M as the closest one between any of the presidential libraries and their associated universities [7]. Cochrane describes a few activities, such as the employment of graduate students but does not go into depth about the Bush Presidential Library and Texas A&M University relationship. My research fills this gap by being the first to explore the partnership in depth.

A great strength of Cochrane's dissertation is her detailed list of suggestions for future research on presidential libraries. She is the only one of the three dissertation

authors to provide recommendations for future research. Her list of suggested characteristics to examine is thorough and well-conceived. It shows how large the knowledge gap is in terms of presidential libraries. The vast majority of topics have been untouched by academic scholars writing lengthy publications, such as dissertations and books. Cochrane suggests scholars look beyond the four political economy quadrants she used to alternative ways of classifying presidential libraries. She continues by saying other classification forms would provides rich opportunities for enhancing presidential library system knowledge [7]. My case study provides an alternative classification by focusing on one presidential library and its university partnership.

From my perspective, two of Cochrane's most influential recommendations are the necessity of full case studies for each presidential library and an exploration and description of the various university affiliations. These recommendations combined with Kelly's dissertation about Baylor University's proposal process have helped to shape my research interests and objectives. Hufbauer's dissertation and recent book provide a good historical framework for the evolution and culture of presidential commemoration and will be useful for a background context in my work. These three dissertations have established the academic viability of presidential library scholarship.

## **Thesis**

There is only one thesis related to the presidential libraries. It actually is a case study of a single private presidential library. *The Rutherford B. Hayes Presidential Center Library and Archives: Patron Use of Collections and Services* was written by Myrna J. Grove in 1999. She earned her Master of Science in Library Science from the Kent State University School of Library and Information Science. Grove describes her thesis as a narrative historical account comparing the past and present patron use of collections and services [8]. She used the qualitative methodologies of case study and historical methodologies. Her primary sources include interviews and discussions with

staff members, a tour of the collections and observations of the library's services. The three staff members whom she interviewed were the director and the two co-head librarians. Newspaper articles, newsletters, annual reports, statistical reports and pamphlets are other sources of information. Her research focus is patron usage and the fulfillment of the library's purpose as a presidential archival and research center.

Grove says there is limited written information about the Hayes Presidential Library Center. Her work adds more information and fills the gap about patron use of library and services. In concordance with Cochrane and Kelly, Grove says Hayes Memorial Library served as a model for the Roosevelt Library. Hufbauer hypothesized Andrew Carnegie's National Gallery was more influential. Based on these readings, I would conclude both were influential to varying degrees. Carnegie appears to have inspired the gift to the nation while the Hayes Presidential Library modeled the display and collections.

The Hayes Presidential Library is operated by a private foundation and the state of Ohio. It is not operated by NARA. In her thesis Grove provided the most informed and detailed articulation of its costs and funding sources. Cochrane encountered a lack of information and access when she tried to describe the presidential foundations and funding sources. Hufbauer presented the historical roots. In my research I hope to fill the knowledge gap about the modern presidential library's financial structure and sources of funding.

### **Research Papers**

Two research papers about presidential libraries exist. The first discusses public programs at the Reagan Library, and the second focuses on archival procedures.



### *Cumming's Paper*

The potential and need for educational outreach programs for the Ronald Reagan Presidential Library is explored by Gregory G. Cumming [9]. His paper, *Education and Outreach Programs at the Reagan Library*, was written in 1991, which is the year the library was established. At this time the Reagan Library was beginning to plan and develop its educational and outreach programming. Cumming examines the strengths of the Reagan library and characteristics of educational and outreach programs at five other presidential libraries. He conducted six interviews. There is a large discussion on the value of docents and creating a docent program. Based on his synthesis of information, Cumming provides recommendations for actions the Reagan Library should take to develop its educational and outreach programs. Cummings purpose is to make future recommendations. Thus, his work provides glimpses into the existing programs at five presidential libraries but does not focus entirely on one presidential library's program. He is the first to study the educational and outreach programs in some detail, but his work leaves the opportunity to explore an existing program in-depth open to future research. My study will look at the educational programming of the Bush Presidential Library in-depth as part of the case study.

### *Raaska's Paper*

Although it focuses primarily on archives and archival procedures, Helmi Raaska's paper, *Personal Privacy and the Archivist*, discusses the archival procedures at the Gerald R. Ford Presidential Library [10]. The author also discusses archival procedures of the Michigan Historical Collections at the University of Michigan and Reuther Library at Wayne State. Thus, this professional development paper was written in 1989. In its entirety, it does not focus on one presidential library. It is another example of the lack of scholarly work dedicated exclusively to one presidential library.

Since the paper is tightly focused on archival procedures and the law, it is somewhat related to my research but not a direct influence.

### **Published Study**

During the mid-1980s, Paul Conway conducted a study, *Research in Presidential Libraries: a User Survey* [11]. It is the only scholarly literature source utilizing the quantitative methodology. At the time he completed his study, he was an archivist at the Gerald R. Ford Presidential Library. Currently, he is an Associate Professor in the School of Information Science at the University of Michigan.

In this study Conway wanted to know more about the researchers who use archives. He wanted to know about what topics interested researchers, how they prepared for archival research and how they conducted their archival research [11]. Conway wanted to link researchers with the reference services they used [11]. He was interested in discovering patterns of behavior and learning what factors made archival visits successful for researchers.

Over a five month period, April to August 1984, archival researchers were given this survey instrument during their visit to any of the four presidential library archives studied. These libraries were the Eisenhower, Roosevelt, Johnson and Ford. The survey consisted of 26 multiple choice questions. Conway received 120 usable questionnaires. The response rate was 70%. Conway's research helps to fill the gap in statistical information about archival researchers. For my research this study provides some questions, which can be updated in terms of advanced technology, to ask archivists to gain insight into what they perceive as today's archival researchers' preferences. Conway's study showed university faculty comprise over half of the archival researchers; thus, making up the largest portion of archival users. This finding ties into my research about the Bush Presidential Library and modern presidential libraries being

located on or near universities. Conway's finding illustrates a benefit of the university and presidential library partnership.

## **Government Sponsored Publications**

### *Prologue*

The U.S. National Archives and Records Administration publishes *Prologue*, a quarterly magazine about its activities, programs and holdings. *Prologue* presents current and historical information about NARA activities in the form of feature articles. These articles are often written by NARA employees including presidential library directors, archivists and the Archivist of the United States, Allen Weinstein. Historians, scholars, a former White House speechwriters, retired military officers and other individuals have contributed articles. Individual contributions are encouraged. On the magazine's Web pages, there is a link called *Write for Prologue* where author guidelines are found [12]. *Prologue* magazine has been in existence for 40 years.

In covering the presidential libraries, *Prologue* may present a feature on an exhibit, activity, document and/or current event. Some examples of past articles focusing on presidential libraries include: *Roosevelt and His Library* (Summer 2001), *Updating Harry Truman's Library: Interactive Features Enliven New Exhibits after Extensive Renovation* (Spring 2002), *The D-Day Classroom: Eisenhower Library Program Offers Students Lessons in History and Leadership* (Fall 2006), *FDR, Archivist: The Shaping of the National Archives* (Winter 2006), *Nixon's Library Now a Part of NARA: California Facility Will Hold All Documents and Tapes From a Half-Century Career in Politics* (Fall 2007), *Reclaiming Pieces of Camelot: How NARA and the JFK Library Recovered Missing Kennedy Documents, Artifacts* (Summer 2006). The Bush Library's volunteer program was mentioned in the article *NARA's Armies of Volunteers* (Winter

2006). In examining *Prologue's* online archive of past issues dating from Summer 1997 to Summer 2008, no feature articles about the Bush Library were found.

### *CQ Researcher*

The *Congressional Quarterly Researcher* presented an excellent report on presidential libraries in March 2007. This report, *Presidential Libraries: Are They Valuable Archives or Wasteful Monuments?*, was written by Kenneth Jost, who is a graduate of Harvard College and Georgetown University Law Center [13]. The report's theme was a debate between the two major contrasting views of presidential libraries. The supporting view is presidential libraries are useful for housing presidential archives. The opposing view is presidential libraries are decadent monuments built to glorify presidential egos. This report is one of the strongest and best sources of literature I've encountered. Its strength is the well-researched coverage of the background, chronology, issues, current situation and future. It also made good use of graphics such as tables, timelines and photographs, to convey the necessary information. This report in its entirety is extremely valuable for my research. It contains a wealth of information not covered in the other scholarly literature and uses the contributions of expert sources.

Jost's report seems to have been written and published as a result of the public interest and scrutiny of the future George W. Bush Presidential Library. The planning for this new addition to the presidential library system is bringing the subject of presidential libraries back into the spotlight. The current public and academic interest in presidential libraries helps to create a receptive and supportive environment for my research. It also helps to establish relevance for research on the subject of presidential libraries and their roles and contributions.

Inside the report are some particularly noteworthy points, which the other authors of scholarly literature did not acknowledge. During the discussion of Southern

Methodist University's interest in hosting the future Bush Library, an SMU official's perception of the value of the presidential library is presented. This appears to be the first time a university official is interviewed in the scholarly literature. The SMU official talks about the wealth of historical resources the presidential library will bring to the campus and make accessible to the academic and general community, including school children [13]. He continues on the theme by saying the future Bush Library will provide the opportunity for research into the historical years of his presidency. Jost summarizes the views of other SMU officials by stating they see the presidential library as a valuable educational resource for the university community as well as a continuing source of attention and publicity for the university [13]. The idea of a presidential library bringing publicity and attention to a university could be explored further in my research.

Jost's report highlights another area of concern for higher education: financing a presidential library. He says some SMU faculty members are concerned about the costs of hosting a presidential library competing with the university's own capital campaigns to benefit teaching and research. Countering this concern is the perspective from SMU's Vice President for Development and External Affairs. He envisions the Bush Library complex as attracting new donors to SMU and working in conjunction with other capital campaigns [13]. These financial topics, which have not been discussed in previous literature about presidential libraries and their host universities, would benefit from further exploration in my research.

In the *At Issue* section of Jost's report is a debate between two SMU faculty members about whether or not SMU should host the future Bush Library complex. The advantages and disadvantages for the university are at the forefront. Some of the advantages to a university are eloquently described by an associate professor of political science. Some of the benefits he highlights are the historical resource for scholars, attraction of scholars from across the world, contribution to the university's reputation as a research center, increase in SMU's visibility, attraction of a broader audience and the

potential for an increase in the quality and number of applicants to SMU. The financial concerns are echoed again as an Assistant Professor of History laments how the millions of dollars being spent on the presidential library will not enhance the university's central missions of research and teaching. He recognizes the scholarly value of presidential libraries but seems to view them as expensive distractions from the university's core missions [13]. The points highlighted in this debate provide some valuable thoughts for higher education administrators. In this debate these points just reached the surface but were not further probed, detailed or quantified. My research further explores these points through the historical frame of the George H.W. Bush Presidential Library Complex and Texas A&M University.

A weakness of Jost's report is the tiny amount of coverage of the existing Bush Library. Jost's discussion is limited to two sentences describing Texas A&M University's pledge and the year of the Bush Library's dedication. It seemed as though the Lyndon B. Johnson Presidential Library received more coverage, including a quote from the director. In the other literature sources, the LBJ Presidential Library overshadows the Bush Library. The LBJ Presidential Library has been in existence longer than the Bush Presidential Library and has more documents open and online. The limited coverage of the existing Bush Library is illustrative of how scholars have neglected describing and analyzing it.

#### *Government Information Quarterly*

In 1995 *Government Information Quarterly* created a special issue dedicated to presidential libraries. Even though presidential libraries are not the magazine's focus, periodically articles about them appear in other issues.

## Popular Media

### *General Books about Presidential Libraries*

The general books about presidential libraries are illustrated guides. Their purpose appears to be a combination of reference and tour guide. Peggy Schaefer and Pat Hyland have written such books.

Schaefer's book features color photographs and brief descriptions of each of the presidential libraries existing at the time of publication [14]. The size of her book is larger than a pocket guide. Therefore, its purpose appears to be more reference than travel. The lush photography gives it a coffee table book feel. It's a good reference.

Hyland's *Presidential Libraries and Museums* is an illustrated guide. It was published in 1995 [15]. Her book presents brief summaries of the eleven existing presidential libraries at the time. The photography and illustrations are black and white giving more of a reference and academic feel. She describes each of the presidential libraries' museum exhibits. This gives it a tour guide feel. Hyland concludes with a few pages describing the 1994 groundbreaking and plans for the Bush Presidential Library Center. Her work provides the space for my study to complete.

### *Presidential Library Tour Guide Books*

William G. Clotworthy is a well-known author of presidential library tour guide Books [16]. He has updated and re-published his book over the years. His book is a smaller size, and its purpose is to be carried with the traveler. It is clearly a tour guide book. His descriptions are brief, and he includes relevant travel information.

The early presidential library tour books excluded the George H.W. Bush Presidential Library Center. At the time these books were written, the Bush Presidential Library Center was in the materials project stages. Subsequently, newer tour guide books began to appear and the older ones were revised. The cycle of revision illustrates the continuing need for research on the presidential libraries as they are not static entities. The existing ones change over time, and new presidential libraries are added to the system.

### *Newspaper and Magazine Articles*

There have been some newspaper and magazine articles written about presidential libraries. The majority of these articles coincide with their planning, openings, exhibits, programs and other current events. They present a broad view of the issue while quoting a few experts and possibly referencing a book about presidential libraries. Today, Hufbauer's book is considered the current classic, and he is referenced in some newspaper and magazine articles as a presidential library expert.

### **Literature Summary**

From this literature review, it is evident presidential libraries have received some scholarly and popular media attention. This level of attention has been broad in scope and nature. The minute details, such as the changing of the flowers in garden or landscape design, have not been covered. An individual presidential library complex has not been examined singularly in a lengthy and substantial body of work. Instead brief surface level portraits of them have been painted in articles and books covering the general subject matter. An organized compilation of information about one presidential library within the NARA system is missing.



Several of the popular media books and articles were published during the late 1980s and mid-1990s. Some have been updated in the 21st century while others have not. Those remaining in their original format exclude the Bush Presidential Library Center, or they leave it unfinished by mentioned its planning phase but not following up through its dedication. The original planning, development and dedication stages seem to be a common theme of the literature. This is what most of the summaries describe. Nowhere is a complete evolution melding past and present found in one source. There is a fragmentation in the literature. Thus, there is a clear need to mend the holes by providing the first complete case study of the Bush Presidential Library Center and its partnership with Texas A&M University.

### **3. METHODOLOGY**

This section presents an overview of my methodology. To begin this discussion, I restate my study's purpose, introduce the beliefs guiding my research actions and summarize my rationale for utilizing qualitative methodology. The methodological aspects beginning with site selection and research strategy are discussed. My data collection and analysis procedures and ethical considerations are presented. In concluding this section I explain how data trustworthiness and rigor are established and maintained during the study.

#### **3.1 PURPOSE**

The purpose of this case study is to describe the global significance, work and educational contributions of the Bush Library while exploring its partnership with Texas A&M University.

#### **Methodology Overview**

In conducting this research I am working within the constructivist or naturalistic paradigm, which involves the study of things, places, events and people within their natural settings [17]. This paradigm rests on the beliefs there are multiple ways to see and interpret things and events naturally occurring in the world, and the researcher becomes an active participant in the research process by interacting with the people, things and places being studied [18], [19]. In addition, the researcher brings her own outlook, judgment and life experiences to the research process [18], [20]. For the researcher operating within the constructivist framework, qualitative methodology is the preferred set of research procedures.

Qualitative methodology is often used for descriptive and exploratory research projects [21]. It allows multiple viewpoints to be shown and has an open design so information can be checked and updated regularly [19]. Qualitative methodology encourages the use of multiple data collection methods to reconstruct the human knowledge about the phenomenon being studied at the time [19], [20]. Observations, documents and interviews are the most commonly used qualitative data collection methods [20]. The researcher's own interpretations are placed alongside the data in the final report [18]. Questions asking *what* and *how* are best answered using qualitative data collection and analysis techniques [18].

I used qualitative methodology to answer the research questions posed in this study. My research questions asked how and what is occurring within the social context of the George Bush Presidential Library Center. The descriptive and exploratory nature of my study is conducive to the multiple methods of data collection the qualitative methodology offers. Existing archival records, documents, photographs, observation, interviews, audiovisual recordings and literature were my primary and secondary data sources. My research objective was to describe the Bush Presidential Library Center using detailed description, inductive reasoning, anecdotes and creativity [22].

### 3.2 SITE SELECTION

To date a full case study has not been completed on the Bush Presidential Library Center. My subject, the Bush Presidential Library Center, is waiting to be explored and described. The use of qualitative methodology allows me, the researcher, to take the reader on a tour of it while keeping the individuals, activities and place in their natural setting. Along the way a variety of data sources keep the reader engaged in discovering the themes and multiple perceptions expressed. Through my presentation of descriptive text and visuals, the reader can experience what I have observed and been a participant of within the research setting and draw his own conclusions about the study.

### 3.3 RESEARCH STRATEGY

My research strategy involved using qualitative methodology to:

1. Answer my research questions and hypotheses
2. Develop a case study of the Bush Presidential Library Center

My objective was to present the George Bush Presidential Library Center as a whole. To do this I went beyond the presidential center itself and examined our contemporary world, President Bush's presidential achievements and his pre-presidential career. This provided a greater context in which to place the Bush Presidential Library Center for my study. It follows the trend in history education of placing the effects of historical events within the 21<sup>st</sup> century context. Doing this enables the creation of a more complete representation of the phenomenon and its effects on the social world beyond it.

The case study is used to represent the Bush Presidential Library Center case. This single case includes the Bush Presidential Library and Museum, Bush Presidential Library Foundation, Bush School of Government and Public Service and Texas A&M University. The Bush Presidential Library and Museum is the focal point as it was the catalyst leading to the other associated entities, such as the Bush Foundation and Bush School. The associated entities are essential in presenting an accurate representation of what actually happened and what continues to happen within the social context of the Bush Library Center and Texas A&M University alliance.

A case study's purpose is to examine a modern phenomenon within the overlapping boundaries of its natural context and real-life setting [17], [23]. It is not bounded by data type or collection methodology [23]. Case studies describe, chronicle, explain and explore [17], [23]. The case study's description transports the reader to the

case setting and allows the reader to experience and recognize the perceptions and relationships [24].

My case study was modeled after the classic descriptive case study, which provides abundant description of setting, structures, processes and important identified elements in its full account of the case [23], [24], [25]. The purpose of this description is to increase knowledge about a little known phenomenon [24]. As my literature review reveals there is little knowledge about the Bush Presidential Library Center and presidential libraries in general. In-depth study, such as mine, helps scholars to understand what is common and uncommon about the case [24]. My case study brought into perspective the global, historical and educational significance of the Bush Presidential Library Center and highlighted the uniqueness of this particular case.

When discussing a case study, it is important to distinguish between the case, case study and embedded units of analysis. The case is the occurring real-life events, which provide the data [25]. My case was the events which occurred and continue to occur at the Bush Presidential Library Center. The case study is the completed research product, which is bounded by the research problem being investigated [17], [25]. My case study was this dissertation. In a case study there may be more than one level of analysis [26]. Examples include the investigation of several simultaneously occurring projects within one organization and the examination of a firm in addition to its corresponding industry or organizational members [25], [26]. These levels of analysis are known embedded units of analysis within the case [25].

The Bush Presidential Library Center has six embedded units of analysis. They are the Bush Library and Museum, Bush Foundation, Bush School, Texas A&M University, Public and Scholars. Within the Bush Library and Museum there are embedded units of analysis: archives, museum, public programming and organizational staff and alliances. The Bush Foundation's embedded units of analysis are the

organizational connection, financial connection and administrative relationship to the Bush Presidential Library and Museum. The Bush School's embedded units of analysis are the academic programs, faculty, students and organizational alliances. Texas A&M University's embedded units of analysis are the historical account of the proposal, organizational alliance and administrative and financial relationships to the Bush Presidential Library. The Public's embedded units of analysis are the Bryan/College Station community, the American people and the international community. The Scholars' embedded units of analysis are researchers, especially political, presidential and historical.

Table 3.1 shows the primary and secondary embedded unit arrangements within the Bush Presidential Library case. The primary embedded units are presented in bold text while the secondary embedded units are listed below them. My examination of the primary embedded units as a whole will lead to the inclusion of the secondary embedded units.

TABLE 3.1  
EMBEDDED UNITS OF ANALYSIS

<b>Primary Embedded Units</b>					
<b>Bush Library</b>	<b>Bush Foundation</b>	<b>Bush School</b>	<b>Texas A&amp;M</b>	<b>Public</b>	<b>Scholars</b>
Archives	Alliances	Academics	Proposal	Community	Researchers
Museum	Financial	Faculty	Alliance	Americans	
Programs	Administrative	Students		International	
Staff	Organizational	Alliances			
Alliances					
Secondary Embedded Units					

The case study is a well recognized research strategy crossing many academic disciplines including business, education, health, public policy and community development [23], [25]. It is very useful for organizational research [22], [25], [26].

Dalton's (1956) study, *Men Who Manage*, is recognized as a classic case study. It is an example of how a researcher develops a deep structural understanding of a case while working within the interpretive paradigm [24]. Dalton spent more than a year in a plant working undercover as an employee [24]. He kept work diaries, interviewed employees and used personnel and administrative records to triangulate his interview data [24]. He also had informants and received information from three other organizations [24], [26]. To understand the managers better, he participated in the same community social activities they did [24]. He got as close as he could to the phenomenon he was studying [24]. Dalton's study provided the basis for subsequent research on in-line staff relationships, organizational cliques and formal power [24]. My case study will provide a basis for future research on the Bush Presidential Library and other presidential libraries.

### 3.4 DATA COLLECTION

When collecting data, my objective was to find the best sources for quality information [20]. My other considerations include feasibility, availability and cost-effectiveness [20]. Even though multiple sources of data were used in this study, archival records and interviews provided the majority of the data. Combining data sources helped to fully understand and present a credible picture of the Bush Presidential Library Center case.

Case studies rely primarily on qualitative data [20]. My data sources for the Bush Presidential Library Center case study came from five sources: archival records, interviews, observations, unobtrusive measures and my research journals. The benefits of each method will be discussed. All of these data collection methods are needed to ensure validity and the full understanding of the case.

## Archival Records

Archival records provide the highest quality data. Using existing documents and records are extremely valuable for three reasons. First, they were written at the time of the event's occurrence [20]. Second, their information does not change during the collection process [20]. Third, they are not subject to human memory lapses. Existing documents and records are a very important tool for my study and will comprise much of the data collection methods.

Archival records provide documentation of the historically significant events and serve as a teaching tool of how world politics evolved from the George H.W. Bush presidency and are depicted in his presidential library. Archival documents and records from the Bush Presidential Library, Texas A&M University's Cushing Memorial Library and Archives, Ronald Reagan Presidential Library and U.S. government sources were studied. The Bush Presidential Library's establishment and George Bush's world changing presidential achievements are the main subjects of research interest.

The most relevant documents to the university partnership are related to the library proposal process, agreement, financing and construction. Photographs and other visual materials chronicling the President Bush's career and presidential library development were examined. Audiovisual media was viewed. The historically significant documentation of George Bush's presidential achievements covers the end of the Cold War and collapse of communism, freedom fighting to bring democracy to the Muslim world and the emergence of China as a cultural and economic force were studied. The primary sources of these documents are the President Bush and Lieutenant General Brent Scowcroft's book, *A World Transformed*, and the Bush Presidential Library and Museum archives.



Mass media files and products are considered archival records as they continuously record society's activities [20]. My secondary archival sources are a mix of government, academic, popular press and Bush Library produced materials. They include: National Archive and Record Administration (NARA) annual reports, NARA reports, *Central Intelligence Agency World Factbook*, U.S. Department of State country database, Library of Congress country database, *Microsoft Encarta Online Encyclopedia* database, books, articles, online sources, video/audio, photographs, press releases, media kits, souvenir maps, keepsake booklets and brochures. These provided background information, clarified concepts, triangulated data and further informed my research as to current issues of interest relating to presidential libraries and their university affiliations, particularly the Bush Library and Texas A&M University alliance. They also helped to clarify my understanding of world conditions and President George Bush's career.

### **Interviews and Sampling Design**

Interviews provide information depth and clarification [20]. They also allow for probing and exploration of stakeholders' views and interests [20]. Ideally, interviews are conducted early in the research process to guide the researcher's understanding of the phenomenon and related stakeholder concerns [20]. My interviews began in Fall 2007 and made up the majority of the data for my first Bush Presidential Library and Museum case study, which was a class assignment. These early interviews built the initial foundation for this dissertation and helped me to expand my research questions for greater scholarly depth, credibility, relevance and contributions.

My interview data collection was guided by an emergent, purposeful non-probability sampling design. Individuals were purposively chosen for participation based upon their knowledge and information about the subject of study, potential to represent diverse perceptions of the phenomena and add to the thick description. On occasion my interviewees recommended individuals, whom they considered to be

knowledgeable about the subject matter, for an interview. I interviewed those recommended individuals. The majority of the interviewees provided data about the Bush Presidential Library Center's current operations. My interviewees were key players in the case. They are super elite and elite individuals given their education and professional positions.

The populations of interest were the:

1. Bush Presidential Library Museum administrators and staff
2. Senior administrators involved with finance activities (Bush Presidential Library Foundation and Texas A&M Foundation)
3. Texas A&M University administrators, faculty and staff with knowledge in the areas of planning, finance, public relations, security and facilities maintenance.
4. President George Bush
5. Bryan/College Station community and local corporate donor representatives

A total of 25 people were interviewed. The individuals interviewed ranged from senior administrators to custodial staff. My interview list is provided in Appendix E . Over half of the interviewees were Bush Presidential Library and Museum employees, contracted custodial staff and freelance workers. The Executive Director of the Bush Presidential Library Foundation and the Director of the Bush Presidential Library and Museum were interviewed twice. The second interviews were conducted to clarify information I discovered during my research. Additionally, the founding Director of the Bush School of Government and Public Service was asked about President Bush's involvement in the academic programs offered by the school.

In addition to the Bush Presidential Library and Museum employees, individuals from the populations of interest were interviewed. President George Bush was not interviewed. From his correspondence assistant, I learned it is his policy to decline all

interview requests from students. The letter I received stated his policy is to ensure fairness. Information about him was obtained from his presidential archival records, the books he wrote, the Ronald Reagan Presidential Library archival records and secondary sources.

The interview length ranged from one hour to over two hours. My interview data collection was conducted through local face-to-face interviews. The majority of my interviews were conducted in person, within the Bryan/College Station area and in the interviewee's office or a public setting. Living in College Station during my doctoral studies gave me a greater potential for gaining in-person meetings with the respondents.

Not all interviews were conducted in the individuals' offices. Some interviewees requested to be interviewed in a conference room or lobby for privacy purposes. The interviews were structured, semi-structured and unstructured. My interview protocols are found in Appendix E.

My interviewees were key players in the case. They are super elite and elite individuals given their education and professional positions. They provided information about the Bush Presidential Library Center's current operations. Since over 20 years have passed from the early proposal and planning stages of the Bush Presidential Library Center, the remaining living members of the George Bush Library Steering Team and Academic Program Planning Committee were not interviewed due to information quality concerns. In general people do not excel at recalling past events, and this is a severe limitation of the interview methodology's power [27], [28]. The highest quality information about the historic proposal and planning activities is found in archival records, which were produced at the time the events were occurring.

## **Observation**

Observation is conducive for studying a case in its natural setting [20]. It provides knowledge of operations, processes and outcomes [20]. Observation relies on the researcher not an established measurement instrument. It allows the researcher to see what occurs and how people experience in their physical environment [20].

I visited the Bush Presidential Library Center 45 times from September 2007 to March 2009. I was a participant observer and distant observer. The following are some examples of my potential activities: walked around the Bush Presidential Library Center grounds, toured the museum and library, conducted research in the archive room, attended some public education program events and observed K-12 school tours. My observation of the K-12 school tours was directly participatory. My silent presence was the participation, but I did not speak to or interact with the children. I followed the tour and sat in the back of the classroom. For the purposes of this study I chose not to obtain the required research permissions for interviewing children. Thus, my observation of the children's experiences of the Bush Library and its offerings was from a distance to watch how the children experienced the environment.

## **Unobtrusive Measures**

Unobtrusive measures help to counter the side effect of research subject behavior alteration during the data collection process [20]. Using unobtrusive measures does not involve interaction with the research subjects and relies on materials and things already in existence [20]. Archival records and physical traces are the most important unobtrusive measures I used in this study. I have already discussed my use of archival records. Physical traces are physical sources of evidence of past behavior [20]. In the Bush Presidential Library Center case, I considered the museum, school, conference

center, plaza and garden content and displays as the physical traces of interest. I took note of their educational content and how items are displayed within each setting.

### **My Research Notes and Journals**

I created field notes, reflexive journals and a calendar during this study. Field notes are what I used to record my experiences and observations while in the field [29]. Field notes present the observed people, places and objects [29]. The majority of the interviews I conducted were documented through field notes and not a tape recorder. Excerpts from my field notes sometimes find their way into my reflexive journal. My field notes are comprehensive accounts of my research experience [29].

Who you are partially determines what you know. I brought my values and life experiences to this case study. In my reflexive journal I recorded my thoughts, reactions, questions and reflections on what I was experiencing as a researcher during this study and especially during my time in the field collecting data. The reflexive journal documented my thought changes and interactions with the data I collected. It served as a source for future research questions. My reflexive journal provides a record of my intellectual activities and evolution as the researcher and human data collection instrument.

My calendar is a record of the dates and times of appointments, interviews and fieldwork. Its purpose is for tracking and documenting the number of visits and interviews. It provides a way for me to organize my schedule and logistics in one place. At the conclusion of the study, my calendar helped me obtain a count of my site visits.

### 3.5 ETHICAL CONSIDERATIONS

My interview and observation data collection methods have been approved by the Texas A&M University Office of Research Compliance Human Subjects' Protection Program staff and the Bush Presidential Library senior administrators. Information sheets and consent forms describing the study's purpose, risks and benefits were given to my interviewees. The names of the employees and volunteers who were interviewed were kept confidential. General professional position terms were used to refer to them within the report. Including their personal names does not add any additional scholarly value to my study. President George Bush and his family are identified by name in connection with any data. They are public figures. Their data and associated identity add credibility and authenticity value to my study.

### 3.6 DATA ANALYSIS

The data were analyzed by a formal content analysis. The purpose of my data analysis was to discover themes within the collected data and show how these parts relate to the case as a whole. My data analyses began as soon as data was collected and continued through my study's duration. The data analysis occurred in a repetitive cycle similar to the feedback loops found in the human body, systems management and continuous quality improvement theories. I reviewed and reflected upon what I have learned and made necessary research design changes as needed to more fully understand the case [20].

My data analyses revolved around analyzing textual and image content. I constantly compared the new data's content and meaning to the data I already had. Glaser and Strauss (1967) originally identified the constant comparison technique for theory extension and formation in the social sciences [17]. Lincoln and Guba (1985) re-interpreted and refined this technique for naturalistic inquiry use in reconstructing

people's interpretations of their surrounding setting [17], [30]. The purpose of my data analysis was to discover themes within the collected data and show how these parts related to the case as a whole.

Qualitative data analysis is inductive and not deduced from theory and sets of hypotheses [17]. Instead I become the detective, who searches for key incidents and patterns [20], [22]. I coded the data, divided it into units and categorized those. Units are the smallest stand alone parts of the data. The units were coded according to the data source, respondent, place and data collection method [17]. Initially the data led categorization by establishing the first set of categories, and as more data was collected I began to make the categorization decisions about what to include in each category and whether or not to combine categories [17]. Through unitization and categorization, patterns, relationships, similarities and differences among the data emerge [17], [20]. These themes guided me in interpreting my data, answering my research questions and weaving together my case study. My data collection stopped when the data received became redundant and I reached my projected deadline for data collection [17]. When my data collection stopped I found themes, based on the created categories, emerged during the data analysis. These themes guided me in interpreting my data, answering my research questions and weaving together my case study.

### 3.7 DATA TRUSTWORTHINESS AND RIGOR

Within the qualitative methodology framework, data trustworthiness and rigor are associated with trustworthiness and authenticity criteria. Table 3.2 lists the criteria and shows how these constructivist criteria reinterpret those of rational (conventional) inquiry. The terminology listed within this table is taken from my class notes for Dr. Yvonna S. Lincoln's naturalistic inquiry course at Texas A&M University. For the reader who is unfamiliar with this terminology, I have written an explanatory section located in Appendix F.

TABLE 3.2  
CONVENTIONAL CRITERIA REINTERPRETED FOR CONSTRUCTIVIST USE

Rational Conventional	Naturalistic (Constructivist)	
	Trustworthiness	Authenticity
Internal Validity	Credibility Plausibility	Balance Ontological
External Validity Reliability Objectivity	Transferability Dependability Confirmability	Educative Catalytic Tactical

The trustworthiness criteria are credibility, plausibility, transferability, dependability and confirmability. They provide confidence in my research findings. The authenticity criteria are balance, ontological, educative, catalytic and tactical authenticity. These criteria represent the ethical relationship between me and the people I study.

### **Data Trustworthiness Criteria**

Credibility, transferability and dependability are the key trustworthiness criteria for my case study. I will discuss my research actions leading to their attainment.

#### *Credibility*

Credibility is based upon whether or not my portrayal of the Bush Presidential Library Center case is believable and recognizable to the people within its social context. I want to present a balanced, fair and accurate picture of the Bush Presidential Library Center. This study is a serious scholarly work and lays a foundation for future



presidential library studies. To establish credibility, I used the long-term research commitment, regular observation, triangulation and member checking activities.

My long-term research commitment is evident. I studied the Bush Presidential Library Center beginning in September 2007 and ending in March 2009. Thus, I have been in the field for a long time. My fieldwork time is longer than any of my peers, who have written about presidential libraries. The only exception would be those who are employed at a presidential library and have written an article about a process or operation within the entity.

I visited the Bush Presidential Library Center 45 times. I regularly spent time in the field observing. The more I went into the field the more I learned about the Bush Presidential Library Center's social context. Understanding the context helped me to compare the viewpoints of authors and interviewees to my own. It helped me to try to filter out distorted views. By immersing myself within the context, I discovered weaknesses in the work of my peers. They did not complete prolonged engagement, and thus, they present only a surface view of the phenomenon. They do not represent all of the complex layers of meanings and processes which are found within a presidential library. I would not be aware of the deeper layers of complexity if I were not engaged in fieldwork for a long time. Discovering this depth of information helped me to generate new knowledge to fill in the existing literature gaps.

Triangulation helps to establish data reliability and accuracy by comparing different data sources for similarities and disagreement [20], [30]. When I conducted my literature review, I discovered some conflicting views about presidential libraries, especially about their locations and reasons for existence. Initially, I wasn't sure how to react to this information. During one or two of my interviews, the topic did surface. As the interviewees explained the views to me, I realized they matched what I read in the literature. Thus, I was able to check my data. Also, as I interviewed more people, I

found similarities in some of their answers to my questions. There were commonalities. If I had found differences among the data sources, then I would investigate these differences further to establish whether they result from a lack of understanding the case's subtleties or unresolved controversy [20]. Triangulation kept me from mistakenly accepting distorted data or an outlier as the common interpretation or case. Obtaining accurate data led to reaching credible conclusions.

Member checking establishes credibility through stakeholder verification and confirmation of my research findings [17]. Some key stakeholders will read my case study and offer feedback. Their feedback will assist me in presenting an accurate and balanced picture of the many layers of complexity operating within the Bush Presidential Library Center. As a researcher my understanding of them might be more limited, and I might be neglecting something very important because of my lack of in-house knowledge about the structure, processes and milestones. Member checking helps me to ensure I am not missing some important data and provided feedback to improve the detail and interpretation of my study. Member checking can occur during the study or afterwards. In my case it will occur after project completion. My study is a dissertation with time and resource constraints.

### *Transferability*

The transferability of my study to future presidential library case studies is determined by the users of the study. Through the use of thick description and presentation of my actual findings as they occurred, I influence the possibility for transferability. My scholarly advantages of close proximity to the Bush Presidential Library Center and ability to conduct long-term research on site allowed me to provide more thick description than other national scholars could obtain. In achieving transferability of my case study, I answered the following questions.

1. Why am I in this study?

I am focusing on the higher education aspects found within the Bush Presidential Library Center.

2. Where am I in this study?

I am finding the knowledge and value of the Bush Presidential Library and Museum and bringing to focus on how George H.W. Bush's life pioneered the current unified world. To understand and experience the Bush Presidential Library and Museum's current operations and educational value, I participate in some of their educational programming activities.

3. Who is my audience for this study?

Academic scholars and future presidential library planners are my target audiences.

4. Who are the people who will make the decisions about the transferability of this study?

My case study helps university leaders and faculty make judgments about the relevance of presidential libraries and the specific educational value of the Bush Presidential Library and Museum. University leadership will decide how a university can benefit from hosting a presidential library, particularly one created for a former president who had significant global achievements. University faculty, who teach government studies, international affairs and political science, will decide whether or not to use the Bush Presidential Library and Museum resources for teaching how to govern and the relevance of military in a free society.

By sharing and presenting my findings, I disseminate information, which has not been seen yet in the literature. Maybe my research will be the basis of another presidential library study for myself or another scholar. Maybe my case study will be read by a future presidential library planner or planning committee. Maybe my research conclusions will inspire more scholars to visit and use the Bush Presidential Library and

Museum resources. Maybe my case study will renew the appreciation of former President George H.W. Bush's career achievements influencing the global changes leading to our modern world. Whatever the future outcomes may be my case study has the potential to inform.

### *Dependability*

I controlled dependability through the decisions I made about the research process. Realizing I had an emergent design, I was open to change and recorded my methodological changes in my reflexive journal and in a loose leaf note book. I recorded my standard operating procedures. Through my consistency in research procedures and accompanying documentation my work is viewed as more dependable.

### **Data Authenticity Criteria**

In this case study I was most concerned about balanced and educative authenticity. Balanced authenticity parallels the credibility criteria objectives. To achieve balance I included a variety of interpretations of the Bush Presidential Library Center. Interpretations came from archival records, my observations, interviews and my own thoughts. The included archival records came from historic and contemporary time periods. The individuals interviewed ranged from administrative to custodial staff. All of these people contributed to the social context and had their unique social constructions of the Bush Presidential Library Center so I included them. As an individual, I experienced the Bush Presidential Library Center in a unique way based upon my values, outlook and judgments. By including many social viewpoints, I provided thick description and a fair accurate representation of the Bush Presidential Library Center.

Educative authenticity involves sharing information with the study's key stakeholders and the external scholarly community. I think this is very important. My research provides the first full-length case study of the George Bush Presidential Library Center. It will be very important in terms of educating those within and outside of the organization. The Bush Presidential Library Center administrators may not even be aware of all the activities, social constructions and meanings occurring within the entity. I donated a copy of my dissertation to the Bush Presidential Library Center to be kept in the research room for reference.

Through my literature review, I discovered scholars who have written about presidential libraries do not know all of the details, meanings and social constructions present within the entities. My research presents some new information to fill those gaps. It reveals what I found at the Bush Presidential Library Center and the significance of a university partnership to a presidential library. My information sharing helps to establish greater organizational and global historical understanding. Establishing trustworthiness and authenticity are very important for the success of my study. I was attentive to these criteria so I would bring high quality knowledge to the scholarly community.

#### **4. BACKGROUND: GEORGE BUSH AND HIS CONTEXT**

Presidential libraries and higher education institutions are intertwined. There has been ongoing interest and cooperation between them throughout 20<sup>th</sup> century history. Higher education leaders and historians often served on Presidential Library pre-planning advisory boards or acted as consultants to presidents faced with the task of planning their presidential legacies through their Presidential Libraries, think tanks and associated schools of public service or government. Past and current U.S. Presidents recognize the value of and contribution of their presidential records to history and our ongoing American story. They have envisioned their Presidential Libraries as places of scholarly research and learning. As the decades passed, their view expanded from solely catering to scholars' needs, to providing access to school children and to educating the general public about American history. The modern Presidential Library evolved and continues to evolve as part of the nation's historical information infrastructure.

The 20<sup>th</sup> century trends of university-based and university-affiliated Presidential Library models are well established and continue to remain popular. Table 4.1 presents the 12 existing presidential libraries plus the future 13<sup>th</sup> addition to the presidential library system.

The Presidential Libraries listed in Table 4.1 in bold type were built on university campuses.

TABLE 4.1  
U.S. PRESIDENTIAL LIBRARY AND UNIVERSITY ALLIANCES

<b>Presidential Libraries within the NARA system</b> <i>Listed in Chronological Order Based on Year Dedicated</i>				
<b>Year</b>	<b>Presidential Library</b>	<b>Location</b>	<b>University Alliance</b>	<b>On Campus</b>
1941	Franklin D. Roosevelt	Hyde Park, NY	None	
1957	Harry S. Truman	Independence, MO	None	
1962	Herbert Hoover	West Branch, IA	None	
1962	Dwight D. Eisenhower	Abilene, KS	None	
1971	<b>Lyndon B. Johnson</b>	Austin, TX	The University of Texas	Yes
1979	<b>John F. Kennedy</b>	Boston, MA	University of Massachusetts-Boston	Yes
1981	<b>Gerald R. Ford</b>	Ann Arbor, MI	University of Michigan	Yes
1986	Jimmy Carter	Atlanta, GA	Emory University	No
1990	Richard M. Nixon	Yorba Linda, CA	None	
1991	Ronald Reagan	Simi Valley, CA	None	
1997	<b>George Bush</b>	College Station, TX	Texas A&M University	Yes
2004	William J. Clinton	Little Rock, AR	University of Arkansas	No
2013*	<b>George W. Bush</b>	Dallas, TX	Southern Methodist University	Yes

*Highlighted in bold type are the presidential libraries hosted by universities and built on campus.*

\* The expected year of completion for the George W. Bush Presidential Library.

For readers who are interested in the details of each presidential library and university alliance, I have written a special history section dedicated to this topic. It is the first time such a focused synthesis of university leadership's involvement and role in the acquisition and shaping of U.S. Presidential Libraries has been created. I wanted to create something of interest and relevance for higher education leaders. My presidential library and university alliance history section is found in Appendix C. Appendices A through D cover presidential library history topics.

The university-based Presidential Library model is the strongest alliance with a university. A commonality among the university-based presidential libraries is the university leaders' proactive stance in attracting the sitting U.S. President's interest very early. Some, such as the Gerald R. Ford case, involved a prior archival material depository relationship with the U.S. President even before the individual reached the White House. Others, such as the Lyndon B. Johnson case, relied upon emphasizing the academic importance of presidential records and creating highly favorable conditions for acceptance very early in the President's administration.

Having some form of an established relationship with the U.S. President gives a university a competitive advantage. In all of the cases, university leaders played very prominent visible roles in discussing, promoting and sealing the Presidential Library deal. University leaders' two key selling points were: presidential records are valuable academic resources, which should be accessible to faculty, students and the public for historical study and a university location promotes their active use for teaching and learning purposes. The unspoken motive was university enhancement through research resources and capacity leads to an academic reputation boost resulting from giving invaluable U.S. presidential resources a home.



#### 4.1 PRELUDE: THE CAREER OF GEORGE H. W. BUSH



George Bush Presidential Library and Museum, Brian Blake

Fig. 4.1. Fourth of July Celebration. The Fourth of July Celebration at the George Bush Presidential Library and Museum. This sculpture commemorates the fall of the Berlin Wall and represents the East German people's freedom from communist control. For more details see Section 6.

At the 1997 Dedication of the George Bush Presidential Library and Museum, President George Bush said,

Hopefully, the insights gained and the impressions left by the events on display here will do for our visitors what they have done for those who lived them: Make deeper our appreciation for the blessings of freedom and democracy and make stronger our devotion to them.

This journey begins with an extraordinary man, George Bush, and his exceptional, globally significant public service career culminating in his service as the 41<sup>st</sup> President of the United States. The influence of his presidential decisions on the current world affairs and global economics is explained. George Bush's career is chronicled, analyzed and his achievements, leadership style and experience are applied to his presidency.

With his career accomplishments and progression of increasing public service responsibilities, President Bush was the most prepared man in U.S. history to assume the challenges of the U.S. Presidency. The ways in which President Bush's career influenced the content and construction of his Presidential Library are presented. President Bush's specific achievement of liberating Kuwait from the invasion of a dictator is linked to the funding of his presidential library and the future presidential libraries.

I have generated two unique hypotheses, which were examined and proven.

1. President Bush's liberation of Kuwait increased the inflow of Middle Eastern funds to his presidential library and the subsequent ones.
2. President Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

Technology is a very important aspect of contemporary education, and museums are following this trend. The role of technology in education at the Bush Presidential Library and Museum is determined and presented.

What makes the Bush Presidential Library Center and Texas A&M University alliance attractive? The benefits to the university and Bush Presidential Library Center are analyzed along with the benefits to scholars, the Bryan/College Station community and the American people.

#### 4.2 CAREER AND CONTENT: RESEARCH QUESTION ONE

How did President Bush's career influence current world affairs and global economics and lead to the construction and content of his presidential library and future ones?

This question is answered in this section and the following section. This is the first section. The following is a list of the sections used to answer this question:

4. Background: George Bush and His Context
5. Influences on Bush Presidential Library Content and Construction

Appendices G and H provide very detailed supplementary information about George Bush's career and current world affairs and global economics. Appendix H includes many archival photographs of President George Bush.

Answering this question shows the educational value of studying President George Bush. Through the physical existence and content of the Bush Presidential Library and Museum, President Bush's career is available for study. It is through the study of President Bush's career, one sees the great contributions he made to the current world affairs and global economics.

### 4.3 A NEW WORLD POLITICAL AND ECONOMIC ORDER

President George H.W. Bush laid the political foundations for a new world. His career achievements include helping to open and normalize U.S. and China relations. The Chinese leadership views him as one of modern China's founding uncles. President Bush was the first U.S. President to travel to Asia before Europe.

During President Bush's term, Germany was unified. Now, it holds country-wide elections. Soviet Communist control over Eastern European countries collapsed. The Soviet Union collapsed in 1991 due to President Bush's efforts and internal domestic frustration with Communist rule. Towards the end of President Bush's term, the European Union was created in 1992. Its 27 member countries include formerly communist controlled countries, such as Hungary, Poland, Czechoslovakia and others.

World finance, capital market and foreign trade have dramatically increased since President Bush's term in office. The World Trade Organization came into existence shortly after President George Bush's administration. President George Bush's North American Free Trade Agreement between the U.S., Canada and Mexico was enacted creating the second largest free trade zone in the world. With its 27 member countries, the European Union is the world's largest trading bloc. The German economy is the largest most powerful economy in the European Union and is the fifth largest economy in the world. Russia is operating as a free market economy.

The U.S and China are highly interdependent. China is the major shareholder in American finances. Of our country's foreign investors, China owns the most U.S. Treasury bonds, which represent U.S. debt. China is the United State's second largest trade partner. China is among the world's largest trading countries.

Oil is the economic connection between the U.S. and the Middle East. The Middle East has the most proven oil reserves in the world. The United States is dependent on imported oil. The U.S. and Middle East alliance is critical to the U.S. economy. U.S. foreign and military policy is influenced by the need to protect the oil supply.

Since George Bush's presidency during 1989 to 1993, the world has changed. President Bush can take much of the credit for these globally significant changes. A lot of this global change is traced back to President Bush's decisions during his presidency and his actions in the course of his lengthy public service career, which included helping to open and normalize China and U.S. relations. The U.S. is still the number one superpower. The Communist controlled Soviet Union and the Soviet Bloc have fallen. Nuclear weaponry build up is no longer necessary, but Third World countries are still pursuing and investing heavily in nuclear technology and nuclear weaponry. China is emerging as a powerful global force and is becoming more cosmopolitan. Incrementally, the Middle Eastern countries are changing and becoming more accepting of Western partnerships and ways.

The global economic changes mirror President George Bush's career. He helped pioneer some of the changes seen in China, Germany, Europe, Middle East and the North American Free Trade Agreement. China was in isolation, and now it is the United States' banker. China was on the world stage hosting the Olympics. The Chinese leaders want to continue supporting the U.S. and playing a large role in the global economic community. President George Bush accelerated these global economic changes by establishing the necessary relationships and trust

Global terrorism has reached unprecedented scale in terms of death and destruction. Terrorism has replaced the Cold War as the new global concern. Countries are working together in ways not seen in the past to combat it.

Presidents George H.W. and George W. Bush were the most instrumental in preventing the cancerous terrorist organizations from continuing their rapid expansion and invading other countries, such as Kuwait, Afghanistan and Israel. During the last seven years of the George W. Bush Presidency, the U.S. has been free from direct terrorist attacks and our people have been safe. The military effort in Afghanistan and Iraq is continuing at the loss of several thousand US and coalition personnel. Unfortunately “Freedom is not Free”. In Iraq the terrorists are killing U.S. soldiers and large numbers of Iraqi citizens.

During President William J. Clinton’s administration there were significant terrorist attacks, such as the 1993 World Trade Center bombing in New York, attack on U.S. diplomats in Pakistan, attack on U.S. Embassy in Moscow, murder of U.S. businessmen in Pakistan, U.S. Embassy bombings in East Africa, Shell platform bombing, and attack on *U.S.S. Cole*. These attacks were diplomatically addressed by the Clinton administration.

With respect to the neutralization/eradication of terrorist acts, our future is controlled by President Barack Obama. He is to withdraw in an orderly fashion from Iraq leaving a free democratic nation in power. He needs a military force build up in Afghanistan and needs to keep Pakistan from collapsing and protecting terrorists. He has to prevent Iran from developing nuclear weapons to share with terrorists. He has to deal with terrorists in Palestine and keep them from bombing Israel. Terrorist action needs to be minimized into our future. The United Nations has been ineffective and to date has refused to take strong action or initiative against terrorist organizations.

#### 4.4 GEORGE BUSH'S CAREER

President Bush served our nation during World War II. He served with distinction and was awarded the Distinguished Flying Cross medal and three Air Medals for heroism in aviation. George Bush's distinguished military service prepared him for his presidential role as Commander in Chief. It taught him the value of human life, severity of war and how the military operates. It prepared him for leading the Persian Gulf War.

It provided him with an excellent foundation for the U.S. Presidency. It influenced his U.S. presidential decision-making and diplomatic relationships with global leaders. Bush's career influenced the content of his presidential library by making it more interesting and adding exhibit content showing other public service careers besides the U.S. presidency. Studying and analyzing President Bush's career is very educational and shows the ascendance of a great world leader.

George Bush earned his bachelor's degree in economics with academic honors from Yale University. George Bush's economics degree gave him knowledge of the economy, analytical and problem-solving skills and world political awareness. It prepared him for his presidential role as Chief Executive.

Bush was Chief Executive Officer of his own company, Zapata Off-Shore. Previously he had worked for others in the oil industry. George Bush was a first mover, calculated risk taker and international adventurer. His business world experience prepared him for his presidential role as Manager of the U.S. Economy. President Bush had to make decisions about national economic development, international trade, government spending, taxes and industry regulation. As U.S. President Bush interacted with many business leaders and organizations, his business experience helped him relate to their economic concerns.

For four years George Bush served as a U.S. Congressman and gained valuable law making experience. He served on one of the most important legislative committees in the U.S. Congress, the Ways and Means Committee. The Ways and Means Committee analyzes the U.S. President's budget and the government agencies' requests for funds. It reviews the U.S. President's budgetary proposals, makes changes, drafts the laws and proposes them to the House of Representatives. George Bush worked under the most influential leader in Congressional history, and this experience enhanced Bush's leadership skills.

His U.S. Congressman experience prepared him for his presidential role as Chief Executive. He had the experience to oversee the legislative process and U.S. Congress. He had the knowledge and skills to identify national problems and develop laws to help solve them. President Bush's service on the Ways and Means Committee gave him experience analyzing the U.S. President's budget. He gained valuable financial and budgetary analysis and legislation expertise. As the Chief Executive President Bush was responsible for developing the nation's budget, monitoring government spending and developing tax increase or decrease plans.

George Bush built an international reputation through his work experience in the United Nations organization. As the U.S. Ambassador to the United Nations, George Bush met many diplomats, leaders, emerging leaders and professional staff from around the world. The United Nations arena gave Bush a training ground for learning about foreign policy issues. He gained experience in the proper international and social conduct for foreign diplomatic relations. He developed an international professional network, which he would draw upon during his U.S. Presidency. Bush's work experience as U.S. Ambassador to the United Nations prepared him for his presidential role as Chief Diplomat.



Bush served as Chairman of the Republican National Party. He built many friendships and traveled extensively. His national visibility increased. He learned more about the Republican Party and its principles. From his leadership of the Republican National Committee, Bush learned how to formulate official stances and campaign. Bush's work experience as Chairman of the Republican National Party helped prepare him for his presidential role as Political Party Chief.

George Bush accepted the futuristic assignment of serving as Chief of the U.S. Liaison Office to China. He believed the U.S. and China relationship was the diplomacy's future. On a regular basis, George Bush mingled among the highest level Chinese government and diplomatic officials. He met individuals who would later rise in the Chinese government leadership ranks. He became more attuned to cultural differences and preferences. Bush's experience as the informal U.S. diplomat to China prepared him for his Chief Diplomat role as U.S. President. It gave him valuable established relationships with current Chinese leaders and helped him guide the world through the Tiananmen Square crisis in 1989.

George Bush served as the Director of the Central Intelligence Agency during the time of the Cold War when the U.S. and Soviet Union competed for world supremacy and domination. Bush learned about the U.S.'s foreign enemies and the importance of intelligence gathering activities. He supported the use of advanced technology for intelligence gathering. As the Director of the Central Intelligence Agency, Bush oversaw the production of intelligence reports to the executive branch. Bush met with President Gerald R. Ford on a regular basis to keep him informed of Central Intelligence Agency's activities. Bush reorganized the Central Intelligence Agency to make it more efficient and boosted its image. He regularly interacted with high level officials from the U.S. Department of Defense. All of his Central Intelligence Agency experience prepared him for his presidential roles as National Security Leader and Commander in Chief of the U.S. Armed Forces. President Bush's foreign policy and National Security

Council staff selection was heavily influenced by his Central Intelligence Agency work experience. President Bush's service to the Central Intelligence Agency was so significant they named their headquarters building after him.

George Bush served as U.S. Vice President for eight years under President Ronald Reagan. The Ronald Reagan presidency and the subsequent George Bush presidency are the two most important U.S. presidencies in modern history. The experience Bush gained as U.S. Vice President solidified and expanded his diplomatic talents and relationships with world leaders. President Reagan's foreign policy successes were largely the product of Vice President Bush's unequalled knowledge, experience and hard work. At certain points during the Reagan administration, Vice President Bush was sent to resolve misunderstandings in the U.S. relationships with the Soviet Union and China.

Bush's eight years of service as Vice President during the Reagan administration provided tremendous value to him as U.S. President. The diplomatic relationships he cultivated during his Vice Presidency opened doors for serious world affairs discussions and negotiations with global leaders. He met with President Reagan once a week. He regularly attended Cabinet and National Security Council meetings. On the domestic front, Bush successfully led task forces. He maintained his Congressional connections, and as Vice President he was the President of the U.S. Senate. These experiences reaffirmed and built upon his familiarity with the U.S. Presidential role, functions and setting.

George Bush's career reached its highest peak when he became U.S. President. He served a four-year term beginning in January 1989 and ending in January 1993. George Bush was the leader of the modern free world. The major events of modern 21<sup>st</sup> century global history occurred during Bush's Presidency: the collapse of Communism, reunification of Germany, Soviet Union's collapse, China's emergence and the liberation

of Kuwait. After the Soviet Union collapsed, China was the only Communist-controlled world power left.

Bush's pre-presidential career provided him with unequaled knowledge and experience. It provided him with an excellent foundation for the U.S. Presidency. It influenced his U.S. presidential decision-making and diplomatic relationships with global leaders. Bush's career influenced the content of his presidential library by making it more interesting and adding exhibit content showing other public service careers besides the U.S. presidency. Studying and analyzing President Bush's career is very educational and shows the ascendance of a great world leader. President George Bush's career is unparalleled. Appendix I contains a pre-presidential career comparison of 14 U.S. Presidents, including George Bush.

President Bush and the world greatly benefited from his pre-presidential career. His pre-presidential career aligned with his U.S. presidential roles. Each of his jobs corresponds to a presidential role. It added tremendous professional value to his U.S. presidency and greatly influenced his presidential achievements. His U.S. presidency was successful because it was based on the foundation of his pre-presidential career. Table 4.2 shows how President George Bush's career aligned with his presidential roles.

TABLE 4.2  
PRESIDENTIAL ROLE AND CAREER ALIGNMENT

<b>U.S. Presidential Role</b>	<b>George Bush's Career</b>
Commander in Chief U.S. Armed Forces	U.S. Navy pilot, World War II Received medals; heroic Reconnaissance pilot Photographic intelligence collection  Director, Central Intelligence Agency
National Security Chief U.S. safety	Director, Central Intelligence Agency
Chief Executive government leadership U.S. budget legislation; U.S. Congress	U.S. Congressman Ways and Means Committee
Manager of the Economy U.S. economy prosperity and jobs	Businessman, international oil industry Yale University graduate economics degree
Chief Diplomat world leader national spokesman	Chief, U.S. Liaison Office in Beijing, China
Ceremonial Head of State symbolic	U.S. Ambassador to the United Nations
National Leader promote nation's principles provide inspiration provide comfort attend celebrations attend dedications	Diplomatic career U.S. Ambassador to the United Nations Chief, U.S. Liaison Office
Party Leader political party	Chairman, Republican National Committee

## 5. INFLUENCES ON LIBRARY CONTENT AND CONSTRUCTION



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.1. Bush Presidential Library. The George Bush Presidential Library and Museum's stately design reflects the international scope and achievements of President George Bush's career.

### 5.1 LIBRARY AND MUSEUM CONTENT

During his presidency, President Bush led the U.S. and world through some of the late 20<sup>th</sup> century's most dramatic events. The content of the Bush Presidential Library and Museum (Fig. 5.1) illustrates his unique life and career. The Bush

Presidential Library and Museum content includes archival documents and photographs from President Bush's career and life and artifacts, including historical objects, art, valuable diplomatic gifts, memorabilia and gifts from people all over the world.

The Bush Presidential Library archival collections are a major scholarly resource, containing President Bush's presidential and vice-presidential papers. In addition, they hold the documents of his pre-presidential career. Table 5.1 provides a content overview of the George Bush Presidential Library archival collections.

TABLE 5.1  
BUSH PRESIDENTIAL LIBRARY ARCHIVAL CONTENT

<b>Presidential Records</b>	<b>Personal Papers</b>
Presidential	U.S. Congressman
Vice-Presidential	U.S. Ambassador to the United Nations
	Chairman of the Republican National Committee
	Chief of the U.S. Liaison Office in Beijing, China
	Director of the Central Intelligence Agency
	Petroleum Industry

Studying George Bush's life and career is of tremendous value to academic scholars, especially those examining modern political history. They can study the primary sources related to the most significant global history events of our time: the fall of the Berlin Wall, reunification of Germany, collapse of the Soviet Union, liberation of Kuwait, opening of China and the continued access to economic sources lines of communication for oil and other goods.

Among the objects inside the Bush Presidential Library and Museum, there is a large piece of the Berlin Wall and a 100-year-old wooden gate from Kuwait. They directly correspond to the world changing events through which President Bush led the

U.S. In addition, there are spectacular diplomatic gifts from around the globe, life-size replicas of White House furnishings, U.S. military artifacts from the 1940s and 1990s, photos of China and the Bush family's life there during the mid-1970s, Bush's historical political campaign memorabilia, artifacts from Bush's oil business start-up during the Texas oil boom years and many more fascinating objects, documents, photographs and multimedia displays.



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.2. Berlin Wall. A piece of the Berlin Wall (right) is on display at the Bush Presidential Library and Museum at Texas A&M University.

The museum component of the Bush Presidential Library traces the lives of President and Mrs. Bush from their childhood to post-presidency. Table 5.2 lists the museum exhibits along with a summary description. Figures 5.2 to 5.5 show some of the Bush Presidential Library museum exhibits. The majority of the museum exhibits focus on President Bush's career, especially his presidential term. The other aspects of his career, such as Chief of the U.S. Liaison Office to China and Director of the Central Intelligence Agency, add to the Bush Presidential Library and Museum's uniqueness. George Bush was the U.S. Vice President for 8 years and U.S. President for 4 years. His terms in the U.S. presidential capacities were consecutive. In modern U.S. presidential history after 1951, no other individual has spent **12 consecutive years** in the highest offices of our country in the White House.

Prior to the presidential term limits Franklin D. Roosevelt served as U.S. President for almost 11.5 years before his death on April 12, 1945. After the U.S. Constitutional Amendment 22 was ratified in 1951, U.S. presidential terms were limited.



TABLE 5.2  
BUSH PRESIDENTIAL LIBRARY AND MUSEUM EXHIBITS

<b>Exhibit Title</b>	<b>Description</b>
1 Symbols of the Presidency	Presidential limousine, other items
2 Family Tradition	George Bush's childhood
3 Pierce Family	Barbara Bush's family
4 WWII: Duty, Honor, Country	George Bush's military service
5 Yale: From Flyboy to Goldenboy	Marriage and university years
6 Making our Own Way	Move to Texas
7 Taking Risks	Oil business career
8 Congress: The Congressman from Texas	Bush's work in U.S. Congress
9 UN: United Nations	U.N. Ambassador
10 RNC: Republican National Committee	Chairman, Republican National Committee
11 China: The Challenge of the Unknown	Chief, U.S. Liaison Office in China
12 CIA: Central Intelligence Agency	Director of Central Intelligence Agency
13 Vice President	U.S. Vice President under Ronald Reagan
14 State Dinners	U.S. President - State dinners
15 Press Room Theater	U.S. President - media relations
16 Oval Office: The Seat of Power	U.S. President - Oval Office
17 Domestic Policy: Building a Better America	U.S. President - domestic policy
18 Gifts of State	U.S. President - official diplomatic gifts
19 First Lady	Barbara Bush - First Lady
20 Literacy Lounge	Barbara Bush - First Lady - Literacy
21 Camp David	U.S. President - unofficial office
22 Foreign Policy: The Berlin Wall	U.S. President - actual piece of Berlin Wall
23 Situation Room	U.S. President - decision-making
24 Gulf War: Where Duty Required Us to Stand	U.S. President - Persian Gulf War
25 Eco-Terrorism	U.S. President - Persian Gulf War
26 Freedom Tribute	U.S. President - liberating Kuwait
27 A Tough Campaign	Presidential re-election campaign
28 A Life of Service	Post-Presidential public service
29 Fidelity	Presidential recreation - Bush's speedboat
30 Bush Update	Post-Presidential updates about Bush
31 A Thousand Points of Light	U.S. President - volunteerism
32 Public Gifts	U.S. President - gifts from American people
33 Memento	U.S. President - personalized letter for visitor

## The George Bush Presidential Library and Museum

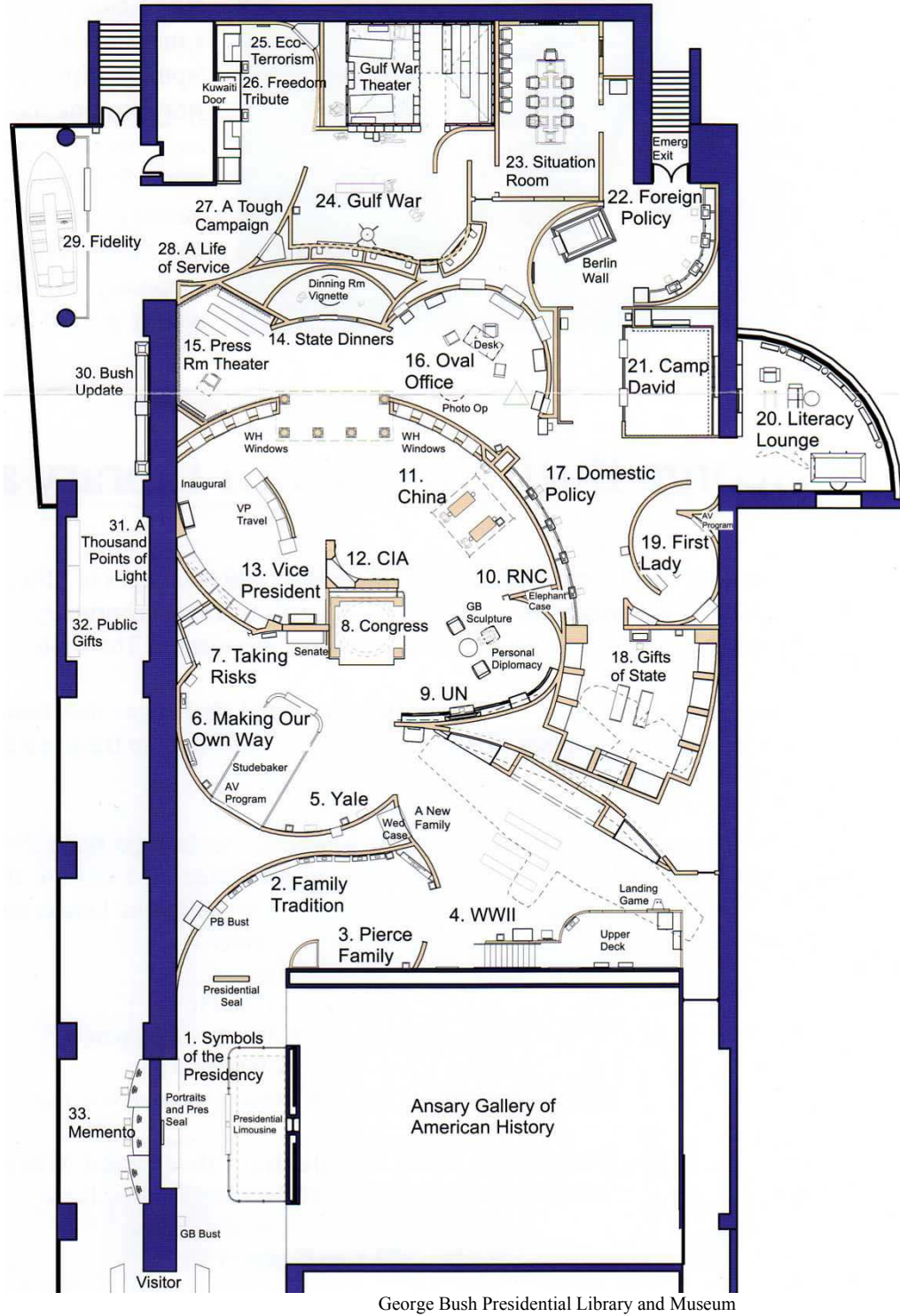


Fig. 5.3. Main Gallery. It chronicles President George Bush's career and life.



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.4. U.S. Congressman Exhibit. From 1966 to 1970, George Bush served in the U.S. House of Representatives. During this time he gained valuable law making experience.

During the Bush Presidential Library planning meeting on October 26-27, 1989, the Texas A&M University System Board of Regents Chairman said,

We are talking about a man who has been a chairman of a national political party, Ambassador to the United Nations, a director of the CIA, a Congressman, Ambassador to China, Vice President of the United States, and President of the United States. So, his papers will be much more voluminous than someone who did not have such an extensive national career. He literally has gone from a precinct level to being President of the United States.



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.5. China Exhibit. As Chief of the U.S. Liaison Office to China from 1974-1975, George Bush worked in China at a time when it isolated itself from the world. Bush viewed the U.S. and China relationship as international diplomacy's future.

The Dean of the College of Liberal Arts at Texas A&M University described the scholarly value of Bush Presidential Library during the Bush Presidential Library planning meeting in October 1989. He said,

One of the really attractive features here is that there is such an enormous amount of scholarship. It's not just that the President was Ambassador to China; but that he was Ambassador to China at a particularly important time and that he headed the CIA at a particularly important time. With respect to the scholarship question, the construct of public service is one that we see reflected over and over again in the career of George Bush.

President George Bush's career gave him the diplomatic skills and relationship network he needed to effectively handle the dramatic world changing events he faced during his presidency. The amazing aspect of President Bush's pre-presidential career is that he could not have anticipated how much his pre-presidential professional development would affect and influence his U.S. Presidency. President George Bush's career differs from the other past U.S. Presidents and the current U.S. President. His career centered upon his high level diplomatic and statesmanship skills. President Bush was a diplomatic leader.

### **Museum Exhibit Content Director**

The George Bush Presidential Library received an award from the U.S. National Archives and Records administration for its museum exhibit content. I had the rare opportunity to interview the exhibit content director. The timing was excellent because the Bush Presidential Library and Museum had recently completed a redesign of the Main Gallery core exhibits in 2007. The museum was closed for almost seven months to complete the major \$8.3 million renovation. The content, selection and design process were still fresh in the exhibit content director's mind when I interviewed her in February 2009. For two years she and the rest of the museum design team worked from master plan to final installation to bring the new museum exhibits to life. Developing the master plan required four months of intense research and effort. The Bush Presidential Library archivists and President and Mrs. Bush verified the museum exhibit content for accuracy.

“Doing a U.S. Presidential library is the pinnacle of your career if you're in the museum design field,” said the exhibit content director, who has 20 years of museum design experience and was based in Los Angeles, California, “We had just gotten the most phenomenal project of our careers.”

When asked about what influenced the Bush Presidential Library and Museum exhibit content, she said,

His career and who he was as a man were the two big influences for the design. His career absolutely formed the basis. You had to include his résumé. It was such an impressive résumé. With Bush his career was the key.

Imagine doing another U.S. President. Imagine doing almost any other President. They didn't have six other careers prior to becoming President of the United States. All of which could make a museum. Each of President Bush's jobs, all of which were public service, is what he's all about. Each of those stories had to be told.

Bush's time during World War II is a story unto itself. It has to be included. You had to have his time serving as Ambassador to the United Nations. You had to have his time at that pivotal moment as the Head of the Republican National Committee that happened during Watergate. You had to show his entire time at the Central Intelligence Agency. Although it was brief, he was so respected they named a building after him because he brought their morale up so much. Obviously, you would include his time in China, which was a monumental thing for those times, to be a liaison to China. We didn't even have an ambassadorship to China in those days. Of course, you had to include his whole Vice Presidency where he accomplished so much and learned so much. You needed to include the résumé because it was such an impressive résumé, and there would be no other way to do it.

She said a lot of other museums use themes rather than career accomplishments to guide the exhibit content. This goes back to the key point. Not everyone has an impressive résumé so alternative approaches must be developed to present the material. She said she has done a lot of museums using themes to guide the exhibit content. In the case of President George Bush his résumé was the guide for the museum exhibit design and content.

As she discussed the centrality of President Bush's career to the museum exhibit content, she also described his values. She said,

President Bush's story was such an American story; silver spoon and all. He could have done anything, but he chose to serve his country. What makes it so beautiful was when he went to Texas. He wanted to stand on his own two feet. He did have amazing parents, who instilled values in him. Public service was part of the family creed.

Having seen the many boxes full of archival records and the museum artifact storage area, I asked the exhibit content designer about the content selection.

You can't but put a fraction of the archival material in the exhibit. Being able to scan the documents and display them within the framework of some interactive exhibit to show what it's really about—President Bush's archives and papers. That is one reason the Bush Presidential Library won the award from the National Archive and Records Administration. Anyway, we could really show off all that was in the archives.

We tried to show the beginning of the Cold War, its height, the end of the Cold War, the foreign policy and the coming down of the Berlin Wall. This was an amazing war where not a shot was fired. President Bush was involved.

It is a history museum for the times in addition to being a presidential library for George Bush. It's a scholarly endeavor. It's very much for the researchers and scholars. We try to show a tiny bit of it to the public.

## 5.2 CONSTRUCTION

President George Bush's liberation of Kuwait directly influenced the funding of his presidential library's construction and the subsequent ones by increasing Middle Eastern government contributions to U.S. presidential libraries. Historically, U.S. Presidents have relied upon domestic funds to build their presidential libraries. These funds were acquired through donations from U.S. corporations, philanthropists, charitable foundations and individuals. President Jimmy Carter was the first U.S. President to receive a significant financial contribution from a Middle Eastern country. His Royal Highness King Fahd was a founding financial donor to the Jimmy Carter

Presidential Library [31]. In addition, the Kingdom of Saudi Arabia is listed as a sponsor donor to the Jimmy Carter Presidential Library [31]. The publicly revealed donors to the Ronald Reagan Presidential Library are U.S. corporations and philanthropists [32], [33].

George Bush was the first U.S. President to receive donated funds from more than one Middle Eastern country to build his presidential library. The number of Middle Eastern countries, which financially contributed to the Bush Presidential Library and Museum's construction, is historically unprecedented. Five Middle Eastern countries donated to the Bush Presidential Library and Museum. Kuwait, United Arab Emirates, Saudi Arabia, Oman and Qatar donated. In addition, Morocco, a Muslim World country, donated. The Middle Eastern and Muslim World donations to the George Bush Presidential Library Foundation have highly significant implications for future presidential library funding. I will address this topic further in the next subsection as I present my Muslim World funding hypothesis.

President George Bush's establishment of a multinational coalition for the liberation of Kuwait from the dictatorship of Iraqi leader, Saddam Hussein, inspired tremendous gratitude from the countries and citizens of the Middle East. President Bush protected them and their economic source line of communication for oil and other goods. For the Middle Eastern and international economies oil is the lifeline. Out of respect and gratitude for President Bush's heroic efforts, six Muslim World countries donated to the construction of the Bush Presidential Library and Museum.

The presidency and public service career of George Bush guided the architectural design and plan of his presidential library center. President Bush had an international career, and this is reflected in the design of his presidential library [34]. From the exterior the Bush Presidential Library and Museum exudes a sophisticated elegance. This is an intentional and direct reflection of President Bush's career. He was an



accomplished diplomat with high level interpersonal and social skills. Through the building's design, the architects visually communicated President Bush's characteristics and accomplishments. His presidential library architecturally connects with President Bush's image as an accomplished, educated world leader.

Continuing with the theme of reflecting President Bush's personal qualities in the architecture of his presidential library is a description from Preston Geren, an architect who served on the Bush Presidential Library Steering Committee for Texas A&M University. He says,

We have a subtle building that expresses a very unselfish president...one who gave of himself and continues to give of himself...that's what the building will convey to people generations to come [35]

President Bush's well-established relationship with Texas A&M University was very advantageous when the actual building construction began. Many of those working on the construction project were Texas A&M University graduates [35]. They felt deeply committed to building the best presidential library and center for President George Bush. Texas A&M University is known for its engineering, construction science and architecture programs and promoting conservative values. Those working on the Bush Presidential Library held President Bush in high esteem. Even after the death of the lead architect and the change in ownership of the architectural firm, the remaining architects, who were Texas A&M University graduates, made the deliberate decision to stay and complete the extraordinary Bush Presidential Library project. It is evident the leadership, commitment and teamwork of the construction crews led to a very special project where the high level of dedication and cooperation would distinguish it from any other construction projects.

Texas A&M University System Board of Regents Chairman, William J. McKenzie, expressed the Aggie work ethic when speaking at the Bush Presidential Library planning meeting in October 1989. He said,

We will leave no stone unturned or whatever we have to do to get it done because we want it, we think it a place where the President relates to, we know he relates to our tradition of service, we know he relates to our tradition of family and military service and patriotism and public service [36].

President Bush's relationship with Texas A&M University began when he was the first invited guest speaker for the Texas A&M University Memorial Student Center Political Issues Forum. His relationship continued as he interacted with Texas A&M University graduates through his business, political, public service and personal life. In 1976 while Bush was the Chief of the U.S. Liaison Office to China, he met Dr. Perry L. Adkisson, who was visiting with an insect control delegation [37]. During the Bush Presidential Library proposal and planning stages, Adkisson was the Chancellor of the Texas A&M University system. When Bush was U.S. Vice-President under U.S. President Ronald Reagan, he visited the Texas A&M University campus.

As U.S. President, Bush delivered commencement addresses at Texas A&M University and Texas A&I University and was awarded an honorary doctorate degree. At the time, Texas A&M University had not awarded an honorary doctorate in over 30 years. His good friend, Michel T. Halbouty, who was an acclaimed geoscientist, petroleum engineer, legendary oilman, energy advisor to former President Ronald Reagan and a Texas A&M University graduate, led the effort to bring the Bush Presidential Library Center to the Texas A&M University campus. Halbouty was the first to present Texas A&M University to President Bush. As the Bush Presidential Library proposal and planning process gained momentum, Halbouty served as the Chairman of the Bush Presidential Library Steering Committee for Texas A&M University. Halbouty was very committed to bringing the Bush Presidential Library to

the Texas A&M University campus. He enthusiastically led the strategy, planning and building of the Bush Presidential Library Center.

### **Summary and Conclusions**

During his presidency, President Bush led the U.S. and world through the 20<sup>th</sup> century's most dramatic events. The content of the Bush Presidential Library illustrates his unique life and career. The archival collection and museum exhibits directly correspond to President George Bush's great world changing presidential achievements. They represent the most significant global history events of our time: the fall of the Berlin Wall, reunification of Germany, collapse of the Soviet Union, emergence of China, liberation of Kuwait and the continued flow of oil. The George Bush Presidential Library and Museum represents a U.S. President and the United States during a time period when the United States was the supreme global power. The Bush Presidential Library is highly unique in its content and construction.

George Bush was the first U.S. President to receive donated funds from five Middle Eastern countries and Morocco, a Muslim world country, to build his presidential library. President George Bush's liberation of Kuwait inspired gratitude from the Middle Eastern countries, especially Kuwait. The presidency and public service career of George Bush guided the architectural design and plan of his presidential library center. President Bush's well-established relationship with Texas A&M University was very advantageous when the actual building construction began. Many of those working on the construction project were Texas A&M University graduates.

The George Bush Presidential Library is a global historical and scholarly treasure. No other U.S. President had the pre-presidential career President George Bush had. His international public service and business career laid the foundation from which

he built his great U.S. presidential achievements. The George Bush Presidential Library and Museum's exhibit content shows the late 20<sup>th</sup> century's dramatic global events and how President Bush responded to them. The global changes we have and continue to encounter originated from the world events during President Bush's presidency and other past 20<sup>th</sup> century world events. Our current modern history is based upon the events which occurred during the 20<sup>th</sup> century, including the events President Bush faced as U.S. President. Adding to the George Bush Presidential Library's appeal is the fact President George Bush's presidential and personal image and reputation remain untarnished. Of the existing and future U.S. Presidential libraries, the George Bush Presidential Library and Museum is especially unique in the international scope of its museum content and construction, which was heavily funded by oil-rich countries.

President George Bush's career influenced the construction and content of his presidential library and the future ones. Through his liberation of Kuwait and the gratitude it inspired, President Bush significantly increased the flow of Middle Eastern funds into U.S. Presidential libraries. Subsequent and future U.S. Presidential libraries have benefited and will continue to benefit from the gratitude and openness of Middle Eastern countries to investing in U.S. Presidential libraries. Middle Eastern countries are very generous with their financial contributions and rank the highest among the contributors.

President George Bush's presidential library content directly influences the content of subsequent and future U.S. Presidential libraries. It provides the foundation from which their content is built and derived. The 21<sup>st</sup> century history builds upon the events of the 20<sup>th</sup> century, which included President Bush's term. Two examples of presidential museum exhibit contributions related to President Bush are Communism's collapse and China's emergence. As a result of the collapse of the Communist-controlled Soviet Union, the subsequent and future libraries do not and will not have corresponding content. The subsequent and future U.S. Presidential libraries will have

content related to the European Union and the freed or newly formed countries resulting from the Soviet Union's collapse. With President George Bush's opening and continuance of U.S. and China relations, the subsequent and future U.S. Presidential libraries will have China-related content.

As a result of President Bush's organization of a multinational coalition to liberate Kuwait, subsequent and future U.S. Presidential libraries will have Middle Eastern content. This is the result of President Bush's maintenance of peace in the Middle East and development of stronger diplomatic ties between the U.S. and Middle Eastern countries. President George Bush also held a successful Middle East Peace Conference, which brought Israel and Arab countries together for discussion. He has played a critical role in softening the Arab world's historic anti-Israel stance. Future U.S. Presidential libraries may contain content reflecting new Arab and Israeli relations.

President George Bush worked tirelessly to reduce nuclear weapons and military occupation in Eastern and Central Europe. He made tremendous progress as three treaties were signed during his presidential administration and some were signed during his term as Vice President during the Reagan administration. Subsequent and future U.S. presidential libraries will have less emphasis on nuclear weapons and nuclear weapons stockpiling. The Cold War has ended. Yet, the subsequent and future U.S. presidential libraries will have some nuclear weapons content as nuclear weapon capabilities have proliferated to the Third World countries. In addition to these major foreign policy examples, there are others which will be reflected, too.

President George Bush's Clean Air Act of 1990 was precedent setting legislation, and the results were achieved in subsequent U.S. presidential administrations. Other U.S. presidents have taken credit for the environmental improvements, which originated from President George Bush's environmental policies. The results of his policies do and will appear in future U.S. Presidential libraries. The trend is similar for President

George Bush's government spending and economic reform legislation. The U.S. economy prospered as a result of President Bush's decisions, but the results were seen in later U.S. presidential administrations. Thus, those U.S. presidents will be associated with the success, and it will be reflected in the content of their presidential libraries.

### 5.3 MUSLIM WORLD FUNDING: RESEARCH QUESTION TWO

How do the most recent three presidential libraries depend on President George Bush freeing Kuwait from Iraq?

#### **Research Hypothesis One**

H1<sub>A</sub>: President George Bush's liberation of Kuwait increased the inflow of Muslim world funds to his presidential library.

#### *Operational Definitions*

**Muslim world countries** are those in which the Muslim religion is dominant. The areas of interest are the Middle East and North Africa. For my data examination purpose, I am interested in Kuwait, Saudi Arabia, United Arab Emirates, Oman, Qatar and Morocco. The Muslim World countries are measured by counting the number of countries which donated funds to the presidential libraries.

**Funds** are donations to the Bush Presidential Library Foundation and subsequent presidential library foundations for the purpose of building the presidential library.

### **Donor Wall: Bush Presidential Library**

Upon entering the rotunda of the Bush Presidential Library and Museum, the wall-size donor plaque stares at you. The gray scale tones are subdued so it does not shout for attention; instead it is a revealing reflection easily seen and easily overlooked. It stands there awaiting those who want to know who contributed financially to making this presidential library and museum a tangible reality. It also serves as an acknowledgement and tribute to the philanthropic countries, foundations, corporations, small businesses and individuals who donated their hard earned money to make a place shared by all.

Many times I have walked by this wall of names and only glanced at it recognizing Kuwaiti contributors and well-known Texan philanthropists. I hadn't given the donor plaque much thought until one day I studied it in great detail. I spent an hour reading each name on the list and taking notes. Some seemed familiar, but others were completely unknown to me. I began to do some background research on some of the large donors. The more I researched and learned about them, the more human the wall became. Soon it grew into a sea of faces and ideals – a conglomeration of thanks, hope, peace and sharing of resources working together.

The donor list is more than a reflection of notables and recognizable names. It reveals the inner workings of the Bush presidential policy and his professional and personal relationships. It's almost like looking at a polished retirement card formally signed by appreciative co-workers. Working together in the areas of domestic and foreign policy is what characterizes the presidency, particularly the Bush presidency. The wall shows a mix of American and international names and identities. Bush's diplomatic career as U.S. ambassador to the United Nations and China and many trips abroad as Vice President during the Reagan administration gave him an extensive personal network of connections among world leaders.

## **Gratitude and Presidential Foreign Policy**

Foreign donations are expressions of gratitude from countries affected by a president's foreign policy [38]. The Persian Gulf War effort was led by President Bush and the U.S. military. President Bush cared about the independence of Kuwait, which is a very small oil rich country. He was aware of Iraqi leader Saddam Hussein's cruelty and genocidal activities in Iraq. President Bush knew the Kuwaiti people were endangered and suffering under his siege of their country. He believed Iraq's invasion of Kuwait and the treatment of the Kuwaitis was a violation of human rights. War was being used as a tool to expand Iraq at the expense of human lives and injustice. President Bush declared war and attacked the Iraqi forces to free Kuwait.

At the time of the Persian Gulf War crisis in 1991, Bush relied upon his diplomatic relationships with world leaders to build the international coalition of over 30 countries. George Bush's liberation of Kuwait from the inhumane dictatorship of Saddam Hussein inspired tremendous gratitude from countries and citizens of the Middle East.



Figure 5.6 shows President Bush met with the Amir of Kuwait during the Persian Gulf War to discuss the strategy and process. The date was September 28, 1990. Almost two months had passed since Iraq seized Kuwait on August 2, 1990.



George Bush Presidential Library and Museum

Fig. 5.6. Meeting with Kuwaiti Leaders. President Bush met with the Amir of Kuwait, Jabir Al-Ahmed and his team in the Cabinet Room of the White House. In the foreground on the left are General Colin Powell, Chairman of the Joint Chiefs of Staff, and Dick Cheney, U.S. Secretary of Defense. This meeting occurred while Kuwait was held captive by Iraq. Kuwait was in a state of emergency.

Among those acknowledged on the donor wall are significant contributors from the Muslim World, especially Kuwait and Saudi Arabia. Table 5.3 shows the Muslim World financial contributions to the Bush Presidential Library Foundation's initial capital campaign.

TABLE 5.3  
CONTRIBUTORS TO PRESIDENT GEORGE BUSH

<b>George Bush Presidential Library Foundation Contributors from Middle East Initial Capital Campaign</b>	
<b>President's Cabinet</b> ( \$1 M and above)	<b>Benefactor</b> (\$100,000 to \$249,999)
Citizens of Kuwait H.H. Sheikh Zayed Bin Sultan Al Nahyan & The People of the United Arab Emirates Kuwait Foundation for the Advancement of Sciences State of Kuwait The Sultanate of Oman Bandar Bin Sultan Family	His Majesty Hassan II, King of Morocco Amir of State of Qatar

The President's Cabinet, which is where the largest donors are recognized, contains three significant contributors from Kuwait. Their contributions can be attributed to their tremendous gratitude for Bush's liberation of their country and homeland. The Kuwaiti gratitude is further demonstrated through their gift of the door to former President George H.W. Bush. The life-size door is prominently displayed in the Bush Presidential Library. It signifies family status and represents the highest honor given by a Kuwaiti to another person.

The United Arab Emirates and the Sultanate of Oman are also recognized on the donor wall for their large contributions. They were U.S. allies during the Gulf War, and the United States along with the international allied forces protected these countries' interests. The allied forces prevented the Iraqi army from attacking these countries. The gratitude of the United Arab Emirates and the Sultanate of Oman to Bush is expressed through their large financial contributions to his presidential library.

The Bandar Bin Sultan Family is part of the House of Al Saud, the Saudi Arabian Royal family [39]. Bandar served as Saudi Arabia's ambassador to the U.S. from 1983 to 2005 [40]. His family contribution represents Saudi Arabia's gratitude to Bush for sending the American military to defend the country from possible invasion by Iraqi troops during the Gulf War. Saudi Arabia asked the United States for protection against possible Iraqi invasion. The U.S. agreed, and Operation Desert Shield began on August 7, 1990. Had the Iraqi troops attacked Saudi Arabia after their invasion of Kuwait, Saddam Hussein would have controlled over half of the world's oil reserves. Saudi Arabia produces and exports the most oil and natural gas in the world [41], [42].

Protecting Saudi Arabia was a special concern to President Bush. It could not protect itself. Saudi Arabia was a prime target for Hussein because it has the world's most proven oil reserves. Hussein was targeting oil rich countries. President Bush wanted to prevent Saddam Hussein's aggression from continuing further into the Persian Gulf countries.

The amount of U.S. and Coalition forces President Bush sent to protect Saudi Arabia set a historical precedent in the U.S. and Saudi Arabia protection relationship, which had been strained during past presidential administrations [43]. Initially, President Bush sent 400,000 U.S. troops to defend Saudi Arabia. Later, he added more U.S. and coalition military forces. President Bush's swift and large actions showed protecting Saudi Arabia was very important to the U.S.

A total of six Muslim world countries contributed financially towards the building of the Bush Presidential Library and Museum. This is precedent setting. Kuwait, United Arab Emirates, the Sultanate of Oman, Saudi Arabia, Qatar and Morocco are the six Muslim world countries represented on the donor wall.

### **Past Presidential Library Funds**

The presidential library foundations of past U.S. presidents did not receive financial contributions from the Muslim world. Roosevelt and his successors relied upon domestic funds to build their presidential libraries [44]. Reagan and Carter, the preceding modern presidents before Bush, received heavy domestic contributions from American philanthropists and corporations [45], [44], [46]. Half of the \$25 million raised by Carter's foundation for his library came from within the state of Georgia [44].

Former U.S. president George H.W. Bush is the first U.S. President to receive Muslim world funds from more than one country. In the existing literature about U.S. presidential library planning and fundraising, there is no mention of Muslim world contributors before the Bush Presidential Library. Through my information request to the Friends of the Carter Library, I found President Carter did receive financial donations from Saudi Arabia. It was the only Muslim world country in the founding donor list. The Ronald Reagan Presidential Foundation did not respond to my information request. Media reports do not indicate Reagan received Muslim world funds.

### **President William J. Clinton**

The public service career and presidency of George H.W. Bush established the diplomatic ties which have been translated into significant funding for the William J. Clinton Presidential Library and Museum. Out of the ten foreign governments which

contributed to the Clinton Foundation, almost half were from the Middle East. The four Middle Eastern government contributors were Saudi Arabia, Kuwait, Qatar and Oman [47]. These same governments had given their first presidential library foundation donation to the Bush Presidential Library Foundation.

It is obvious President Bush established these diplomatic relationships from which the Clinton Foundation financially benefits. The largest foreign government donation to the Clinton Foundation was from Saudi Arabia. Media reports say it gave \$10 million, which is said to be a similar to what it gave the Bush Presidential Library Foundation [48].

Table 5.4 shows the large Middle Eastern financial contributions the Clinton Foundation received.

TABLE 5.4  
CONTRIBUTORS TO PRESIDENT CLINTON

<b>William J. Clinton Foundation Contributors from the Middle East</b>	
<b>\$10 M to \$25 M</b>	<b>\$1 M to \$5 M</b>
Kingdom of Saudi Arabia	Sheik Mohammed H. Al-Moudi Nasser Al-Rashid (Saudi Arabia) Dubai Foundation (UAE connection) Issam Farres & The Wedge Foundation Friends of Saudi Arabia State of Kuwait State of Qatar The Sultanate of Oman The Zayed Family (UAE connection)

The Clinton Foundation received at least \$41 to \$46 million from foreign governments [49], [50]. Of all the foreign government donations, the Kingdom of Saudi Arabia gave the largest. Based on the donor list shown in Table 5.4, the Clinton Foundation has received significant financial contributions from the Middle East. Upon its opening the Clinton Presidential Library, which is 165,000 square-feet, was the largest within the NARA presidential library system [51]. After the Reagan Presidential Library added another building in 2005, the Clinton Presidential Library became the second largest in terms of physical size [45], [52], [53]. Sizable Middle Eastern financial contributions helped build the Clinton Presidential Library.

### **Summary and Conclusions**

President George Bush was the first U.S. President to receive donated funds from more than one Muslim world country to build his presidential library. Six Muslim world countries contributed to the Bush Presidential Library. They are listed on the founding donor wall in the Bush Presidential Library's entrance area. The number of Muslim world countries, which financially contributed to the Bush Presidential Library and Museum's construction is historically unprecedented. The countries which donated are: Kuwait, United Arab Emirates, Saudi Arabia, Oman and Morocco. These donations are attributed to the historic cooperative effort between the U.S. and the Muslim world countries during the Persian Gulf War. President Bush freed Kuwait after it was captured by the Iraqi dictator Saddam Hussein. President Bush built and fortified the diplomatic relationships with the Muslim world countries.

The U.S. presidential libraries following the Bush Presidential Library have and will receive significant financial benefits from the Muslim world relationships established by President George Bush. President Clinton received very large financial contributions from five Muslim world countries. President George W. Bush is expected to receive financial contributions from the Muslim world. The expectation is based on

being the son of President George H.W. Bush, Operation Iraqi Freedom and his financial commitment to the restoration efforts in Iraq. It is highly likely he will receive Muslim world funds given the U.S. economic dependence on oil and the prominence of oil protection in U.S. foreign policy.

The results support my hypothesis:

H1<sub>A</sub>: President George Bush's liberation of Kuwait increased the inflow of Muslim world funds to his presidential library.

Table 5.5 shows the number of Muslim world donors to U.S. presidential libraries has increased beginning with the George Bush Presidential Library. President George Bush dramatically increased the flow of Muslim world funds into U.S. presidential libraries. I attribute President Bush's increase in Muslim world funds to his liberation of Kuwait and the diplomatic and security partnerships he forged with the Muslim world countries during the Persian Gulf War. Truly, his diplomatic efforts benefited from the Muslim world relationships he developed during his pre-presidential career. President Bush made historic diplomatic relationships with the Muslim world countries and achieved unprecedented levels of cooperation from them during the Persian Gulf War effort.

TABLE 5.5  
MUSLIM WORLD COUNTRY DONORS COMPARISON

<b>U.S. President</b>	<b>Number of Muslim World Country Donors</b>
Jimmy Carter	1 Saudi Arabia
Ronald Reagan	0
<b>George Bush</b>	<b>6</b>
William J. Clinton	5
George W. Bush	? (expected to receive funds)
Barack Obama	? (probably will receive funds)

It is assumed the President Reagan did not receive large foreign government or Muslim world country donations. The Reagan Presidential Library Foundation did not respond to my request to confirm my assumption. The media has reported the Reagan Presidential Library does not respond to donor list requests. The media and scholarly reports only mention American philanthropists and corporations as the founding donors.

#### 5.4 CORPS OF CADETS' INFLUENCE: RESEARCH QUESTION THREE

Did Texas A&M University's Corps of Cadets influence his presidential library site selection by resonating with his past military career and presidential role as Commander in Chief?

##### **Objective Two**

To determine whether or not President George Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

##### **Hypothesis Two**

H<sub>2A</sub>: President George Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

##### **Texas A&M University Proposal**

When the presidential library proposal process was narrowed down to three Texas universities, Texas A&M University emerged as the clear winner. Texas A&M University offered Bush the best proposal [54]. It would provide him with the largest library site, an academic graduate program in government and public service to be named after him and the commitment to raise the projected \$85 million for the Bush Presidential Library Center without his fundraising help [54]. Aside from these major considerations, Bush's decision rested upon some other significant factors.



Months prior to the Bush Presidential Library and Museum dedication, the Executive Director of the Bush Presidential Library Foundation, Don Wilson, said Bush's decision to select Texas A&M University was heavily influenced by its extensive military tradition and overall conservative nature of the university [54]. Prior to his work with the Bush Presidential Library Foundation, Don Wilson was the Archivist of the United States during Bush's presidency. He was appointed by the President as all U.S. Archivists are [55]. With each incumbent President, there is a newly appointed U.S. Archivist. Wilson was very involved in helping Bush with site selection details, presidential records and paper preservation and the transition of the presidential materials when Bush left office. Wilson was very close to Bush during all presidential library phases.

### **Corps of Cadets**

*Graduates of Texas A&M have provided strong leadership to their country in both peacetime and wartime. The University provides more military officers than any other institution of higher education in the nation, save the military academies.*

*From Texas A&M University Proposal*

Texas A&M University prominently displayed the Corps of Cadets in their official presidential library proposal to President George Bush [56]. Of the 41 photographs included in the proposal, seven show the Corps of Cadets. Two of the photographs show the Corps of Cadets Ross Volunteer Company in formation with their sabers greeting the Bushes. Those are impressive pictures and give the President an idea of the kind of regal treatment he can expect at Texas A&M University. At the end of this section, I have included two photographs (Fig. 5.7 and Fig. 5.8) of President Bush with the Ross Volunteer Company, which is the oldest honor guard company in Texas and serves the Governor of Texas.

Originally, Texas A&M University was an all-male military academy [54]. By 1900 it had 327 cadets, and the number grew along with the university [57]. Women were admitted into Texas A&M University in 1964 [57]. Almost ten years later in 1973, they were allowed to join the Texas A&M University Corps of Cadets [57]. They had their own unit and were not integrated into the Corps of Cadets [57]. The Corps of Cadets Aggie Band was the first coed unit in 1985 [57]. By 1990 women became more integrated into the Corps of Cadets [57].

Texas Aggies have served with distinction and honor in every U.S. call to arms since the Spanish-American war in 1898 [58]. Seven Texas Aggies have received the Medal of Honor, the U.S. Military's highest award, for their service to our nation [58]. Many more have been Generals and Admirals [57]. During World War II, Texas A&M University played a large role in training commissioned and noncommissioned officers [58]. Texas A&M University provided 5,000 trained and commissioned officers from its Corps of Cadets program [58]. Additionally, Texas A&M University provided military training for 13,000 other men [58]. In 1943 the movie, *We've Never Been Licked*, about an Aggie cadet, was released [59]. Currently, at the George Bush Presidential Library and Museum, there are some artifacts from the Texas Aggies who served during the Persian Gulf War.

Many of Texas A&M University's school traditions are military-inspired. They originated from the Corps of Cadets, who are known as *Keepers of the Spirit* [60]. George Bush was aware of Texas A&M University's traditions. During his first year as U.S. President, he gave his first presidential commencement address at Texas A&M University on May 12, 1989. In those remarks, President Bush acknowledged the special Texas A&M University traditions. He said,

And when you look back at your days at Texas A & M, you will have a lot to be proud of: a university that is first in baseball and first in service to our nation.

Many are the heroes whose names are called at Muster. Many are those you remember in Silver Taps [61].



George Bush Presidential Library and Museum

Fig. 5.7. Presidential Welcome. President Bush and his daughter, Doro, arrive in College Station, Texas and are greeted by the Texas &M University Corps of Cadets' Ross Volunteer Company.



George Bush Presidential Library and Museum

Fig. 5.8. Military Respect. President George Bush standing with the Texas A&M University Corps of Cadets Ross Volunteer Company in front of his presidential library at Texas A&M University.

George Bush's lead role in the liberation of Kuwait is a prime example of his action as Commander-in-Chief. Bush brought together an international coalition of 30 nations to accomplish returning Kuwait's sovereignty. His excellent personal diplomacy skills helped him to bring the nations together for collective security and a *New World Order*. Due to the Persian Gulf War with its Operations Desert Shield and Storm, President Bush was very active in his role as Commander in Chief. This undoubtedly

reinforced his value and respect for military personnel and the selfless service required when called to arms.

Figure 5.9 shows President Bush in his presidential role as Commander-in-Chief of the U.S. Armed Forces.



George Bush Presidential Library and Museum

Fig. 5.9. Commander-in-Chief. At the U.S. Pentagon President Bush participates in a Joint Chiefs of Staff Briefing about the Persian Gulf War crisis. U.S. Secretary of Defense, Dick Cheney, and Chairman of the Joint Chiefs of Staff, General Colin Powell, are present. The Joint Chiefs of Staff are the top U.S. military leaders who advise the President. This meeting occurred on August 15, 1990; 13 days after the start of the Persian Gulf War.

## Speeches as U.S. President

These excerpts from speeches George Bush gave during his presidency reveal his values. In his January 1989 inaugural address, President Bush showed his Christian faith by saying a prayer and his belief of how military power should be used [62]. He said,

Write on our hearts these words: "Use power to help people." For we are given power not to advance our own purposes, nor to make a great show in the world, nor a name. There is but one just use of power, and it is to serve people. Help us remember, Lord. Amen.

President Bush also addressed military service and patriotism in his inaugural address [62]. He said,

The old ideas are new again because they're not old, they are timeless: duty, sacrifice, commitment, and a patriotism that finds its expression in taking part and pitching in.

During the Persian Gulf War Crisis in 1990, President Bush addressed the American people through a radio broadcast [63]. He reflected upon his personal military service during World War II. He said,

I've seen the hideous face of war and counted the costs of conflict in friends lost. I remember this all too well, and have no greater concern than the well-being of our men and women stationed in the Persian Gulf.

As U.S. President George Bush often gave commencement addresses at higher education institutions. His commencement address to the U.S. Military Academy at WestPoint, New York in June 1991 reveals his respect for the American servicemen and women. He said,

Our Armed Forces have shown what Americans can do when they see themselves not as white and black and red or brown but as one people united in common purpose, pulling for each other, helping each other, relying upon each other -- and in the process, getting the job done [64].

## Summary and Conclusion

Texas A&M University was the winner of the George Bush Presidential Library site selection competition. President Bush's decision to select Texas A&M University was heavily influenced by its extensive military traditions. Originally, Texas A&M University was an all-male military academy. Without including the U.S. military academies, Texas A&M University provides the most military officers of any American higher education institution. President Bush himself is a distinguished World War II veteran. The Persian Gulf War (1990-1991) occurred during his presidency. As Commander in Chief the President determines troop stationing, where they are sent and weapon use. The President gives all military generals and admirals their orders. President Bush has great respect for the American servicemen and women.

The results confirm my hypothesis.

H2<sub>A</sub>: President George Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

The Texas A&M University Corp of Cadets and university's military-inspired traditions did influence Bush's decision. All of the facts align to support my hypothesis: Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets. The combination of George Bush's personal military service during World War II and his presidential role as Commander in Chief played a large role in his selection of Texas A&M University as the site of his presidential library. Bush values selfless service, honor, duty and country. These are military service inspired values. Texas A&M University began as an all male military university. Today it continues to train future military leaders and graduates the most military officers outside of a U.S. military academy. Bush's selection of Texas A&M University resonates with his past distinguished military career and presidential role as Commander-in-Chief.

## 5.5 EDUCATIONAL TECHNOLOGY: RESEARCH QUESTION FOUR

What is the role of technology in the educational programming at the Bush Library?

The three primary roles technology plays are:

1. Maintaining the Bush Presidential Library's societal relevance
2. Engaging visitors
3. Facilitating learning.

### **Societal Relevance**

Technology is an everyday part of life in the 21<sup>st</sup> century. It represents the shift from the industrial to the knowledge economy. The younger generations are known as the digital generations [65]. They were raised with technology and are very comfortable using it. Even retirees are comfortably using technology [65]. The World Wide Web is a fundamental educational resource for people of all ages [66].

Educators use technology to facilitate and enhance student learning. Public school districts equip their schools and classrooms with technology. The newest toddler and infant toys include some educational technological components. Small children have small computers and computerized toys. Online distance postsecondary education is growing in popularity. Corporate training is done online through employee information portals. Technology is used in the formal educational system, workplace and even in children's toys.

Multimedia programs are essential for technology-enhanced learning [67]. They provide information-rich educational environments by presenting text and audiovisual information together. The digital generation views multimedia as cool. Multimedia programs tailor information to individual learning styles [67]. They promote self-guided learning by allowing the learner to choose the activity type and order. Programs can be



replayed. The learner receives feedback. The visuals help those who are visual learners. Learners are engaged with the material through real world simulations [67].

Aside from technology, the 21<sup>st</sup> century is known for the trend of personal life long learning [68]. It is widely recognized learning can take place outside of the classroom. Even cultural institutions, such as museums, contribute to developing habits of lifelong learning. As informal learning centers, museums have moved away from being sacred places to becoming social gathering places where personal and societal learning takes place [69], [70].

Another modern trend is museum visitors want to actively participate in content creation and meaning making experiences [71]. Visitors want easy access to content, the ability to control it, interactivity, personal relevance and personal interpretation [71]. Basic visitor expectations are connectivity and mobility. Museums must follow these visitor trends and expectations in order to remain relevant. They must continue to incorporate technology into their exhibits and educational programs.

### **Engaging Visitors**

The museum's objective is to engage its visitors [72]. The way visitors are engaged is through self-directed learning [72]. Self-directed learning involves the learner's control of content timing, access, repetition and instant feedback. Technology facilitates self-directed learning and learner motivation.

The digital generations are the target audience for the Bush Presidential Library and Museum's educational programs. In order to engage these school children, technology must be used for instructional purposes. As technology delivers more customization to the world and society, the digital kids expect customized educational

programs [73]. Multimedia technology helps engage learners of different styles and rates; thus, making their educational experience more personal.

Visitors want to actively participate in content creation and meaning making experiences. Learning is an ongoing conversation involving the world, its things, oneself, teachers and other learners [74]. Technology can function as a conversation partner for the learner by providing information about the immediate context [74].

Aside from the objects it contains, a museum must be defined by its visitor-created experiences [75]. Audiovisuals attract visitor attention and expand visitor experiences. They stimulate learner interest and motivation [76]. When walking round the Main Gallery of the Bush Presidential Library and Museum, there are a lot of photographs, sounds and films. It has a lot of audiovisual interactive digital programs. There are films being shown in the Main Gallery. There are push button interactive digital programs where the room of the White House changes with each push of the button.

### **Learning Facilitation**

Museums promote drama and spectacle [76]. The learning context is different from that of a formal school setting. Museum environments are rich and contain elements of surprise. Sometimes, museum environments can be overwhelming, but other times they can be inspiring and spark visitor curiosity [76].

There are five basic ways the technology at the Bush Presidential Library facilitates learning. They are: facilitating role playing in a real world situation, providing a variety of information sources, providing parallelism, self-directed learning opportunities, collaborative learning and providing online information access. For each

of these ways technology facilitates learning at the Bush Presidential Library, I will provide some of my first-hand field work experiences.

### **Role Playing in Real World Situations**

Digital technology helps to construct real world systems, represent information in varying forms and provide reminders of the museum experience. The real world systems digital technology replicates would be impossible using the traditional educational formats [77]. The digital creation of real world systems aligns with student interests and provides an authentic learning environment [77]. Learning involves connecting what you already know to what is new. The digital role playing situations at the Bush Presidential Library and Museum help facilitate this process.

#### *Central Intelligence Agency*

My field notes from my observations show how the technology simulates real world experiences. My participation and observation is as follows:

“That’s so cool,” said a boy to his mother after he placed his hand on the scanner and the computer program recognized it. A neon green outline of the CIA seal moves along the floor. A reconnaissance satellite hangs above us. A miniature camera and a very thin, pipe-like metal canister for holding secret messages are among the intelligence gathering items found in the cabinet drawers.

After they left, I took my turn. I placed my hand on the scanner. I felt as though I were entering a top secret office containing classified information. Suddenly, I felt important. The scanner was similar to those high-tech devices I read about in my computer information systems courses. I was reminded of the eye scanners used to confirm employee identity. In an instant my hand was scanned. *Identity confirmed.....live feed from thermal x-ray sensor.....*

*The White House Situation Room (Fig. 5.10)*



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.10. White House Situation Room.

The following is my personal experience using the museum technology in a real world simulation.

As I entered the wood paneled room, I saw the flat screen monitor. An image of the presidential seal on a bright blue background showed the countdown 1:33 minutes before the briefing. I sat in the well-cushioned vinyl chair and saw a *Top Secret* notice next to the touch screen in front of me at the long table. Suddenly, I heard the sound of Middle Eastern music. The briefing had begun. Saddam Hussein was shown, and the situation leading to the Persian Gulf was being described. I turned my attention back to the touch screen monitor and multimedia program on the table in front of me.

I was a member of President Bush's National Security Council. I checked the dossier to see who else was present. I looked at the event timeline. It was October 30, 1990. The National Security Council is making a decision on the Gulf War Strategy. I chose to stay with that situation. After reading the brief introduction, I touched the situation icon and was given the following situation.

*As a member of the National Security Council, what would you have advised President Bush to do after General Powell's presentation?*

I was given three choices. In summary they were:

- A. Continue the sanctions.
- B. Compromise between military and President and his National Security team.
- C. Approve the plan. Sanctions aren't working. The coalition can't stay together forever. The war is what the military said they need to get the job done.

As a member of the National Security Council, I advised President Bush to approve the plan (choice C). Instantly, I received feedback on my choice.

*Congratulations President Bush Took Your Advice.*

### *The Persian Gulf War*

The following is my personal experience with the museum technology simulating a real world experience. The Bush Presidential Library and Museum has a replica of an officer's tent (Fig. 5.11). It is known as the Persian Gulf War Theater. I sat inside the tent and listened to U.S. military personnel recall some of their experiences. My journal entry is as follows:

Sounds of bomb blasts and aircraft alert me to the war at hand. Red lights appear. I see sand. On television President George Bush is announcing what has happened. The television goes out and becomes a static garble. I see American

service men and hear their voices as they describe what it is like to be in the Persian Gulf. On the wall is a photo of a woman, probably the officer's wife. A few military objects are around on the sleeping cots and crates doubling as furniture. There's a small Texas A&M flag. This is where the officers sleep and live during the Gulf War.

As I sat on a khaki military cargo crate inside the officers' tent I was immersed in the Persian Gulf War environment. Away from the action inside the tent, I felt isolated but very aware of the events occurring. Maybe this is how our servicemen and women felt when they were inside trying to sleep, being away from family and friends in a foreign country surrounded by danger and the unknown – not knowing if you would live, be injured or die during this fight for freedom.

Figure 5.11 shows the interior of the officer's tent, which is located in the Bush Presidential Library Museum.



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.11. Officer's Tent. Inside the Persian Gulf War Theater officer's tent, the voices of U.S. military personnel are heard as they recall their war experiences.

### **Information Variety**

Technology allows the museum to provide people with a variety of information and a customizable learning environment. Media such as video, animation, sound, text and static images are the various information sources. The following are my observations.

While touring the Main Gallery, I notice each exhibit section has at least one monitor playing a film. Some of the monitors are small, and those tend to be found in the less emphasized sections. The headline sections, such as Bush's military career during World War II, have large screen monitors playing the films for maximum drama and visitor attention attraction.

Each exhibit area in the Main Gallery contains a mix of physical objects (memorabilia), photographs, text, archival documents and technology. The technology may be an interactive program a visitor can access through a touch screen or buttons. It might also be a flat screen monitor playing an audiovisual film. Voices and music are often heard in the background. Technology might even include a video game, such as landing the plane of an aircraft carrier. I have tried this game. I have seen children and adults play this game. Each exhibit area is information rich with a variety of sources spanning the traditional to the contemporary technological.

The visitors I observe are examining bits and pieces of the information. I am doing the same thing. I am selectively choosing the information with the most interest and meaning to me. Each exhibit contains such a variety and volume of information. It is difficult to absorb it all at one time, especially when there are generally self-imposed and facility-mandated time constraints on a museum visit. The variety of information the Bush Presidential Library and Museum provides in each exhibit area gives the visitor a large selection of material to find something of interest. Out of everything displayed, it seems as though there is at least one thing for each individual that attracts the individual's interest and provides a museum learning experience.

## Self-Directed Learning

The interactive digital activities at the Bush Presidential Library and Museum require user input. The user chooses the learning topic, amount of information and timing of it. This makes the learning experience very user-directed. The user makes the decisions about how he interacts with the content. When users have information choices, there is a higher likelihood they will select information of personal interest to them. Thus, their motivation to learn more about the topic is increased. When motivation increases so does immersion in the activity. This is what Hungarian-born psychology professor Mihaly Csikszentmihalyi calls the *flow*. Athletes call this state being in the *zone*. When experiencing this total immersed state, the individual's learning becomes intrinsically motivated.

The flow is the state of focused concentration. An individual's sense of time and self is forgotten because he is so absorbed in the activity. Being in a state of flow is a positive psychological experience and brings happiness to the individual. Using the digital interactive displays at the Bush Presidential Library and Museum is an exercise in self-guided learning. I immersed myself into self-learning at the Bush Presidential Library and Museum.

### *Domestic Policy: Building A Better America*

The following is one of my experiences interacting with the museum technology for self-guided learning.

After exiting the walk through Oval Office replica, I arrived at the Domestic Policy interactive stations (Fig. 5.12) located against the wall filled with a contemporary collage of text and graphics. I sat down on a black stool. The interactive display was in front of me like a desk. There was a speaker to my left and a large touch screen on my right.

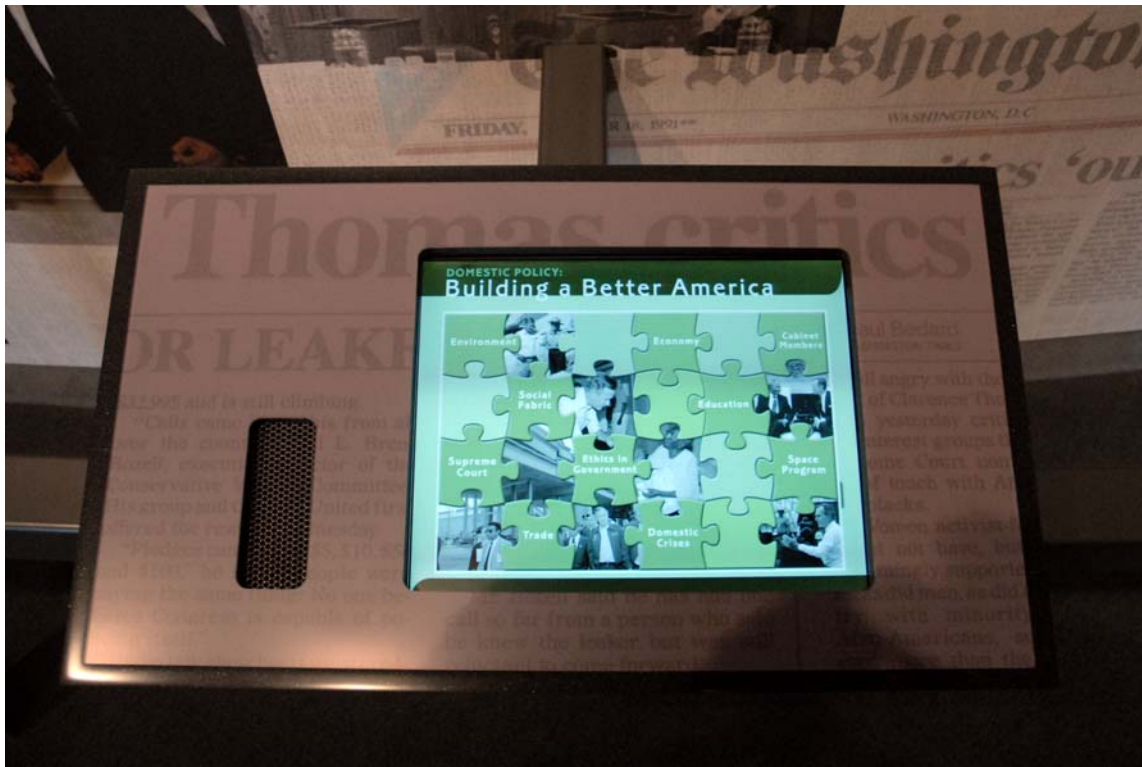




George Bush Presidential Library and Museum, Brian Blake

Fig. 5.12. Interactive Kiosks. The interactive learning stations in the Domestic Policy exhibit guide museum visitors through President George Bush's domestic policies.

I was given a choice of domestic policy issues (Fig. 5.13).



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.13. Domestic Policy. At the domestic policy interactive kiosk, the museum visitor is given a choice of President George Bush's domestic policies. This is the initial screen and main menu.

I began by pressing Education (Fig. 5.14).



George Bush Presidential Library and Museum, Brian Blake

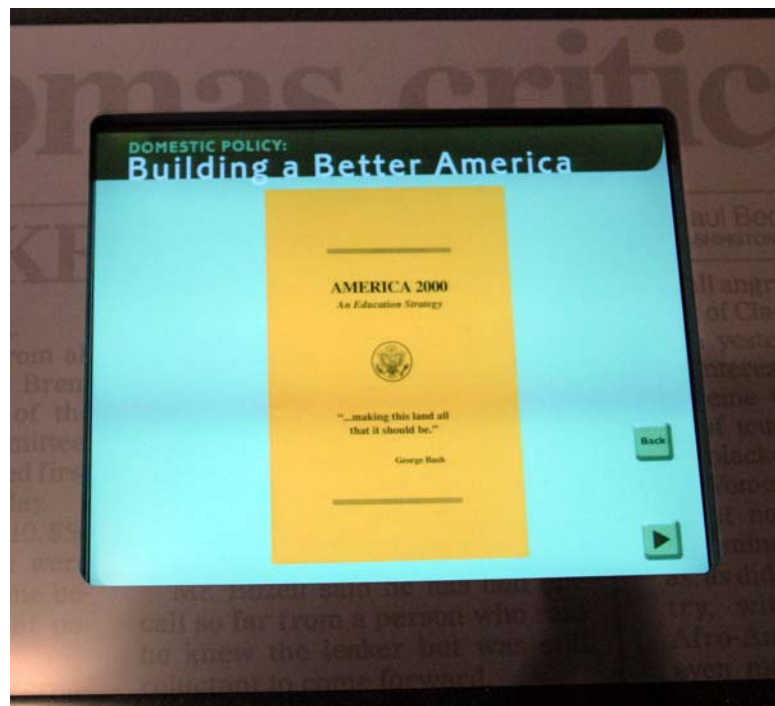
Fig. 5.14. Main Menu. This is President George Bush's Education policy main menu screen.

The following is my experience with the multimedia technology.

A narrator's voice talks about the 1989 Education summit and how it was the first time in history national goals were established. On the screen there was some brief overview text, the same as what the narrator read, and a photograph. At the bottom of the screen page were puzzle pieces containing more information options. My choices were: President Bush's Speech, National News Coverage, Documents and Photos. I touched Documents. I saw *America 2000: An Education Strategy* (Fig. 5.15), a schedule of events President Bush attended in April 1991 and other related archival documents. These were the scanned copies

of the actual documents. Seeing them in this format was much more convenient than trying to find them in the archives.

Figure 5.15 is a screen shot of an archival document available for view through the multimedia kiosk in the Domestic Policy exhibit of the Bush Presidential Library and Museum.



George Bush Presidential Library and Museum, Brian Blake

Fig. 5.15. Archival Document. This is a screen shot of *America 2000: An Education Strategy*, an archival document related to President Bush's educational policy. By touching the arrow icon located on the bottom right corner of the screen, the viewer can turn to the next page of the document.

My research experience with the multimedia technology continued as follows.

Next, I touched photos icon. I saw photographs of President Bush with school children and attending education policy related events. I saw one photo at a time. I pressed the screen to control the amount of photographs I wanted to see. I could stop at any time and return to switch selections or return to the main menu.

After viewing several photographs, I selected national news coverage. The actual television footage of news anchor Peter Jennings reporting is shown. After watching this, I press the screen and hear Brit Hume of ABC News reporting on Bush's education policy. I have the option to replay any of the audiovisual footage.

Finally, I selected President Bush's speech. The television footage of President Bush speaking is shown. My learning experience is enriched by hearing President Bush's voice. During his speech Bush said, "We must recognize learning is a lifelong process."

## **Collaborative Learning**

### *General*

As a social gathering place, the Bush Presidential Library and Museum offers formal and informal opportunities for collaborative learning. Technology can spark and facilitate some of the collaborative moments. The formal opportunities occur when the educational docent leads a group of school children through the museum exhibits and directs the children to the interactive media while leading discussion. The informal opportunities happen spontaneously among family and friends who are visiting the museum together.

### The White House Situation Room

The following is an excerpt from my field notes.

I was sitting in the Situation Room working with one of the touch screen computer programs when I heard someone next to me ask, ‘which one did you choose?’ I was aware of the young man and woman who were sitting next to me. They appeared to be college age. They each sat at separate computer screens and went through some of the selections. They began talking about which response they would choose in addressing the situation.

### Vice Presidential Travel Exhibit

The following is an excerpt from my field notes.

A father and his young son are staring at the large flat screen monitor. There’s a bright green map showing the continents and a timeline from 1981 to 1988 below it. At the top is a counter displaying bright green numbers in real time. An arrow is bouncing around from continent to continent as the names of countries appear in white text on the map. This digital display is chronicling Vice President Bush’s world travels.

“That’s a lot of miles,” said the father, “It’s tiring just watching.” He and his son looked at the objects, such as the vases, model airplane and ivory tusk, on display below the monitor. They briefly talked about what they saw.

### Beyond the Moon: NASA’s Continuing Mission

The following is an excerpt from my field notes.

A girl stood on the digital solar scale while her mother and sister watched. The scale helped illustrate how human weight changed according to planet location. It appeared as though the mother were helping to explain the concept.

### *Teachers*

For teachers the Bush Presidential Library and Museum offers yearly educational seminars. These seminars and workshops invite peer interaction and collaboration. The Bush Presidential Library and Museum offers teacher resources online. Among the resources offered are downloadable Texas curriculum aligned lesson plans. These lesson plans were created by local Texas school teachers. The availability and sharing of these lesson plans creates a collaborative learning environment for teachers.

### **Online Information Access**

#### *General*

Online access to archival and museum collections extends the museum experience beyond the physical museum facility and visit. Digital technology allows for digitizing artwork and object images and linking to museum resources through the museum Web site. The Bush Presidential Library and Museum has some of its textual and audio-visual archival holdings available for download online. This provides a convenience for the visitor who wants to view some of the archival material from a classroom, office or home. It also allows the visitor to probe a topic more deeply. For example, if the visitor were interested in viewing more photographs of the Persian Gulf War, then he can go online and view them. If a person wants to know the types of speeches President Bush gave, then he can search the Public Papers section and find them. This online information access provides people with access to the Bush Presidential Library and Museum archival collections regardless of geographic distance and time.

## Archives Online

I visited the Bush Presidential Library archives online several times. This is an example of one of my experiences.

One night I was working on answering one of my research questions. I had wanted to include some of President Bush's commencement addresses but had run out of time during my physical visit to the archives to review them. I really wanted to analyze those documents soon so I could finish my work. I went online and found them in the searchable Public Papers section. That night I completed my research question.

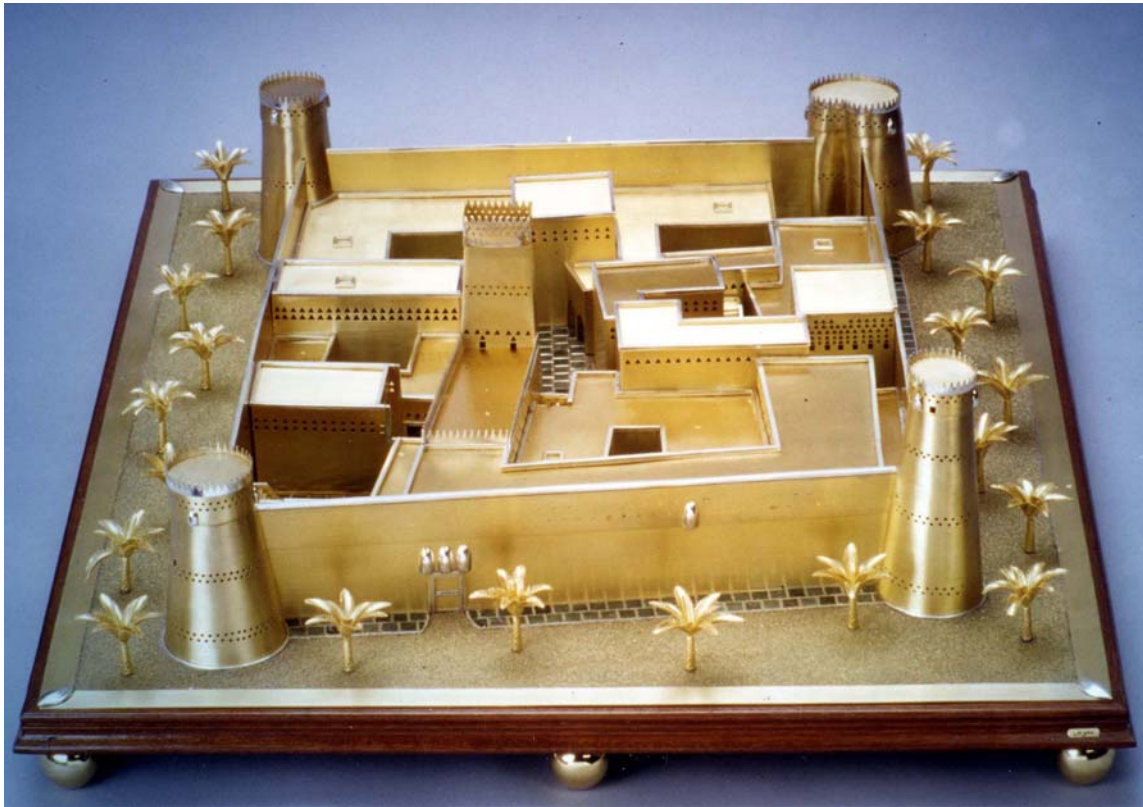
## Audio-Visual Online

My online research experience continued as follows:

I wanted to see the solid gold model of the Musmak Fortress (Fig. 5.16) given to President Bush by His Royal Highness King Fahd of the Kingdom of Saudi Arabia. The fortress is worth millions of dollars. I wanted to see the design and art of it again. Some time had passed since I had seen it, and I was trying to describe it to someone. I found a close-up photograph of it online in the link, [Gifts Given to the President](#).

While I was in the link, I looked at the other photographs of gifts. I thought about how they could be used as discussion tools for teachers at some point after a visit to the Bush Presidential Library and Museum. What does this gift reveal about the culture and characteristics of the country and culture? Having access to this material online seems like a good resource for teachers looking for creative supplemental materials to connect past learning to future learning units.





George Bush Presidential Library and Museum

Fig. 5.16. Musmak Fortress Model. This solid gold model of the Musmak Fortress was given to President George Bush by His Royal Highness King Fahd Bin Abd Ali-Aziz Al Saud of the Kingdom of Saudi Arabia. Built in 1865 the Musmak Fortress is considered the birthplace of modern Saudi Arabia.

### *Teachers*

For teachers the Bush Presidential Library and Museum offers special teacher resources online. These resources include: Texas state curriculum aligned lesson plans, interactive learning program lesson plans, and exhibit learning programs. Online access to these resources allows a teacher to plan ahead for museum field trips and also provides an overview of what to expect from the particular educational program. In addition, these lesson plans are an educational resource teachers can implement in their own classrooms.

## Summary and Conclusions

Technology plays three primary roles at the Bush Presidential Library and Museum. It maintains the Bush Presidential Library's societal relevance, engages visitors and facilitates learning. Technology is an everyday part of life and education in the 21<sup>st</sup> century. With its multimedia content and programs, technology engages visitors by attracting their attention and expanding their learning experiences. Technology helps to define visitor experiences and allows them to actively engage with the information content.

With the addition of multimedia programs and interactive technology, the Bush Presidential Library and Museum provides a dynamic learning environment, which follows societal and educational trends. It represents the cutting-edge presidential library. Currently, it incorporates the most modern technology of the existing presidential libraries. The museum component of the Bush Presidential Library underwent a complete renovation in 2007. This renovation involved the addition of new educational technology and multimedia kiosks. The renovation was partially influenced by the fact President Bush attended the Clinton Presidential Library dedication in 2004 and saw the technology incorporated into the museum. Technology rapidly changes, and what was modern in 2004 is no longer considered cutting-edge in year 2007.

Technology enhances its educational programming and makes the museum experience more appealing to the digital generation. The multimedia content greatly enriches the museum experience and makes acquiring information more stimulating. There is such an abundance of multimedia content repeat visits are encouraged to interact with it all. Visitor engagement and repeat visits are important operational objectives for the Bush Presidential Library and Museum. Repeat visits encourage lifelong learning and help support our knowledge-based economy.

## 5.6 BENEFITS: RESEARCH QUESTION FIVE

In what ways is the Bush Presidential Library Center and Texas A&M partnership mutually beneficial to the Bush Presidential Library Center, Texas A&M University, scholars, community and American people?

The benefits will be addressed in the following sections:

- 5.7 Bush Presidential Library Center
- 5.8 Texas A&M University
- 5.9 Scholars
- 5.10 Bryan/College Station Community
- 5.11 American People

## 5.7 BUSH PRESIDENTIAL LIBRARY CENTER

This section is very important for future presidential library planners. I have identified the key areas where the Bush Presidential Library Center benefits from its partnership with Texas A&M University. Although some of these areas are unique to Texas A&M University, their identification provides a general framework of factors representing a successful university and presidential library partnership. During the site selection process these critical success factors should be closely examined.

The Texas A&M University and Bush Presidential Library Center partnership is a successful one. The Bush Presidential Library Center benefits from being hosted by Texas A&M University in many ways. The three key benefits Texas A&M University supplies to the Bush Presidential Library Center are:

1. Trust
2. Location
3. University Resources

**Trust**

Texas A&M University honors its commitments and pledges to serve our global society for the greater good. President Bush could trust promises would be kept, and his vision for his presidential library would be followed and maintained. The George Bush Presidential Library Steering Committee Chairman assured President Bush Texas A&M University was committed to the long-term vision for his presidential library not only for him but the nation [78]. Through past associations and established professional relationships with key figures on the George Bush Presidential Library Steering Committee and Texas A&M University System Board of Regents, trust between George Bush and Texas A&M University was built. President Bush's relationship with Texas A&M University began during his days as a Congressman and grew over the years [36].

**Location**

The Bush Presidential Library Center benefits from Texas A&M University's abundance of land. The Bush Presidential Library Center was given a 90 acre site [79]. As a landgrant college, Texas A&M University provides a central location and superb park-like setting for the Bush Presidential Library Center. Here, it is surrounded by live oak trees, a creek, meadows and native plants. The atmosphere is tranquil. College Station is within driving distance from the major Texas cities: Houston, Austin, San Antonio and Dallas/Fort Worth. College Station is easily accessible. Texas A&M University has plenty of space so the area is not congested as in other urban areas. Parking for cars and school buses is convenient and accessible.

## University Resources

Texas A&M University provides the Bush Presidential Library Center with:

1. The same core values as President George Bush
2. Financial support
3. An established public service program
4. A recognized political science department
5. A sound academic reputation
6. Strong institutional and community support
7. Visitor attraction assistance.

### *Core Value Alignment*

President George Bush and Texas A&M University share the same core values [80], [87]. This makes the partnership between the Bush Presidential Library Center and the university harmonious. Like President Bush, Texas A&M University honors tradition, values leadership and education as a tool for success in life. Texas A&M University honors family and duty to country. Although Texas A&M University is a public university, Christianity's influence is felt among the university community. These influences parallel Bush's strong Christian faith and values.

The core values are the same. President Bush's selfless service is evident from his military and public service careers as well as his advocacy for volunteer work. Texas A&M University views its six core values as the support structure for its educational mission of developing leaders with character, who serve selflessly for the greater good [82]. In terms of core values President George Bush and Texas A&M University are aligned.

### *Financial Support*

The Bush Presidential Library Center is a beautiful magnificent tribute due greatly to Texas A&M University System's financial resources. The Bush Presidential Library Center benefits from Texas A&M University's:

1. Initial capital investment
2. Infrastructure and contractual support
3. Alumni support
4. Capital campaigns.

#### Initial Capital Investment

Texas A&M University invested significantly in building the Bush Presidential Library Center and contributing to the required operating endowment. From the beginning, Texas A&M was ready to financially support the Bush Presidential Library Center. It designated 90 acres for the project. It promised to raise the money for the planning, design and construction of the Bush Presidential Library Center [83]. President Bush was uncomfortable with having to fundraise so Texas A&M University pledged to acquire the necessary financial resources without involving him in the donor solicitation [84]. The money was raised.

The total cost for the Bush Presidential Library Center was \$83 million [85]. The Bush Presidential Library and Museum cost \$40 million [84]. These funds were given by private donors, including individuals associated with Texas A&M University in some way, for the design and construction of Bush Presidential Library and Museum. Upon dedication the Bush Presidential Library and Museum building was donated to the federal government to operate and maintain [86].

The Texas A&M University-owned academic component of the Bush Presidential Library Center containing the Bush School of Government and Public Service cost \$43 million [85], [87]. The funds for the Bush School of Government and Public Service came from Texas A&M University and the state of Texas. During the January 1994 Texas A&M University System Board of Regents meeting, the budget for the academic unit of the Bush Presidential Library Center was approved for the amount of \$43 million. The corresponding text is as follows:

The revised preliminary design and corresponding budget in the amount of \$43,000,000.00 for the Academic Component of the Bush Presidential Library Center at Texas A&M University is approved [87].

The Bush School is supported by public and private funds as are the other academic units within the Texas A&M University.

At the time of the dedication in November 1997, Texas A&M University and the Bush Presidential Library Foundation presented the Archivist of the United States a check for almost \$4.5 million to establish the operating endowment for the Bush Presidential Library and Museum [86]. The Presidential Libraries Act of 1986 required the creation of an operating endowment of 20% of the presidential library's construction costs [36]. The operating endowment requirement was discussed during the Bush Presidential Library Steering Committee's meeting in October 1989 [36]. It was explained as follows:

There is an endowment requirement of 20% of the cost of the total net assignable square feet up to 70,000 square feet; above 70,000 square feet of net assignable space there is a punitive penalty clause [36].

The Bush Presidential Library and Museum was the first presidential library subject to the new requirements of the Presidential Libraries Act [36]. The National Archives and Records Administration, which oversees the U.S. presidential library

system, worked collaboratively with Texas A&M University System Board of Regents, the highest governing body in the Texas A&M University system, and the Bush Presidential Library Foundation to bring this presidential library project to fruition [86].

#### Infrastructure and Contractual Support

Texas A&M University owns and maintains much of the Bush Presidential Library Center's infrastructure. During the Texas A&M University System Board of Regents meeting in March 1992, Texas A&M University's responsibilities were clearly delineated. The text from the minutes order is as follows:

Texas A&M University will provide and maintain all site preparation and infrastructure development that occurs outside a five (5) foot perimeter of the Bush Library including, but not limited to parking, roadways, thermal and other utilities with grading and landscaping. Texas A&M University will negotiate with the National Archives for the maintenance, custodial and security services for the library facility.

To the extent allowed by law, these items will be applied toward the endowment required by the Presidential Libraries Act of 1986 [88].

#### Alumni Support

The Bush Presidential Library Center financially benefits from Texas A&M University's alumni, who are referred to as former students. With over 279,000 members, the Texas A&M University Association of Former Students is an asset to the Bush Presidential Library Center [89]. Former students of Texas A&M University are among the founding donors listed on the donor wall in the rotunda of the George Bush Presidential Library Center. The Class of 1996 was a founding patron. In a meeting shortly after President Bush's announcement of Texas A&M University as the home of his presidential library, the Chairman of the Bush Presidential Library Steering Committee affirmed the value of university alumni to presidential libraries. He said,



The more alumni know what's going on, the more interested they are going to be. I feel when fundraising time comes along you will find the alumni will be strong. When the Reagan Library left Stanford, they no longer had any alumni, and this hurt their fundraising [90].

The Chairman had served on the Board of Governors for the Ronald Reagan Presidential Library and was aware of the inner workings and challenges [91].

### Capital Campaigns

Texas A&M University's financial support continues today. During the Texas A&M Foundation's *One Spirit One Vision* six year capital campaign exceeding \$1 billion, the Bush School received money for scholarships, other forms of student assistantships, internships and endowed chairs [92]. This financial support helps the Bush School to attract and retain high quality students and faculty. The Texas A&M Foundation's *One Spirit One Vision* campaign began in 2001 and ended in December 2007 [92]. Aside from the publicized, large capital campaigns, the Texas A&M Foundation raises funds for the university and the Bush School year round.

Historically, the Texas A&M University System Board of Regents set the precedent for supporting the Bush School. About a year after the dedication of the Bush Presidential Library and Bush School, the Texas A&M University System Board of Regents held its regularly scheduled meeting. During the 1998 meeting, the Bush School was discussed. The Chairman of the Texas A&M University System Board of Regents said,

For all the pride we take in having been honored with the George Bush Presidential Library and Museum and the Bush School of Government and Public Service, and while we have come a long way from its birth, we have yet to realize the full potential of this most valuable asset. We should let no

organizational or financial impediments stand in the way of this progress of the Bush School [93].

Texas A&M University greatly assisted the financing of the Bush Presidential Library Center.

### *Academic Reputation*

The Bush Presidential Library Center benefits from Texas A&M University's academic reputation. I have defined its academic reputation as:

1. Research university
2. Established public service program
3. Recognized political science program

### Research University

Texas A&M University is among the nation's top public research universities [94]. With its 5,000 acre campus, it is one of America's largest universities. Established in 1876 Texas A&M University was the first higher education institution in Texas [94]. It, along with Prairie View A&M University, laid the foundation for the Texas A&M University System, which is composed of eleven universities, a comprehensive health science center and seven state agencies [94].

Texas A&M University is the flagship campus of the Texas A&M University System, with an operating budget of \$1.1 billion [94]. Texas A&M University's investment endowment fund is valued at \$5.6 billion [94]. The endowment fund is Texas A&M University's permanent invested capital fund, which generates yearly investment income for the university. Regular withdrawals are used to fund operations, hire faculty, upgrade facilities, provide scholarships and fund other special purpose

activities. Texas A&M University's large endowment fund gives it a solid financial base and strong source of supplemental income.

Texas A&M University is a research-extensive university generating research valued at over \$550 million each year [95]. It offers 376 degree programs, and 217 are graduate degree programs [94]. Texas A&M University's Fall 2008 enrollment was over 48,000 students [95]. In terms of enrollment Texas A&M University is the sixth largest American university [95]. For identifiable public interest contributions, Texas A&M University is ranked first by *Washington Monthly* [95]. It is ranked among the best colleges by *U.S. News & World Report* and *Kiplinger's* [95].

#### Established Public Service Program

Initially, a significant benefit to the Bush School was the existence of a graduate program in public service at Texas A&M University. Since 1979 Texas A&M University offered a Master of Public Administration degree through its political science department [56]. This helped establish a foundation for the Bush School [56]. Having an established base gave the Bush School a stronger likelihood for achieving success.

#### Recognized Political Science Department

The Political Science Department at Texas A&M University was already nationally recognized at the time of the Bush Presidential Library proposal. Texas A&M University is home to the world's leading presidential scholar, George C. Edwards III [96]. He was already a well-established presidential scholar working at Texas A&M University when the Bush Presidential Library was proposed. Edwards, a Distinguished Professor of Political Science, generated the vision and academic plan for the Bush School's academic and research programs. Dr. Edwards was a key member of the Bush Library Academic Program Planning Committee [36]. At the time of the Bush

Presidential Library Center proposal process, Texas A&M faculty members from the College of Liberal Arts where the Political Science Department was housed at the time, had published ten books about the U.S. Presidency. For the past 20 years the faculty in the political science department, were ranked among America's most productive based on the number of articles they published in major scholarly journals [96]. Texas A&M University began awarding bachelor's and master's degrees in political science in 1969 [96]. A Ph.D. degree was added in 1988 [96].

### *Strong Institutional and Community Support*

Strong institutional support is defined as university administrator, faculty and student support. Strong community support is defined as local community support. The Bryan/College Station community is the local community surrounding the Bush Presidential Library Center.

Texas A&M University proudly refers to itself as the home of the Bush Presidential Library and Museum and offers it valuable support [95]. From my observations, I have seen university administrators, faculty and students attend various events sponsored by the Bush Presidential Library Center. I have also noticed frequent Texas A&M University Corps of Cadets presence at the international speaker and conference events. The Sul Ross Volunteer Company, a special elite unit within the Corps of Cadets, is especially involved in some of the special events occurring at the Bush Presidential Library Center. The Sul Ross Volunteer Company is the official honor guard for the Texas governor [97]. They were present for the 10<sup>th</sup> anniversary celebration as was the Texas A&M University Student Body President, who spoke during the ceremony.

Texas A&M University and the surrounding community are proud to have the Bush Presidential Library Center located on campus. During the initial proposal

process, the George Bush Presidential Library Center concept received strong support from Texas A&M University's academic community and the local Bryan/College Station community. The Faculty and Student Senates approved of locating it on the Texas A&M University campus [80], [35]. At that time the Texas A&M University faculty and students held conservative values, and the majority voted Republican [36]. When President Bush spoke at the Texas A&M University commencement in December 1989, there weren't any protests or controversies [98]. After he gave his speech, there was "thunderous applause" [98]. After witnessing the negativity surrounding the proposed Reagan Presidential Library on the Stanford University campus, strong university community support was essential for President Bush and his future presidential library [35].

#### *Visitor Attraction Assistance*

When I spoke with the Mayor of College Station and the Education Coordinator at the Bush Presidential Library, I learned it is common for visitors to Texas A&M University to visit the Bush Presidential Library and Museum during the same trip. The Education Coordinator talks about the beneficial partnership. She says,

Last year we had a group from Louisiana. The teacher arranges the trip for them to see Texas A&M. Then they came to see us. We work with their schedules.

We had a group from Tennessee. They were doing a college trail. They came to see Texas A&M. It goes back to the teachers. We have school groups from all over the state – Houston, Austin, Dallas.

The Mayor of College Station adds,

When people come into town for tours or conventions, I'm sure they stop there. The Bush Library is an integral part of our presence and what we have to offer.

## Summary and Conclusions

The George Bush Presidential Library Center benefits from being hosted by Texas A&M University. An outline of the benefits Texas A&M University provides to the Bush Presidential Library Center is as follows:

The three key benefits are:

1. Trust
2. Location
3. University resources

I have defined university resources as:

1. Core value alignment
2. Financial support
  - a. Initial capital investment
  - b. Infrastructure and contractual support
  - c. Alumni support
  - d. Capital campaigns
3. Academic reputation
  - a. Research university
  - b. Established public service program
  - c. Recognized political science department
4. Strong institutional and community support
5. Visitor attraction assistance.

Texas A&M University supplies the Bush Presidential Library Center with trust, location and university resources. Texas A&M University honors its commitments and pledges to serve our global society for the greater good. As a land grant college, Texas A&M University provides a central location and superb park-like setting for the Bush Presidential Library Center. Texas A&M University provides the Bush Presidential Library Center with the same core values as President George Bush, financial support, an established public service program, a recognized political science department, a sound academic reputation, strong support and visitor attraction assistance.

The Bush Presidential Library Center greatly benefits from its partnership with Texas A&M University. For the Bush Presidential Library Center partnering with Texas A&M University was the best choice. It receives major benefits. The land and financial resources given by Texas A&M University have helped it tremendously. The buildings would not be as elegant and sophisticated had it been located somewhere else, and Texas A&M University's available land was unmatched. The parallel in values between the university and President and Mrs. Bush make it an excellent fit. Texas A&M University's academic reputation and related established programs provided a base and continue to support the Bush School mission.

## 5.8 TEXAS A&M UNIVERSITY

This section presented the benefits of the Bush Presidential Library Center to Texas A&M University and how its faculty and students benefit from hosting the Bush Presidential Library Center. Most of the benefits originate from the Bush Presidential Library and Museum. The major benefits are: alignment with the university strategic plan, global historical research resources, George Bush School of Government and Public Service, speakers and conferences with academic value, marketing benefits and an on-campus museum. In addition to the major benefits, there are some smaller scale benefits, which are often overlooked. I have included a summary of them to show how Texas A&M University benefits in large and small ways from the Bush Presidential Library Center.

The benefits to Texas A&M University are as follow:

1. Strategic plan alignment
2. Global historical research resources
3. George Bush School of Government and Public Service
4. Speakers and conferences with academic value
5. Marketing benefits
  - a. Institutional prestige
  - b. Image
  - c. Recognition and visibility
6. On-campus museum
7. Small scale benefits

### **University Strategic Plan**

Texas A&M University gained national and international recognition and valuable global historical research resources through its acquisition of the Bush Presidential Library Center. A segment of Texas A&M University's institutional plan, *Target 2000*, was realized when it won the opportunity to host the George Bush Presidential Library Center. The *Target 2000* plan called for more emphasis on internationalism, national recognition, graduate programs and research resources [99]. The George Bush Presidential Library and Museum symbolically and literally connects Texas A&M University to the world history that shaped the 21<sup>st</sup> century and its documentation.

George Bush's presidential career encompassed the most memorable world changing events of the late 20<sup>th</sup> century. These dramatic events shaped our current global and economic conditions. They occurred when America was at its zenith in terms of power, resources and reputation. This partnership connects Texas A&M University with distinction, greatness, internationalism, knowledge, progress and significant research resources. All of these are what it desired when it implemented its *Target 2000* and current *Vision 2020* strategic plans [99].



## Global Historical Research Resources

Original documents related to the fall of Communism, the opening of China and the liberation of Kuwait are kept, preserved and accessible in the Bush Presidential Library and Museum. For scholars interested in how presidential decisions were made during those historic times, the Bush Presidential Library has the primary source documents. This is an especially valuable resource for political science, history, military science, presidential history and other scholars. Over time as more of the presidential records and papers are released, the Bush Presidential Library and Museum will become more significant in term of the amount and depth of archival materials available.

### *University Faculty*

Texas A&M University faculty have used the Bush Presidential Library archives for data for their published books and articles. As I will discuss in the scholars section, Texas A&M University faculty and students benefit from having the Bush presidential records and papers located on campus. They do not have to travel anywhere to access them. They are conveniently located on campus near faculty and students. Recently, the Bush Presidential Library archives were used by Jeffrey A. Engel, a professor in the Bush School, for his book, *China Diary of George H.W. Bush: The Making of a Global President*. Martin J. Medhurst, a former professor in the Communications Department, edited the book, *The Rhetorical Presidency of George Bush*, featuring research papers about George Bush's presidency. Other Texas A&M University faculty members have published works utilizing the Bush Presidential Library archives.

*Students*

The majority of the dissertations written about George Bush were written by Texas A&M University students. Besides the faculty, Texas A&M University students benefit from having the Bush presidential records on campus. They receive hands-on research experience working with original documents. Students in history and speech communication courses are some of the common users of the Bush residential archival collection. One of the archivists at the Bush Presidential Library told me upper division history students come in to view the archives as part of a class assignment. The head archivist of the audio-visual collection said a speech communication professor regularly brought his students into the audio-visual archives to view and listen to Bush's presidential speeches. After viewing them, the students were then asked to watch the corresponding media coverage and evaluate how President Bush's speeches were interpreted by the media. The Bush Presidential Library archives help students develop their research, interpretation, analytical and critical thinking skills. All of these are necessary skills for the knowledge economy workforce, which the students will join upon graduation.

**George Bush School of Government and Public Service**

The Bush School is among the best schools of public service in America [100]. It added a new college and graduate academic degree programs to Texas A&M University. This corresponds to the Target 2000 and Vision 2020 strategic institutional plans. Aside from the academics and practical leadership training, the Bush School attracts students who may otherwise not attend the university, and faculty members who have had distinguished careers in public service. This leads Texas A&M University to develop a nationally recognized graduate program in public service and leadership and associated research centers.

The Bush School increases Texas A&M University's social value. Typically, schools of public service are not lucrative for universities so they do not add them [101]. The modern trend has been to create schools of public service as part of the deal to gain a presidential library [101]. The former President's prestige and influence help the university attract interest and donor funding. President Bush's involvement and diplomatic contacts are not limited to the initial founding of the Bush School. They continue today. An example is the Scowcroft Institute of International Affairs. It was established in 2007 in honor of Lieutenant Brent Scowcroft, Assistant to President Bush for National Security Affairs [102]. As part of the institute's establishment, Lt. Scowcroft also created faculty research endowments [102]. With the help of its namesake, George Bush, the Bush School and its faculty are thriving.

### *Research Centers*

The Bush School's research institutes help Texas A&M University develop a national and international reputation for research in the areas of international affairs and the public and government responses to the emerging new technologies. Within the Bush School are two research institutes: the Scowcroft Institute of International Affairs and the Institute for Science, Technology and Public Policy. The Scowcroft Institute of International Affairs sponsors policy-oriented research relating to international affairs [103]. It also hosts speakers and academic conferences. The Institute for Science, Technology and Public Policy is based on the foundation of Center for Public Leadership Studies, which was one of the original research centers in the Bush School. Interdisciplinary research partnerships related to the study of science, technology and public policy are formed through this institute [104]. This research is valuable for this time when biotechnology is flourishing.

## Speakers and Conferences with Academic Value

Through its cultural and educational programs, the Bush Presidential Library Foundation attracts significant global leaders to campus for speaking engagements and interaction with the audience. These distinguished international leaders are connected to George Bush through his presidency and lengthy career in public service. The privilege of having these world leaders on campus speaking to students, faculty and community members is the direct result of hosting the George Bush Presidential Library and Museum.

The Bush School sponsors conferences featuring nationally and internationally recognized scholars and public service practitioners. I attended the *The Cold War is History: Twenty Years after the Fall of the Berlin Wall* conference, and it was educational. I learned more about the historical events leading to the fall of the Berlin Wall including Hungary's supporting role of opening its borders to the East Germans helping them escape. I also learned how historians communicate their arguments and thoughts. This was the first time I have heard academic historians present their work. This conference taught me about the historical events surrounding the fall of Communism and other scholarly presentation styles. Table 5.6 shows the Bush School's conference schedule for Spring 2009.

TABLE 5.6  
BUSH SCHOOL SPRING 2009 CONFERENCES

Month	Conference Title
Jan.	The Cold War is History: Twenty Years After the Fall of the Berlin Wall
Feb.	Army Strategic Vision Conference
April	Lonestar National Security Conference
April	Nonprofit Forum 'Strengthening Nonprofits'

## **Marketing Benefits**

### *Institutional Prestige*

The George Bush Presidential Library and Museum brings Texas A&M University additional institutional prestige and recognition. Obtaining a presidential library is considered a prize for a university [105]. Texas A&M University won the Bush Presidential Library competition. Having a presidential library on campus is considered an honor. As the nation's leader, the U.S. President is the central visible figure. He is prestigious and influential nationally and internationally. He is a global political celebrity. He is heroic.

Even during the post-presidency, a President's prestige and influence can be translated into new donor relationships and visiting dignitaries. This is the case for President George Bush. His prestige and international diplomatic network led to the acquisition of funds for his presidential library, school and associated programs. The creation of the Bush Presidential Library Center and the global leaders who regularly visit the campus brings Texas A&M University institutional prestige.

### *Image*

Texas A&M University's image is significantly boosted by its partnership with the Bush Presidential Library and Museum. It connects Texas A&M University to the ideals of strategic leadership, diplomacy, democracy and freedom within the time honored bounds of duty, honor and country. Hosting a presidential library is like owning a piece of the historical past. When a U.S. President's historical past is positively viewed and momentous in its achievement scope, there is tremendous value to the university. The value lies in the perception of the university as being special and

worthy enough to host such a valuable historic treasure, the uniqueness of the research resource, potential new donors and the attraction of quality faculty, students and visitors.

Beginning in the 19<sup>th</sup> century, presidential images were used in advertisements [106]. A U.S. President symbolizes personal achievement, optimism and progress [106]. Advertisers valued these characteristics for their consumer influence. These presidential characteristics also influence university leaders, faculty, staff and students. This concept of using presidential imagery to promote a product or service is carried further when a university acquires a presidential library. The presidential acquisition adds to the university's image by reinforcing its academic and civic values. It also complements its role as a place of research and scholarly inquiry.

### *Recognition and Visibility*

Advertisers have long known linking a U.S. President to a product or place legitimizes it and distinguishes the product from the competition [106]. The presidential association also increases recognition and demand [106]. The Deputy Director of Marketing at Texas A&M University explains the recognition concept. He says,

When would these world renowned speakers come to town? The publicity not only says The George Bush Presidential Library and Museum, but it says from the campus of Texas A&M University. It's a treasured asset not only for us but for the community. To have all of these people, world leaders, come to Texas A&M is very rewarding.

“Having a presidential library has raised everybody's boats,” says the Dean of Libraries at Texas A&M University. She means it has raised the university and its associated academic units' profile.

Many school children visit the Bush Presidential Library and Museum. They are the future applicant pools for Texas A&M University. Their exposure to Texas A&M

University through their visits to the Bush Presidential Library and Museum gives them a familiarity with it and association. When the children are walking in the garden behind the Bush Presidential Library and Museum, they see the Bush School of Government and Public Service. They can see the building from the Presidential Plaza when they head to the Annenberg Presidential Conference Center for an educational program. The children might even see Texas A&M University students walking around the Bush Presidential Library Center as they walk to class or to their cars in the adjacent parking lot. Even though the children are not touring the entire Texas A&M University campus, they are being exposed to the atmosphere through their visits to the Bush Presidential Library and Museum.

### **On-Campus Museum**

The Bush Presidential Library and Museum has a permanent collection relating to the life and career of President George Bush and hosts traveling exhibits. The traveling exhibits provide additional cultural aesthetics and correlate to Bush in some manner. The Bush Presidential Library and Museum attracts local and non-local visitors. Those visiting from out of town will have an increased awareness of Texas A&M University. The museum component attracted 140,827 visitors last year [107]. The location of the Bush Presidential Library and Museum on the Texas A&M University campus increases the university's recognition as a cultural place.

### **Small Scale Benefits**

Even in smaller less visible ways President and Mrs. Bush's support is felt on campus. Aside from the major benefits, Texas A&M University receives important small scale benefits from the Bush Presidential Library Center. These benefits extend across the university community and symbolize Bush's commitment to supporting education, research and public service. The benefits include Bush School scholarships,

student internship opportunities, volunteer opportunities, part-time employment at the museum, research fellowships, research grants for work using the Bush Presidential Library archives and faculty recognition awards.

The Bush Excellence awards are an example of how President and Mrs. Bush and the Bush Presidential Library Foundation reach out to the faculty at Texas A&M University. These yearly awards are awarded to faculty members who have demonstrated outstanding international work in teaching, research and public service. The recipients receive a plaque and a monetary award [108]. Table 5.7 demonstrates how the faculty from various academic units benefit from President Bush and his Presidential Library Center.

TABLE 5.7  
2008 BUSH EXCELLENCE AWARDS FOR FACULTY

<b>Award</b>	<b>Recipient</b>	<b>Discipline</b>	<b>Work Highlight</b>
Teaching	Gerald Gale Wagoner	Veterinary Pathobiology	international veterinary ed. & students
Research	James G. Womack	Veterinary Pathobiology	international bovine genetic research
Public Service	Gwen Webb-Johnson	K-12 Administration	underserved student populations

Another example of a small scale benefit are the Barbara Bush Fellowships for Research in Family Literacy awarded to Texas A&M University doctoral students from any department. The Barbara Bush Fellowship program has \$100,000 available for 2009-2010 [109]. It is administered through the Texas Center for the Advancement of Literacy and Learning (TCALL). This research center is within the Department of Educational Administration and Human Resource Development at Texas A&M University [110]. Its purpose is to decrease adult illiteracy in Texas [110]. One of my classmates was awarded a TCALL fellowship. This allowed her to pursue her doctoral studies and continue the literacy research she began as a master's degree student.



## **Summary and Conclusions**

Texas A&M University receives major benefits from hosting the George Bush Presidential Library Center.

Part of Texas A&M University's institutional plan was and still is to attain national and international recognition and graduate study and research prominence. The acquisition of the Bush Presidential Library Center helps it to achieve these objectives. The global historical research resources provide research recognition and a scholarly resource for advanced study. The Bush School of Government and Public Service expands Texas A&M University's graduate programs and gives the university additional social value through its preparation of future public service leaders.

The Bush Presidential Library has brought and continues to bring globally significant leaders and scholars to campus for speaking engagements and conferences. George Bush's presidential and public service career is responsible for bringing these individuals to Texas A&M University. They are part of his vast international network of contacts. Texas A&M University obtained a prestigious prize when it won the competition for the George Bush Presidential Library and Museum. The prestige, enhanced image and increased recognition and visibility are the marketing benefits Texas A&M University receives from hosting the Bush Presidential Library Center. Having an on-campus museum supports Texas A&M University's image as a cultural center. It is a fine addition to the university's existing cultural offerings. In addition to the major benefits, there are some smaller scale benefits, such as scholarship and faculty awards, which are often overlooked. Texas A&M University benefits in large and small ways from the Bush Presidential Library Center.

The George Bush Presidential Library and Museum symbolically and literally connects Texas A&M University to the U.S. presidential leader, George Bush, who

helped shape the 21<sup>st</sup> century world history and the accompanying documents and memorabilia from his administration. Yes, Texas A&M University receives several major benefits from hosting the Bush Presidential Library Center. From these benefits, it is clear why a university is an excellent choice for locating a U.S. presidential library. I think the key factor to obtaining substantial benefits is selecting the U.S. President wisely. George Bush's pre-presidential career undoubtedly helped him lead the momentous, world-changing events which took place during his U.S. Presidential term. George Bush's presidential accomplishments were highly significant. Therefore, the value and benefits of the Bush Presidential Library Center directly correspond to his career in terms of their magnitude and significance.

## 5.8 SCHOLARS

Scholars tremendously benefit from the George Bush Presidential Library and Museum, Bush Presidential Library Foundation and Bush School of Government and Public Service. The Bush Presidential Library and Museum is a major scholarly resource. Global scholars at all levels benefit from it. The tangible scholarly outcomes are specialized publications. The Bush Presidential Library Foundation's educational and cultural programs enhance the archival collections and school of public service by bringing the international political stage to scholars. They can hear the global leaders speak about past decisions they made and the current world events. Graduate students at the Bush School benefit from learning opportunities with President Bush and other government executives.

The scholar benefits are discussed in the following order:

Bush Presidential Library and Museum  
 Bush Presidential Library Foundation  
 Bush School of Government and Public Service

### **Bush Presidential Library and Museum**

There's this great guy named George Bush. His life encompassed a great deal of the 20<sup>th</sup> century. He was part of some of the greatest events during that time.

*Director of the Bush Presidential Library and Museum*

Scholars benefit from the Bush Presidential Library and Museum in the many ways. The outline of the benefits discussion is as follows:

Major scholarly resource  
 Global scholars  
 Specialized publications  
 Scholars at all levels

#### *Major Scholarly Resource*

The Bush Presidential Library archival collections make it a major scholarly resource. Studying George Bush's life and career is of tremendous value to academic scholars, especially those examining modern political history. Of the entities within the Bush Presidential Library Center, scholars receive the greatest benefits from the Bush Presidential Library and Museum. Here they can study the primary sources related to the most significant global history events of the late 20<sup>th</sup> century.

#### *Global Scholars*

American and international scholars benefit from the Bush Presidential Library archives. The academic use of the Bush Presidential Library archives is not limited by

geographic bounds or academic status. Contemporary scholars enjoy research support from grants and other types of scholarships so they frequently travel to conduct their research. The Bush Presidential Library Foundation also offers research support in the form of grants.

From my fieldwork and reading of existing literature on presidential libraries, I found academic scholars are the primary users of the archival materials. Whenever I was working in the research room at the Bush Presidential Library, either other academic scholars or a contractor copying the materials was there. These academic scholars were not limited to local Texas A&M University or Texas geographic locale. There were out-of-state academic scholars visiting and using the archives. During my most recent visit, an academic scholar from Harvard University was examining Bush's China archives. On another visit a doctoral student from Virginia was examining the records related to the Cold War. When I took the *Primarily Teaching* workshop, I was working with an academic scholar from Texas. He was a history professor. The archivist, who was on duty in the research room, told me about a scholar from Australia who conducted research at the Bush Presidential Library archives. As the archival records continue to be released more scholars will come to conduct research at the Bush Presidential Library.

### *Specialized Publications*

Specialized books, dissertations and other academic research papers about Bush, his presidential administration and the globally historically significant events unfolding at the time would not be written if it weren't for the Bush Presidential Library archival collection. Even George Bush and Brent Scowcroft could not have easily written their book, *A World Transformed*, without the support of their presidential and executive records. Without the solid support of primary documents, academic scholars are merely relying on personal opinions, which are subject to inaccuracy and change with time and

memory. Appendix J contains listings of books, dissertations and theses written about President George Bush.

### *Scholars at All Levels*

Our society benefits from the knowledge products produced through the scholarly use of the Bush Presidential Library archives. Academic scholars at the professional, graduate and undergraduate levels are benefiting from the use of the Bush Presidential Library archival collections. The benefits professional academic scholars receive are evidenced through the products they produce as a result of conducting research using the Bush Presidential Library archives. Their products tend to be books.

Graduate students produce dissertations, master's theses and research papers. Texas A&M University graduate students significantly benefit, and they have produced the most dissertations relating to George Bush, his presidency and public service career. Graduate students at other universities benefit also. In the undergraduate student category, Texas A&M University students benefit the most due to having the Bush Presidential Library and Museum on campus. They produce class projects and assignments relating to their history and speech communication courses. The purpose of their work is exposure to primary sources and the development of research and critical thinking skills.

From my research I determined the benefits of scholarly use of the Bush Presidential Library archival collections. Professional researchers and graduate and undergraduate students are the primary users of the Bush Presidential Library archives. They produce books, articles, lectures, presentations, films, multimedia products, dissertations, theses and class projects. Through these knowledge products the American people benefit from the scholarly presentation and interpretation of the Bush

Presidential Library archives. Knowledge about President George Bush, his presidential decisions and the workings of the U.S. government are disseminated.

The use of the Bush Presidential Library archives personally benefits the professional researchers and graduate and undergraduate students. Professional researchers receive career benefits. Graduate students may use the Bush Presidential Library archives to aid with dissertation or thesis preparation. For them the Bush presidential archival collection helps lead to degree completion. By acquiring archival research skills graduate students gain research skills for careers in higher education institutions. Undergraduate students gain research and analytical skills by learning how to use archival sources and analyzing the data. Working with archival materials introduces undergraduate students to the existence and value of primary source documents for research. The experiences undergraduate students gain from archival research work benefit them individually in terms of advanced critical thinking and research skills. These individual skills lead to a more educated employee. Society benefits economically from a highly trained workforce.

### **Bush Presidential Library Foundation**

The Bush Presidential Library Foundation benefits scholars through its educational and cultural programs. Currently, it offers 10 endowed lecture series [111]. It is through these lecture series significant world leaders and diplomats have shared their experiences with the academic and local communities. To provide a sense of the magnitude and depth of the Bush Presidential Library Foundation's speaker programs, I will describe two events I attended. The first event was the 20<sup>th</sup> Anniversary Celebration of President Bush's Administration Presidential Leadership Panel. The second event was the speech by Ban Ki-moon, Secretary General of the United Nations.

My experience from the 20<sup>th</sup> Anniversary Celebration of President George Bush's Administration Presidential Leadership Panel is as follows:

President Bush introduced five key members of his presidential administration.

"The decisions we made helped shape the landscape in a positive manner," said President George Bush.

The focus of this panel was on Bush's success in domestic policy.

"We had success on the domestic front," said President Bush, "It just didn't get in the news. I had the best team a President could have for domestic and foreign policy."

The panelists said Bush's domestic policy decisions set the framework for the subsequent U.S. President's success. They provided concrete examples and descriptive statistics of the outcomes, which resulted from President Bush's leadership and decision-making skills.

"So many people were helping the President do his job," said Andrew H. Card, Jr., "It was his leadership that made a difference for the country."

I thought the emphasis on leadership and team work was important for students to hear as they prepare for their future careers. Card was the Deputy White House Chief of Staff and U.S. Secretary of Transportation during the George Bush administration. He also served as White House Chief of Staff for the George W. Bush administration.

At the end of the session, two Texas A&M University students stepped up to the microphones in the aisles to ask the panelists questions. Anyone in the audience could do this. One student, who was a finance major, asked two questions about the viability of investing in alternative energy research. The other student was an international studies

major. He asked Michael Boskin, past Chairman of the President's Council of Economic Advisors, a question about an article Boskin had written.

My research experience listening to Ban Ki-moon is as follows:

I had the privilege of hearing Ban Ki-moon, Secretary General of the United Nations speak on February 29, 2008. During my academic career at various universities, I have never heard a prominent global leader speak at a lecture series. This was a completely new experience for me and not an educational opportunity many students receive.

The 600-seat Friermyre Auditorium in the Annenberg Presidential Conference Center was full. The audience was composed of a mix of Texas A&M students and non-students. Even Texas A&M University System Chancellor, Mike McKinney, and President, Elsa Murano, were present. Former President Bush introduced Mr. Ban as a friend and distinguished diplomat.

Mr. Ban spoke about the importance of U.S. and U.N. partnership in foreign policy. He discussed Darfour, global warming, Africa, Texas as a center for green energy technology and the general work of the U.N. He also spoke about his travels and experiences while visiting the various sites. He stressed the importance of the U.S. and U.N. partnership in our rapidly changing world.

Aside from the world scene, another important lesson emerged. It was about power and perceptions. Mr. Ban told the story of how during a post-presidential visit to Korea the Bushes carried their own luggage. Mr. Ban said, "From there, I saw this as a measure of the man: modest, decent, outward and unaffected by power."

Over the years many significant global leaders have spoken to Texas A&M University students, the academic community and local community members. Appendix J contains a list of the guest speakers and includes a career highlight for each speaker.

Without the Bush Presidential Library Foundation and President Bush's international diplomatic network, these prominent global leaders would not be visiting Texas A&M University.



The Bush Presidential Library Foundation staff's work in bringing these world leaders to speak at Texas A&M University tremendously benefits the academic and local communities.

### **Bush School of Government and Public Service**

Beyond its formal educational and leadership development offerings, graduate student scholars benefit from learning opportunities presented by interacting with President George Bush and government executives. The President and student learning interaction is a unique benefit, which only the association with a presidential library can bring. In this case, it is the connection to President George Bush through the Bush Presidential Library Center. Two other benefits are graduate students being taught classes by former government executives and conferences targeted toward public leadership and service. Scholars benefit from the Bush School of Government and Public Service in the following ways:

President as Professor  
Learning from High Level Government Officials  
Special Conferences

#### *President as Professor*

Graduate students taking classes through the Bush School receive the once in a lifetime benefit of learning from President George Bush. Since the Bush School's dedication, President Bush has been involved with the students through guest appearance activities. The Bush School's International Affairs Program Director, who served as the Bush School's founding Director, said,

The former President has never taught a class for a semester. However, he has made guest appearances in several classes almost every year the Bush School has been open. Moreover, he has arranged for a number of his friends and former

associates, including former heads of state from other countries to give lectures in Bush School classes. I annually teach a graduate seminar on International Politics in Theory and Practice, and I believe President Bush has made at least one appearance every year in my class.

In discussing the benefits of president and student interaction, two recent events come to mind. The first learning opportunity involved President Bush's China experiences. The second involved his foreign policy expertise. The graduate students learned about the President and Mrs. Bush's China experiences through discussion. In October 2008 President and Mrs. Bush participated in an informal meeting where Bush School students, faculty and staff had the opportunity to ask them questions about their life in China when Bush served as the U.S. Liaison Office Director [112]. Questions were also asked about how President and Mrs. Bush view China today. This event corresponded with the recent release of *The China Diary of George H.W. Bush: The Making of a Global President* edited by Bush School professor, Jeffrey A. Engel. George Bush's China diaries compose the book. The students who participated had read the book prior to the meeting. A few students gave presentations of life in China during the 1970s when President and Mrs. Bush were working there. Access to the Bush Presidential Library archives and the former President made the book and this event possible.

President Bush's foreign policy expertise was incorporated into the Bush School students' classroom experience. Students in the international politics course made team presentations to President Bush [113]. It was their final end-of-the semester activity. Working in teams, they represented seven U.S. executive branch agencies, the Asian Development Bank and the media. The students' first round of presentations was to faculty members, who represented Senate Foreign Relations Committee members. The students' second and final presentation round was to former U.S. President George Bush, who listened, questioned and helped them understand the complexity of foreign policy and the assigned class issue [113].

### *Learning from High-Level Government Officials*

Through courses at the Bush School, graduate students learn from high-level government officials and other notable leaders. The Bush School has government executives on its faculty staff. Currently, there are an Ambassador and Central Intelligence Agency Officer in residence. They are senior lecturers and teach courses at the Bush School. Imagine being taught about national security and intelligence by a CIA Officer. Imagine discussing the current situation in Iraq with someone who led the Iraq Government Assessment Team. Graduate students at the Bush School don't have to imagine. It's a reality for them.

Graduate students benefit from the government executives' first-hand experiences in real world situations. In 2008 Larry C. Napper, the retired Ambassador in residence, went to Iraq as a leader of the Iraq Government Assessment Team [114]. From 2001 to 2004 he was the U.S. Ambassador to Kazakhstan. When he was coordinator for the U.S. assistance to Central Europe and the Balkans, he oversaw a budget of \$600 million. Napper has had several other international posts in Europe. Napper's career spans 31 years in the Foreign Service and includes many awards, including the Secretary of State's Career Achievement Award.

Besides the practical expertise of these government executives, graduate students receive excellent teaching. Jim Olson, the former Directorate of Operations of the Central Intelligence Agency for over 25 years, has won teaching awards from the Texas A&M University Association of Former Students and the Bush School [115]. Olson had a distinguished career with the Central Intelligence Agency and received several high level career achievement awards, including the Intelligence Medal of Merit. He wrote the book, *Fair Play: The Moral Dilemmas of Spying*. He teaches courses about national security, intelligence and international crisis management and is the Advanced International Affairs Certificate Program Director.

### *Special Conferences*

Scholars benefit from the Bush School's special conferences featuring nationally and internationally recognized scholars and public service practitioners. Recently, the Scowcroft Institute for International Affairs, a research center with the Bush School, and the Bush Presidential Library Foundation sponsored *The Cold War is History: Twenty Years after the Fall of the Berlin Wall* conference. I, along with other Texas A&M University students and members of the local community, attended this informative event. In November 2008 the Bush School hosted the *National Intelligence Council/Scowcroft Institute Global Trends 2025 Conference*. The top featured speakers for this 3-day conference were Lieutenant General Brent Scowcroft, a renowned national authority on international policy who served in top level national security positions in the Bush, Ford and Nixon presidential administrations, and Lieutenant James R. Clapper, current U.S. Undersecretary of Defense for Intelligence. The Bush School has sponsored other conferences, but these two examples provide a sense of the types of educational opportunities scholars receive from the Bush School.

### **Summary and Conclusions**

Global scholars benefit from access to the Bush Presidential Library archival collections, which are major scholarly resources. They document the major world events of the late 20<sup>th</sup> century. Specialized books, dissertations and other academic research papers about Bush, his presidential administration and the globally significant events unfolding at the time cannot be written without access to the Bush Presidential Library archival collection. Our society benefits from the knowledge products produced through the scholarly use of the Bush Presidential Library archives. These knowledge products are the specialized publications and workforce skills gained by undergraduates through their research experience in the Bush Presidential Library research rooms.

The Bush Presidential Library Foundation's educational and cultural programs enhance the archival collections and school of public service by bringing the international political stage to scholars. Global leaders speak about past decisions they made and current world events. Beyond its formal educational and leadership development offerings, graduate student scholars benefit from learning opportunities presented by interacting with President George Bush and government executives.

Scholars receive many benefits from the George Bush Presidential Library Center. Historically, scholars were the ones who generated the interest in collecting and preserving archival documents to study history. They initiated the archival movement leading to the presidential libraries we have today. Academic scholars and the academic community are the primary beneficiaries of the George Bush Presidential Library archival collections. The Bush presidential records and his papers relating to his public service career provide the raw materials for scholarly work. They are the primary sources where scholars can turn to find the answers they seek. From those answers they can make their interpretations and draw conclusions. This is the heart of scholarly inquiry. The end result of the scholar's work is a product through which the newly obtained knowledge is shared.

In this special case, the knowledge about George Bush's leadership and decision making within the rapidly changing global context is shared. How did he choose to respond to the world events occurring at the time? How did his specific responses shape global outcomes? From the Bush archival collections scholars can probe beneath the surface to find out what happened, how it happened and what it means in the global context of contemporary society.

To further their understanding academic scholars have the opportunity to hear contemporary distinguished world leaders speak about the past events in which they partook during the Bush Presidential Administration. This is an extraordinary

opportunity to hear firsthand what influenced these individuals and how they responded to the events occurring around them. These are highly educated individuals who appear to have conducted some research to refresh their memories about the dramatic world events. They want to tell their story as it was, and how they see the effects of it now in the 21<sup>st</sup> century.

The Bush School provides scholars with a place to merge the academic and practical public service and leadership skills. Through the Bush School's formal and informal educational offerings, scholars are exposed to national and international leaders, who willingly share their valuable expertise. The conferences and special events sponsored by the Bush School give scholars greater insight into a subject, and this insight comes from those who have experienced the real life situations.

#### 5.10 BRYAN/COLLEGE STATION COMMUNITY

To begin the benefits discussion, I will provide some background information about the Bryan/College Station community.

##### **Bryan/College Station: Background Information**

College Station and Bryan merge together and are often referred to as the twin cities of Brazos County [116], [117]. Texas A&M University is located in College Station, which is the larger of the two cities [118]. College Station emerged as a model community when Texas A&M University could no longer house its professors on campus [119]. It grew with Texas A&M University [117]. Bryan grew from the railroad industry, the area's agricultural industries and Texas A&M University [120]. College Station's population is 67,000 residents [118]. Bryan/College Station has a combined population of 152,000 [118]. The surrounding cities are smaller and more

rural [117]. Bryan/College Station is located within driving distance of Texas's major cities: Houston, San Antonio, Austin and Dallas/Fort Worth [121].

Much of the Bryan/College Station's arts and culture scene revolves around the offerings of Texas A&M University and the Bush Presidential Library Center. Museum quality art and objects are found in the galleries at Texas A&M University and the Bush Presidential Library Center. Contemporary professional theater and performing arts are experienced through the performing arts programs sponsored by Texas A&M University and its Memorial Student Center OPAS program [122]. The Memorial Student Center OPAS programs feature national and international acts [122], [123]. There are two regional museums: Brazos Valley Museum of Natural History and The Children's Museum of the Brazos Valley [122]. The Bryan/College Station Community benefits from the Bush Presidential Library Center. It has increased the community's educational and cultural programs and tourism.

### **Bryan/College Station Community Benefits**

This section focuses on the benefits the Bush Presidential Library and Museum and the associated Bush Presidential Library Foundation provide the Bryan/College Station community. They are emphasized because they provide the most benefits, and the Bush Presidential Library and Museum is the true focus of my study. The major benefits Bryan/College Station receives are:

1. Economic development
2. Cultural, educational programs
3. Community outreach
  - a. Local philanthropic opportunity
4. Family values
5. Community pride

*Economic Development*

The Bush Presidential Library Center was the next big boost for the twin cities and county after Texas A&M University, a land-grant college. The growth and expansion of Texas A&M University brought the Bryan/College Station community many benefits. The Bush Presidential Library Center is a special expansion of Texas A&M University.

In the discussions of recent presidential libraries, local economic development is an important topic. When future presidential libraries are being planned, the economic impact upon the potential sites is deliberated. During the presidential library proposal process for the future George W. Bush Presidential Library Complex, the competing universities and cities mentioned local economic development and community support for the project. Paralleling this theme, I chose to discover how Bryan/College Station economically benefits from the Bush Presidential Library Center. I spoke with the Bryan/College Station Chamber of Commerce President/CEO, Mayor of College Station and a corporate executive, who has a track record of senior administrative involvement with the Bryan/College Station Chamber of Commerce.

The Bryan/College Station Chamber of Commerce President/CEO provides an introduction to how the Bush Presidential Library adds to College Station's development. He said,

There are three things: the capital investment, jobs and tourism. The construction of the library is a capital investment in the community. It brought dollars into the community. It created new jobs. The tourism has substantially increased. The year before the library opened we had 35 bus tours. The year the library opened we had over 500 bus tours. That's just the activity booked through the Convention and Visitors Center. Some people might book a bus and come here, and we don't know about it."



The Mayor of College Station adds to this by saying,

The Bush Library is an economic generator. The tax dollars generated through tourism the city enjoys. Cities like ours greatly rely on hotel/motel tax to run the city.

A lot of people stay in a motel, eat some of our food, shop at the mall and go to an Aggie event while they're here. They enjoy the services available to a tourist.

The Mayor continues by explaining how there are even benefits from the visiting school children. He said,

Many of their busloads of children come. Many people who come on those tour buses eat lunch here. Those who come from out-of-town spend a night or two here.

The Chamber of Commerce President/CEO says some visitors may even fly here for the distinguished world leaders events. He said,

These events bring people in from different communities, Dallas, Austin, Houston, Denver....

The local corporate executive, who has held various senior administrative positions within the Bryan/College Station Chamber of Commerce, sees the Bush Presidential Library as helpful to the local economic development efforts in the area of research. She said,

We've worked really hard to promote this area as a research area. The Bush Library adds to that. Research Valley is the Brazos Valley. So much research is done here.

Research Valley is a business park adjacent to the Texas A&M University main campus [124]. It is formally known as The Research Valley Partnership, which is a public-private non-profit corporation promoting regional economic development in the

high-tech and healthcare sectors [125]. Texas A&M University researchers are actively involved in the research partnerships [124], [125]. These types of research-centered business parks are commonly located near and partnered with higher education institutions.

The Bush Presidential Library and Museum adds to the research atmosphere in a micro-level way. During my archival research visits, I saw researchers from Virginia, Massachusetts and Houston. They took lunch breaks and dined somewhere in the community. They also stayed at local hotels. They contributed to both the research activity and city's tax dollars. The research produced by these researchers and others will result in dissertations, books and other scholarly and popular culture works. These research products will be globally available but will not have the same economic impact as breakthrough scientific technologies.

#### *Chamber of Commerce*

The senior administrators of the Bush Presidential Library and Foundation are actively involved in Chamber of Commerce service and community development. They hold administrative positions within the Bryan/College Station Chamber of Commerce. They serve rotating terms in an administrative capacity within the Chamber of Commerce.

The local corporate executive, who has served as a Chamber of Commerce senior executive, gives a unique example of how the Bush Presidential Library and Chamber of Commerce have worked together in attaining mutual benefits. She said,

The George Bush Foundation was given a truck as a donation, and by law they can't sell it and keep the proceeds. They are able to form partnerships. Through the Chamber we sold tickets and raffled off the truck, and we shared the profits.

*Cultural Asset*

The presidential history, distinguished global leaders and the temporary art and American culture exhibits hosted by the George Bush Presidential Library and Museum and Bush Presidential Library Foundation make them cultural assets. They bring the U.S. Presidency, international political stage and cosmopolitan culture to the small town communities of Bryan and College Station, Texas. The Bush Presidential Library and Museum functions as a scholarly research resource, presidential history museum, and art and American culture museum. In addition it offers public programs featuring guest speakers and free movies related to the temporary exhibits. The Bush Presidential Library Foundation enhances the cultural environment of Bryan/College Station through the distinguished global leaders it hosts for speaking events and conferences. It also financially supports the museum and educational programs offered by the Bush Presidential Library and Museum.

The George Bush Presidential Library and Museum is a presidential and global history museum. The archives house the scholarly primary source documents related to Bush's presidency and life. The museum presents President George Bush's presidency during which dramatic world changes occurred under his leadership. The history of President George Bush's presidency, public service career, entrepreneurship, military service and personal life are found in the main gallery of the museum.

The corporate executive with the background in Chamber of Commerce service said,

The Bush Library provides a piece of history, and it's an outlet that brings dignitaries to the area.

The Chamber of Commerce President and CEO agrees. In describing how the Bush Presidential Library and its supporting foundation benefit the Bryan/College Station community, he said,

That ability to hear people who shaped history and their perspectives as to how they made their decisions: There's no other community our size that has the opportunity of hearing world leaders and what was going on in their minds and why they were making the decisions they were.

That's an educational opportunity as well as exposure to history. There's nothing like hearing from someone who made a decision with a major impact on the world.

The temporary exhibits hosted by the Bush Presidential Library and Museum bring culture to the Bryan/College Station community. Aside from the Bush Presidential Library and Museum, Texas A&M University is the major culture source for Bryan/College Station. Large Texas cities such as Houston and Dallas/Fort Worth are culturally saturated with large and small museums, art galleries and performing arts centers. This is not the case for the Bryan/College Station community. This is why the community appreciates the work and mission of the George Bush Presidential Library Center.

The Bush Presidential Library's temporary exhibits bring cultural objects and items, which the average resident of Bryan/College Station and the surrounding counties may not have the opportunity to see in his present or future lifetime. When I attended the *Born to Play Ball* exhibit I noticed several items, such as the glove worn by Lefty Grove in the 1929 World Series, were borrowed from the Baseball Hall of Fame, which is located in Cooperstown, New York. When I attended the *Beyond the Moon: NASA's Continuing Mission* exhibit, I noticed some items, such as a lunar overshoe worn by astronaut John Young, was borrowed from the National Air and Space Museum of the Smithsonian Institution in Washington, D.C.

These exhibits are traveling exhibits which tour the nation, or they are topics of interest to the Bush Administration. At the Bush Presidential Library and Museum, the temporary exhibits rotate in three to five month intervals. They are displayed in the Ansary Gallery or the Fidelity Corridor. The Ansary Gallery usually displays the major temporary exhibit while the Fidelity Corridor serves as a supplement. For example, the *Beyond the Moon: NASA's Continuing Mission* exhibit was displayed in the Ansary Gallery while the corresponding *Space and Pop Culture* exhibit was placed in the Fidelity Corridor, which is the final exhibit space before the museum exit. Table 5.8 shows the types of temporary exhibits the Bush Presidential Library and Museum has hosted over the past five years.

TABLE 5.8

## BUSH PRESIDENTIAL LIBRARY TEMPORARY EXHIBITS, YEARS 2004 to 2009

<b>Years</b>	<b>Exhibit Title</b>
2009	Beyond the Moon: NASA's Continuing Mission
2008	Born to Play Ball (baseball)
2007-08	White House in Miniature
2006-07	100 Tall Texans
2006-07	Texas Lone Stars
2006-07	Children Speak: Tsunami
2005-06	Trains: Tracks of the Iron Horse
2005	Texas: Texas Lone Star Pride
2005	Texas Flags
2005	Discovering the World of Peter Sis (author/illustrator)
2005	The Diary of Friedrich Kellner (World War II and Saving Jews)
2005	The Art of Jim Work
2005	Women of Our Time (photography)
2004	Barbara Bush: An Extraordinary Journey
2004	Commemorating September 11th
2004	Fashioning Art: Handbags by Judith Leiber
2004	American Women: A Selection from the National Portrait Gallery

To further illustrate the reach of and interest in the Bush Presidential Library and Museum's temporary exhibits, let me share one of my findings.

This afternoon I visited the Bush Presidential Library and Museum. I saw a former classmate of mine from last semester at Texas A&M University. He is a master's degree student in his mid-20s. "I have a guest here from Chicago so I thought we'd come here," he said, "the Bush Library, somewhere to go." I asked him if he has ever been here before today's visit. "Yeah," he said, "I come for the temporary exhibits. Every time they have a new one, I come."

### *Educational Programs*

As part of my field work I toured the Bush Presidential Library's classroom. The following is an excerpt from my journal.

#### *Inside the Classroom*

We entered the classroom. There were cubby holes for backpacks, etc. along one wall. There were plastic bins filled with educational materials. The opposite door had poster size children's artwork on it. Student artwork of all skill levels hung on all of the walls. There was a giant, oval textured map made of light gray plaster in the back of the classroom. It shows the world's continents. Color photographs of several U.S. Presidents hang along the upper area of a wall.

A plastic bin was filled with laminated and bound copies of *U.S. History Lesson Bill of Rights: Texas v. Johnson, 1989*, the U.S. flag burning case. Inside this booklet, created by the education department staff, were copies of original documents, otherwise known as primary sources. From the surrounding scene, it appears as though this classroom is a dynamic learning environment where the children feel comfortable.

Local school children and those from surrounding areas benefit from the Bush Presidential Library and Museum educational programs. The Bush Presidential Library and Museum has an extensive education program for students in grades kindergarten through 12<sup>th</sup> [126]. It offers:

1. Interactive learning programs,
2. Lesson plans linked to the Texas statewide curriculum,
3. A *High School Days* program for local high school students,
4. Joint educational opportunities in partnership with the Texas A&M University International Center,
5. Professional storyteller performances,
6. Art & Essay Contests,
7. Girl Scout programs and,
8. Summer camps.

The programs and related bus travel expenses are funded through grants written by the Director of Education and endowments and sponsorships obtained by the Bush Presidential Library Foundation. These programs are free of charge to the participating schools.

“Thirty five thousand school kids from the Brazos Valley have been bused in,” says the Executive Director of the Bush Presidential Library Foundation about the impact of the educational programs. He said the Bush Presidential Library Foundation financially supports the local school children’s visits by paying for the chartered buses.

School children learn about the presidency, our government and civic responsibility while participating in the educational programs and activities at the Bush Presidential Library and Museum. The educational programs focus on the U.S. presidency, the White House, federal and local government and U.S. history. Through these foci, the educational programs reinforce the Texas state curriculum and Bush Presidential Library and Museum exhibits. Each educational program at the Bush Presidential Library and Museum is designed to be age appropriate.

Observing school children at the Bush Presidential Library was part of my field work. The following excerpt is taken from my field notes.

*The First Museum Experience*

The children love Millie and want to sing Happy Birthday to her. An educational docent acting as a ventriloquist uses a stuffed representation of Millie, President and Mrs. Bush's beloved dog during their White House stay, to speak with a group of elementary school students about museum etiquette. Seated in a chair with the children gathered around her in the classroom, Millie told stories about her life in the White House, President Bush and Mrs. Bush. She read *The Story of George Bush*, which is a picture book. Millie involved the children by asking them questions. The children happily participated by answering her questions. The children were especially excited to learn Bush played soccer as a child. They can relate, and several of the children said they play soccer. The goal of the *First Museum Experience* program seems to be to impart some general information to the children through the use of stories they can relate to personally.

Children are actively engaged in learning through the interactive learning programs offered by the Bush Presidential Library and Museum. There are three types of programs: *White House Wonders*, *Presidential Challenges* and *Survival Skills: Citizens Act!* [127]. The *White House Wonders* program is geared towards elementary school children. It introduces them to the White House and the international aspect of the presidency. The *Presidential Challenges* program is divided into specific activities according to grade level. Table 5.9 provides summary details of each *Presidential Challenges* program, and the student benefits it provides. The *Survival Skills: Citizens Act!* program focuses on civic responsibility and includes all grades with the exception of kindergarten.



TABLE 5.9  
PRESIDENTIAL CHALLENGES INTERACTIVE LEARNING PROGRAMS

<b>Grades</b>	<b>Program Title</b>	<b>Topics</b>	<b>Student Benefits</b>
1 to 4	Presidential Quilt	Presidential & national symbols	Research Decision-making Knowledge Creativity
5 to 9	Tic-Tac America (3 teams)	Presidency, U.S. History, Geography	Team work Fact vs. Opinion Test of knowledge
7 to 12	The American Challenge (4 teams)	U.S. Presidents, First Ladies, U.S. History, culture, geography	Team consensus Test of knowledge Critical thinking

The Director of Education and the Education Coordinator at the Bush Presidential Library and Museum have teaching experience in the public school system. They actively try to assist the local teachers as much as possible. Recently, the Bush Presidential Library and Museum received a \$12,000 grant to create lesson plans in conjunction with teachers from the Bryan Independent School District [128]. The city of Bryan, Texas provided the grant money [128]. The objective was to create a series of lesson plans, which aligned with the Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills (TAKS) examinations [128]. These lesson plans are available online to anyone free of charge. They can be downloaded from the Bush Presidential Library and Museum web site.

The Bush Presidential Library and Museum has an educational objective of bringing school children to visit at three points during their kindergarten through 12<sup>th</sup> grade student life cycle. The Executive Director of the Bush Presidential Library Foundation said,

Our education program's mission is number one to show teachers the value of visits three times during the school life. There are different levels of understanding.

The Director of the Bush Presidential Library and Museum continues describing the benefits of the educational programs. He said,

We have an amazing educational program. It's important for me and for the Bush Library. College Station is a very nice community. The area around here is rural. There's this resource here for schools in Snook and Navasota. They don't have anything like this. The teacher is not wasting her time here because our programs are TEKS and TAKS.

School children enjoy the lessons learned from the storytelling programs. In addition to the classroom learning activities, the museum at the Bush Presidential Library and Museum offers a unique Storytellers Guild program featuring performances by historical figure impressionists or impersonators. I attended some of the performances and observed the children and lessons being taught.

The following are two of my research experiences.

*Meet Ben Franklin: Excerpt from My Field Notes*

The children's excitement grew when they saw him enter the room. Wearing a cognac colored coat, white ruffled blouse, knickers, jacquard pattern vest, and black patent leather shoes with big gold buckles, Ben Franklin spoke to the children. During his show, he connected with the children by walking up and down the aisles, requesting volunteers and asking for audience participation. Twenty children stood on the stage with him as he told his Kite Story. The 600-seat auditorium was almost full. There were a diverse group of middle school students, who were cheering, smiling and begging to be chosen as volunteers. The students were engaged in the activity. Repeatedly, Ben Franklin tells the audience the doors to knowledge are always open.

*George Washington: Excerpt from My Field Notes*

“I’ll tell you why I was a good general because I retreated and kept my army together,” said George Washington, “I kept the Battle of Independence alive.”

He asks for volunteers and selects twelve students. They stand on stage. He gives them each pieces of paper to hold high above their heads for all to see.

“Each state was printing its own money,” says Washington. “Is this a formula for unity?” he asks.

“No,” shouts the audience.

“Ladies and Gentleman, we weren’t acting like one independent nation,” says Washington.

The Executive Director of the Bush Presidential Library Foundation continues the education discussion by talking about the Bush Presidential Library and Museum and its program effects on people. He said,

Libraries are high tech. They make a dry subject like history come alive. They make it entertaining. They educate the public, instill patriotism and participate in a way to inspire individuals to undertake public service.

Visiting school children can be inspired to pursue public service through the Bush Presidential Library and Museum interactive learning program, *Survival Skills: Citizens Act!* Table 5.10 provides summary details of the available educational programs and the student benefits. Participation in any of these programs may instill an interest in public service in the students.

TABLE 5.10  
SURVIVAL SKILLS: CITIZENS ACT! INTERACTIVE LEARNING PROGRAMS

Grades	Program Title	Topics	Student Benefits
3 to 5	City Council (2 groups)	City Council government structure, operation and member behavior Citizen participation in government	Knowledge Meeting etiquette Democracy Participation Problem-solving
4 to 6 7 to 12	Congressional Role-Play (groups)	Legislative process, branches of government, Congressional member and lobbyist roles	Knowledge Verbal Communication
7 to 12	How Shall We Govern (groups)	Government systems Laws and consequences Geography	Team work Cooperative learning Leadership Communication Creativity

Although the bulk of the Bush Presidential Library and Museum educational programs target children within the public school system, there are opportunities for adult learning. I attended the world-premiere of the film documentary of *My Opposition: The Diaries of Friedrich Kellner*. It is a nonfiction story about two men, a grandfather and his grandson. The film told the courageous story of Friedrich Kellner's quest to save the Jews in Nazi-controlled Germany. By publicly campaigning against the Nazis and warning of totalitarianism harm, Kellner endangered the lives of himself and his wife. The film's story continues with Kellner's American born grandson's quest to use these diaries to counteract terrorism and intolerant ideologies.

After the movie showing there was a reception where audience members were able to speak with the award-winning film producer and director, a husband and wife team. The original Friedrich Kellner diaries were on display. Some high school students were present and had the opportunity to meet Dr. Robert Scott Kellner, the grandson of Friedrich Kellner. All audience members had this opportunity because he

and his wife participated in the event and reception. This was an extremely well-done documentary, and it was a tremendous public programming opportunity presented by the Bush Presidential Library and Museum.

### *Community Outreach*

Improving community literacy and providing individual community benefits are objectives of the Bush Presidential Library and Museum educational program. Plenty of sunlight enters through the large window of the Director of Education's office, which is tastefully decorated with plants and art. She and I sit at the round table and talk about the scope and nature of the Bush Library's educational programming. I did not realize the educational programs extend into local community centers. She says,

We have two dozen affiliates through our community outreach programs. We're about all ages and all skill levels.

The Director of Education attributes the community literacy objective to Barbara Bush's early interest in literacy before it became a national cause. She says the objective of providing individual community benefits, such as literacy software, reading skill programs, is about improving individual lives through workforce training. She talks about the Barbara Bush Literacy Corps community outreach program. She said,

I wrote the grant for the Barbara Bush Literacy Corps. I can be a grant writer because we have programs that need help. Still, it is supporting our goals of literacy skills improvement and helping the community.

A \$46,000 grant was received from Verizon. It was distributed to the College Station Independent School District (ISD), the Barbara Bush Parent Center on George Bush Drive, the Adult Learning Center at Bryan ISD. The money went to the centers involved in adult workforce education. Computers and equipment were purchased. Laptops. It supports working literacy, the creation of resumes and other work and job search related documents.

The Director of Education continues discussing the literacy mission by describing the Bush Presidential Library and Museum's book drive.

We collected about 10,000 books. People were so generous. We sorted books. The Memorial Student Center (MSC at Texas A&M University) Hospitality and the MSC Literacy and Education student groups helped. We had an army of volunteers. All of these college students came. The education docents helped. We have 40 to 50 education docents at any one time.

We gave the books back to the community according to age. We gave some books to the Neo Community Center in Bryan, the Lincoln Community Center. The Lincoln Community Center serves children at risk and low socioeconomic levels. We gave books to the Bryan and North Bryan Boys & Girls Club. There are a lot of community groups that reach out and help children.

We incorporate literacy in all aspects of our program. In summer camp each child gets a book to take home every day.

Later, when I spoke with the Education Coordinator she spoke of the cross between the summer camp curriculum and literacy objective. She said, "Every day we give them a book or handout to take home."

The Education Coordinator also explained how the Bush Presidential Library and Museum makes its summer camp programs accessible to all local children by funding their participation.

Summer camp goes with the theme of the temporary exhibit. In June we have half days. We got a grant to bus in children from the community centers. We provide the transportation. The camp was one week. We also have paying customers.

The July camp is from 9:00 a.m. to 4:00 p.m. It's more in depth. We got a grant through Citibank so we incorporated financial literacy. Because of the financial literacy, I got some comic books from the U.S. Mint.

While describing the summer camp program, she explained the Bush Presidential Library and Museum's partnership with the College Station Independent School District Career Center. She said,

We have a partnership with the College Station Independent School District career center. Students shadow me for a week. I use them for junior docent activities.

She says the summer camps are staffed by her, two interns and the junior docents. She describes a past summer camp program.

I had 20 junior docents, who earned almost 900 volunteer hours during June and July. They do the activities, read the books, painting, etc.

Besides the summer camps, she says the junior docents help with the other educational activities, such as the Easter Egg Roll and Holidays in the Rotunda.

The Education Coordinator is a Texas A&M University graduate and previously taught in the Bryan Independent School System for seven years. In talking about her job, she describes the difference between working at the Bush Presidential Library and Museum and Bryan ISD. She said,

I love it here. You get to reach out to so many students. You're not confined to your room and school.

The Executive Director of the Bush Presidential Library Foundation expands upon the community reach of the Bush Presidential Library and Museum. He said,

To make history accessible we have a multicultural outreach. Cinco de Mayo, Juneteenth, A&M International Affairs. Our reach is on and off-campus because the Bush Library enriches the educational experience of everyone.

## Local Philanthropic Opportunity

Another area of community outreach I thought about was the opportunity for local philanthropists to give locally to enhance their community culturally and educationally. Instead of sending their funds outside the community to other educational and cultural centers, they have the opportunity to financially support the Bush Presidential Library Center and partake in the associated offerings if they choose, or they may be content to know local school children are benefiting from the gifts. These school children may be their neighbor's children, those of a church family or those of a service worker. In these ways the local philanthropists may indirectly see the results of their generosity.

## *Family Values*

The Bush Presidential Library and Museum promotes family values and interaction. During my regular field work visits to the Bush Presidential Library Center, I saw firsthand how it promotes family values. What I saw was actual family interaction, usually between a parent and a child. The commonality was something on exhibit or occurring at the Bush Presidential Library and Museum that sparked a conversation, which then made the individuals more open and receptive to further interaction and dialogue. I think if President and Mrs. Bush overhead and saw some of the things I did they would be very pleased. I'm going to share a few examples with you.

## *Main Gallery: My Journal Entry*

A young man who appeared to be a college student was talking with his father about the exhibits in the museum. I overheard him say, "From the Barbara Pierce [Bush] exhibit the thing I remember most is when she said, 'He was the first boy I ever kissed.'"



“It’s faith and family values,” responded the father as they continued walking through the museum and talking.

*Born to Play Ball Exhibit: My Journal Entry*

Three boys walked along the side of baseball mural on the wall. They approached the display of the stages of a baseball bat’s life. One boy said, “Mama, this is how you make a bat.” The mama looked and said, “yes”. The father walked over to the baseball bat life cycle exhibit where the boys were and began talking about it with them.

Two boys who appeared to be brothers began playing the Wii baseball video game. Wii is a video game system made by the Nintendo company. It has special player controls allowing you to actually swing your arm to hit the ball on the screen. They were talking and having fun just like they might have at home.

Pie Traynor led the Pittsburgh Pirates to a World Series title in 1925. A little boy was talking a lot. I can hear his father responding. The boy is now reading the display text. He’s so excited. He and his father are talking about what they see. This exhibit brings out dialogue between parents and their children.

*Meet Ben Franklin, a Bush Presidential Library Storytellers Guild Event: My Journal Entry*

After the performance, Ben Franklin stood by the U.S. flag mural on the wall in the Annenberg Presidential Conference Center, talked with the school children and posed for photographs with them. The children were excited to meet him. I watched a woman and her two children interact with Ben Franklin. The woman was an educational docent, whom I had met during one of my school tour observations at the Bush Presidential Library. I noticed they didn’t have a camera. Naturally, I had mine. I approached them and asked if they would like a family photograph taken with Ben Franklin. They did.

I sent them their photograph via e-mail. When thanking me, the woman said her children were so excited to have the picture. They each wanted to hang a copy in their rooms so she printed copies for them. I liked knowing they had a photographic souvenir of quality time they spent with their mother.

To promote family fun and togetherness the Bush Presidential Library and Museum does sponsor some special events. The *Annual Easter Celebration*, which mimics the Easter egg roll at the White House, is an example of a special family-

oriented program. Aside from providing a simulation of a White House tradition, it is a family festival featuring an egg roll, games, face-painting, storytelling and entertainment. Other family oriented activities include *Christmas in the Rotunda* and the College Station Lion's Club annual Fourth of July Fireworks display on the grounds of the Bush Presidential Library and Museum.

### *Community Asset*

The community asset theme involves community pride through the location of the Bush Presidential Library and Museum on the campus of Texas A&M University in College Station, Texas. It also supports the economic, educational, cultural, community and family values themes.

The local corporate executive, who has held senior administrator positions within the Bryan/College Station Chamber of Commerce, describes how the Bush Presidential Library and Museum is a community asset. She said,

I do think it's such a sense of pride, one more feather in our cap. It's viable and important to the community.

It's one of the most important pieces we do have in the community. It ties into the other additions as well. We're thrilled to have it. It's really amazing.

The Mayor of College Station supports her view and adds his own, which incorporates the tourist and economic development factors. He said,

The Bush Library is on the top of the list of attractions no question. It is a destination in itself. It's on the locals to do list of places to take out-of-town guests. Probably every teacher has a field trip there. When people come into town for tours or conventions, I'm sure they stop there. The Bush Library is an integral part of our presence and what we have to offer. I can't speak highly enough of the role the museum plays.

The local corporate executive shares a story about how even the uninterested may come to view the Bush Presidential Library and Museum as a community asset. She recounts how one day her brother and her son-in-law went to the museum. The two men weren't particularly rushing to go see it. She enticed them by telling them there was a piece of the Berlin Wall there. They went, and all had a great time.

### **Summary and Conclusions**

The Bush Presidential Library Center provides the Bryan/College Station community with economic development, cultural asset, educational programs, community outreach, family values and community asset benefits. The economic development benefits center upon the initial capital investment, tourism and jobs provided by the Bush Presidential Library and Museum. The cultural benefits are the history, documents and memorabilia of a great American President, George Bush, international distinguished leader speaker series and the art and cultural exhibits. The educational program primarily benefits local school children through interactive learning opportunities in conjunction with museum tours, but there are some adult education opportunities.

The Bryan/College Station community benefits from the Bush Presidential Library and Museum's community outreach through increased literacy, funds for workforce development, volunteer opportunities for high school students and funded educational and field trip opportunities for children in low socioeconomic levels. Local families benefit from having a place to spend time together and take out-of-town guests. The family togetherness and emergence of family values benefits the community and society in general. The perception of the Bush Presidential Library and Museum as a community asset increases the desire and value of living within the community. It also helps attract other organizational entities and new residents, who appreciate education and culture.

The Bryan/College Station community greatly benefits from the Bush Presidential Library Center. From my analysis the major benefits are:

1. Initial capital investment
2. Increased tourism
3. Educational and cultural opportunities.

The educational and cultural opportunities are extremely significant for this small-town twin city community of 120,000 people. Aside from Texas A&M University, the Bush Presidential Library Center is the only other major cultural center in the area, and it is officially part of Texas A&M University. It appears the cities and the Bush Presidential Library Center staff work together to support each other and further the greater good of the community.

#### 5.11 AMERICAN PEOPLE

The Bush Presidential Library and Museum, Bush School of Government and Public Service and Bush Presidential Library fulfill American societal needs. The American people benefit from the preservation, storage and access to the Bush presidential records and public service career documents. They benefit from the high quality graduates produced by the Bush School. These future leaders will steer our communities, regions, states and country. They will contribute to our quality of life, democracy and societal well being. The Bush Presidential Library Foundation financially supported the construction of the Bush Presidential Library and Museum. It continues to financially support the museum component and educational programs.

## **George Bush Presidential Library and Museum**

*The George Bush Library will fulfill the objective of preserving the private and public record of the President by making the documents of his career accessible to the public [195].*

The interest in presidential libraries began when the fate of presidential records and papers became unclear. Some presidential records and papers were kept by family members and heirs. Others were destroyed or damaged. Not many people thought about the value of presidential records to the history of America prior to the development of historical societies and the interest in historical documents. During the late 19<sup>th</sup> and early 20<sup>th</sup> centuries the federal government did purchase some presidential papers in an effort to preserve history. With the establishment of the National Archives and Records Administration presidential library system in 1955, the U.S. presidential records are preserved, stored and made available to the public at the existing presidential libraries.

As a part of the National Archives and Records Administration presidential library system, the Bush Presidential Library and Museum preserves, stores and makes accessible the records of George Bush, the 41<sup>st</sup> President of the United States. These presidential records, papers and photographs are available to anyone. The individual does not have to be an academic scholar or media representative. Americans have the option of examining Bush's presidential records, papers, photographs and other audio/visual materials.

I think the greatest benefit of the Bush Presidential Library archives to the American people is the translation and transmittal of the knowledge by scholars and the media to the American people. The practicality and likelihood of an American without a college education conducting research in the Bush Presidential Library archival collections is low. The probability of a college-educated American conducting research without a specific academic or journalistic agenda is also low. This is why the benefit to

the American people hinges in part on the ability of the academic and media communities to communicate the information to the American people.

Due to the Bush's presidential records being preserved and accessible at his presidential library, the potential for sharing knowledge about his decisions and actions related to the globally historically significant events and our government with the American people is there. The knowledge has already been and is continuing to be shared within and outside of the academic community to the general public. If the Bush presidential records and other archival materials were not saved, preserved and accessible in his presidential library, then the American people would lack any substantiated knowledge about his decisions, policy, actions and their relation to the global historical and economic evolution. Without Bush's presidential records what would Americans understand about the how the past has shaped the future?

### **George Bush School of Government and Public Service**

The Bush School helps to promote democracy and civic involvement through its public service leadership training. In addition to providing a prepared workforce, higher education must play the role of encouraging student political involvement [129]. This means teaching students what their roles may be as community members and citizens [129]. It means instilling a sense of civic responsibility and engagement [129].

The American people and political and government systems benefit from the Bush School graduates' leadership skills. Many of the Bush School graduates will leave the Bryan/College Station and find positions nationally and internationally. Thus, they will be helping to meet society's needs for government and non-profit sector leaders. Historically, higher education's primary mission was providing training for future statesman [130]. During higher education's formative years, the completion of college signaled graduates' readiness to accept responsible and powerful positions within society

[130]. Today, through its formal and informal programs the Bush School carries on the tradition but in a targeted way by focusing on the public service and international affairs sectors as a special professional calling.

### **George Bush Presidential Library Foundation**

The Bush Presidential Library Foundation saves the American taxpayers some money. U.S. presidential libraries are constructed with private money. The Bush Presidential Library Foundation raised the money to build the Bush Presidential Library and Museum. As a result of its fundraising success, the Bush Presidential Library and Museum was built. The American people benefit from having President Bush's presidential and other records safely stored, preserved and accessible. They benefit from his museum where the content reflects his career and life in an educational and engaging manner.

## 6. GEORGE BUSH PRESIDENTIAL LIBRARY CENTER

### 6.1 ORGANIZATION: RESEARCH QUESTION SIX

How is the George Bush Presidential Library Center organized?

The George Bush Presidential Library Center is composed of three entities:

1. Bush Presidential Library and Museum
2. Bush Presidential Library Foundation
3. Bush School of Government and Public Service

I provide an overview of the presidential center as a whole and the presidential entities within it.

### 6.2 FROM MY JOURNAL

With sunlight on their backs and tousled manes, they were galloping. Five magnificent brown horses raced and leapt over the concrete and wire rubble along their path. Everything around paled in comparison to their size. The sounds of thunderous hooves and the wind's rush filled my ears. Instantaneously their power enveloped and held me captive as I watched three of them leap in unison before me. For a moment I could not breathe. Standing still, I felt small but not crushed as the velvet of my dress. I closed my eyes. The bright colors of the graffiti painted rubble swirled in my mind. Upon opening my eyes, I noticed the roses. They were red. The roundness and fluidity of the petals were like drops of blood at the horses' feet. A dove carrying a load of names, representing people who died, flew low. I could see freedom's face and feel his spirit. It was *The Day the Wall Came Down* (Fig. 6.1 and Fig. 6.2).





Julia Susan Frink

Fig. 6.1. The Day the Wall Came Down. The Day the Wall Came Down: A Monument to Freedom by Veryl Goodnight is displayed in the Presidential Plaza at the Bush Presidential Library Center.

My journal entry continues as follows:

It was Thanksgiving Day. I was standing in the Bush Presidential Library Plaza with my father, a Hungarian immigrant whose family fled to Germany and America after World War II. This was his first visit to the Bush Presidential Library Center, and my thirty sixth. We were admiring the beautiful bronze sculpture commemorating the Berlin Wall's fall. It is the heart of the plaza, which is a stone tile expanse fusing soft clay and gray hues. Even though the library and museum were closed, we enjoyed walking around the pleasant grounds. We weren't the only ones who thought it was a good day to go to the park at the Bush Presidential Library. As we strolled along the tile walkways, around the pond, into the Barbara Bush Rose Garden, over the bridge to the

gravesite and back to the main entrance, we saw at least three dozen people, six dogs and many smiles.



Julia Susan Frink

Fig. 6.2. Freedom. The Day the Wall Came Down: A Monument to Freedom by Veryl Goodnight commemorates the fall of the Berlin Wall on November 9, 1989. President Bush's diplomatic skills are credited with helping this liberating event occur. The artist, Goodnight, uses horses to represent the human spirit's freedom.

### 6.3 MISSION STATEMENT

*The George Bush Presidential Library Center is a dynamic learning environment dedicated to the idea that public service is a noble calling and to preserving the historic legacy of President Bush [131].*

The George Bush Presidential Library Center focuses on creating an educational format conducive to public participation. The objective is to become a leading center for cultural, academic and policy discussions [132]. As a collective unit this is what the George Bush Presidential Library Center aims to accomplish.

### 6.4 LOCATION AND STRUCTURE

The Bush Presidential Library Center is located on 90 acres of the Texas A&M University campus in College Station, Texas. Built on the southern edge of the West Campus, the Bush Presidential Library Center sits on an expansive site with live oak trees, a creek and meadows. The setting is very parklike, and the atmosphere is peaceful. The large pond, which offers catch and release fishing, greatly enhances the harmonious setting. The buildings are magnificent and very elegant in terms of architectural design and use of space. Based on my perception the Bush Presidential Library Center is one of the more beautiful parts of the Texas A&M University campus.



Julia Susan Frink

Fig. 6.3. Bush School One. View from back of the Bush Presidential Library and School. The pond gracefully reflects the buildings and trees.

The Bush Presidential Library Center (Fig. 6.3) consists of three buildings: the George Bush Presidential Library and Museum, Presidential Conference Center (Annenberg Conference Center) and Texas A&M University Academic Center (Robert H. and Judy Ley Allen Building). When referencing the Bush Presidential Library Center, the three primary entities are the George Bush Presidential Library and Museum, Bush School of Government and Public Service and Bush Presidential Library Foundation. The Bush Presidential Library and Museum is self-contained in its own building. The Bush School of Government and Public Service is located in the Allen Building, which was specifically built to house the Bush School. The Departments of

Political Science and Economics also share the Allen building with the Bush School. The southern portion of the Allen Building overlooks the pond and garden. Some of the professorial and staff offices have scenic views of the garden area. The Bush Presidential Library Foundation is located in an upstairs wing of the Annenberg Presidential Conference Center. The Bushes apartment is also privately located on the upper level. Supplementing these three buildings are a Presidential Plaza, courtyard garden area, pond/park area, Barbara Bush Rose Garden and Bush Family gravesites. Table 6.1 summarizes the Bush Presidential Library Center.

TABLE 6.1  
THE GEORGE BUSH PRESIDENTIAL LIBRARY CENTER

<b>Entities</b>	<b>Building</b>	<b>Administration</b>
Library and Museum	separate	NARA and Pres. Library Foundation
School of Government & Public Service	Allen	Texas A&M University
Presidential Library Foundation	Annenberg	Private non-profit

## 6.5 ORGANIZATION

### **Bush Presidential Library and Museum**

The George Bush Presidential Library and Museum is part of the National Archives and Records Administration (NARA) presidential library system and conforms to presidential library and records legislation. The Bush Presidential Library and Museum has two components: the library and museum. The library refers to the archival record storage and research area. The Bush Library and Museum is three stories in height. The archival collections and research room are located on the second floor while the museum has its prominent place downstairs. The third floor is a working area where archival documents are processed and museum exhibits are made or repaired.

The Bush Library aspect is considered a federal entity and is federally funded by the U.S. National Archives and Records Administration, which receives its appropriations from Congress. The U.S. National Archives and Records Administration (NARA) allocates a portion of its budget to the maintenance of presidential libraries. Despite this, presidential libraries face competition from within NARA for funds and depend on Congressional budget activity. Over the past five years the allocated amount to presidential libraries ranged from 22% to 27% of NARA's direct appropriations.

The Bush Presidential Library archival collections are managed, operated and maintained solely by NARA, and the employees are considered federal employees. At any given time the Bush Presidential Library usually has 25 federal employees. The number of employees depends on the number of recent hires or departures.

Figure 6.4 depicts the organizational relationship between NARA and the Bush Presidential Library and Museum.

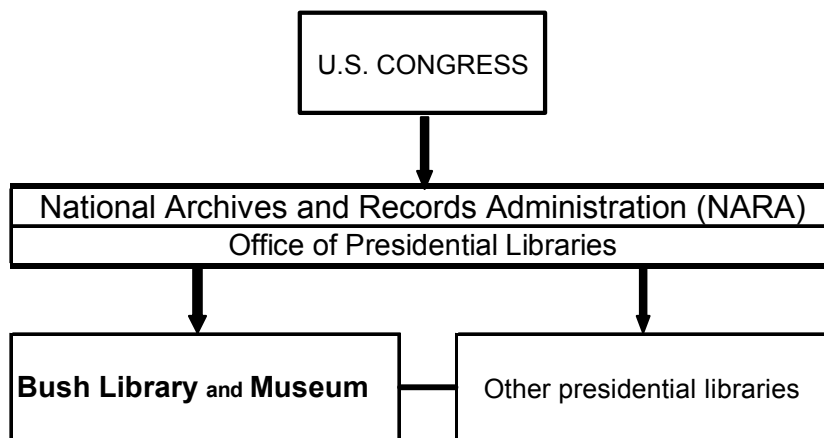


Fig. 6.4. System Organization. NARA presidential library system organizational chart showing the Bush Presidential Library's place within the system hierarchy.

In addition to its place within the NARA presidential library system, the Bush Presidential Library and Museum has an internal organizational hierarchy. One director oversees the entity as a whole. The administrators for the various departments report to him. The staff and volunteers report to those mid to upper level administrators. A general estimate of the number of employees at any given time is 25.

Figure 6.5 presents the Bush Presidential Library and Museum's internal organizational chart. The volunteer coordinator, public relations specialist and special events coordinator job categories are grouped together into one box. They are not listed in hierarchical order. They are on the same hierarchical level.

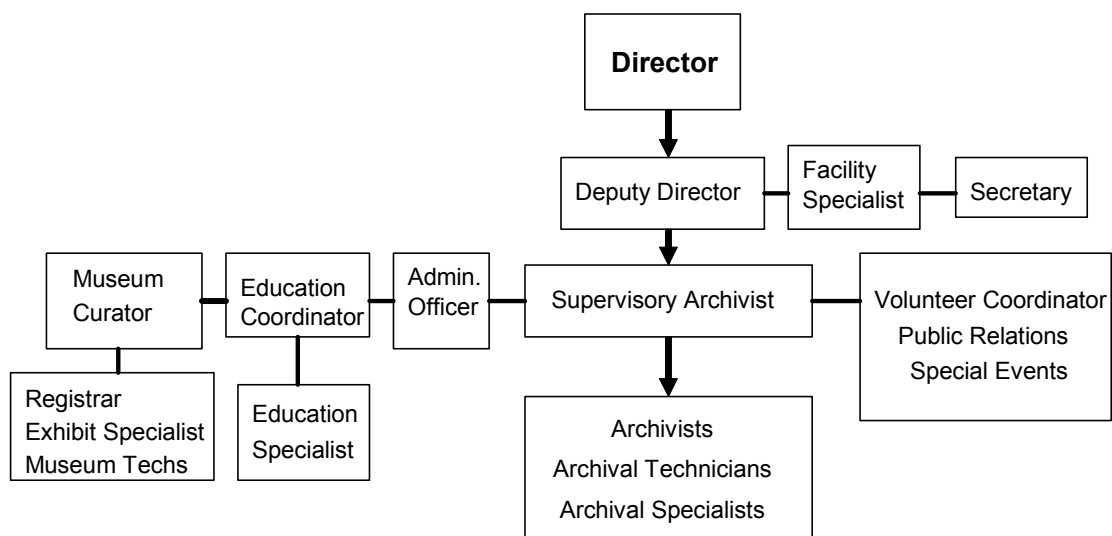


Fig. 6.5. Bush Presidential Library Organization.

## Bush Presidential Library Foundation

Along with NARA's oversight, the Bush Library and Museum is influenced by the Bush Presidential Library Foundation. NARA manages and financially supports the Bush archival collections. The Bush Presidential Library Foundation manages and financially supports the Bush Museum. Figure 6.6 visually presents the relationship.

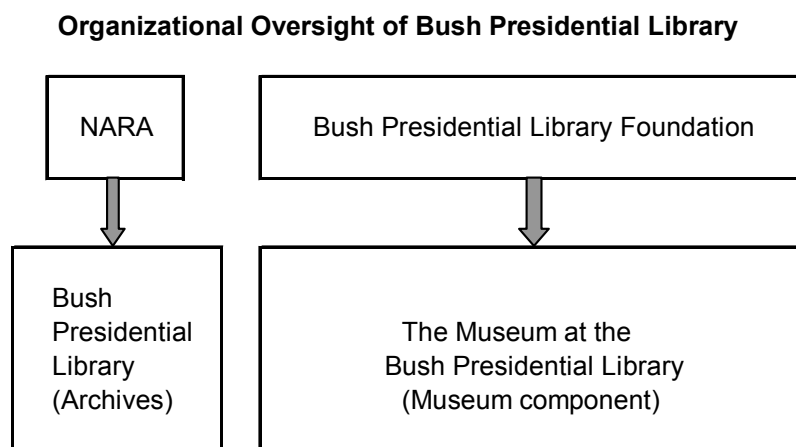


Fig. 6.6. Influences. Organizational Oversight of Bush Presidential Library and Museum.

The Bush Presidential Library Foundation is a private, non-profit educational foundation, which is categorized by the Internal Revenue Service as a 501(c)3. The purpose of its establishment in 1991 was to fund, plan, design, oversee construction and provide continuing support to the Bush Presidential Library and Museum [132]. The Bush Presidential Library Foundation plays a significant role in providing financial support. It raised the money for the library and museum construction. It also finances the museum component of the Bush Presidential Library and Museum. The Foundation raised the \$8.3 M needed for the museum renovation in 2007 [133]. In addition to financial support, the Foundation provides educational programming support through its



endowed lecture series and educational programs, Bush award, scholarships, grants and internships.

Within the higher education context, it is common for public universities to establish private institutionally-related foundations for the purposes of fundraising and keeping state appropriations and private money separate [134]. Another reason for establishing private institutionally-related foundations is the freedom to use higher yield investment strategies [134]. As state institutions public universities are limited in their investment strategies. The state does not allow them to take potentially high-yielding risks with public money [134]. For these reasons Texas A&M University has a private foundation for fundraising and donor fund management activities.

A similar principal applied to the NARA Presidential Library System. Presidential libraries must be constructed with private money. Federal money cannot be used for their planning, design and construction. Thus, a presidential library foundation is formed to serve as the support organization for the corresponding presidential library [135]. Foundations, including presidential library, are held accountable through the Internal Revenue Service Form 990, annual reports and various other reports [134]. Presidential library foundations are responsible for protecting their donors' privacy unless the donor specifies otherwise.

To date, no legislation has been passed releasing presidential libraries from this responsibility [38]. After the Carter Library, the Bush Presidential Library Foundation was next in promoting donor transparency [48]. At the Bush Presidential Library and Museum, the donor wall in the Rotunda and the bricks along the building walkway reveal the names of the large founding donors. Media reports have recognized the Bush Presidential Library Foundation's openness about its founding donors. The Executive Director of the Bush Presidential Library Foundation has been very helpful in providing information and access.

The Bush Presidential Library Foundation is overseen by an Executive Director and governed by a Board of Directors. It also has Trustees, staff and part-time interns. Figure 6.7 shows the internal organizational structure of the Bush Presidential Library Foundation.

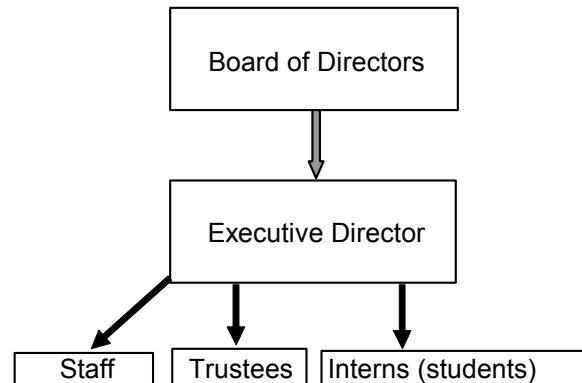


Fig. 6.7. Foundation. Bush Presidential Library Foundation Organizational Chart.

### **Bush School of Government and Public Service**

*In a hundred years, I would like to look back and have historians say, "From that school came generation after generation of people who were committed to public service for the right reasons—they believed that public service is noble and they believed they could make a difference"—George Bush, 41<sup>st</sup> President of the United States."* [136].



Julia Susan Frink

Fig. 6.8. Bush School Two. The Bush School overlooks the pond and garden. This is the back view of the Allen Building where the Bush School is housed.

The Bush School (Fig. 6.8) is separate college and an academic unit of Texas A&M University. It is supported through state appropriations, endowment revenue and private donations. Every two years the state of Texas appropriates general revenue funds to its public higher education institutions [137]. As a part of Texas A&M University, the Bush School receives some of these funds for its academic programs. The Bush School's \$35 million endowment is very large for a new school its size [138]. The Texas A&M Foundation, the private fundraising arm of Texas A&M University, has assigned the Bush School a development officer just as it has done for the other academic units and colleges within the university. The Bush School is structured like the other Texas A&M University academic units.

Figure 6.9 shows how the Bush School fits into the Texas A&M University organizational structure.

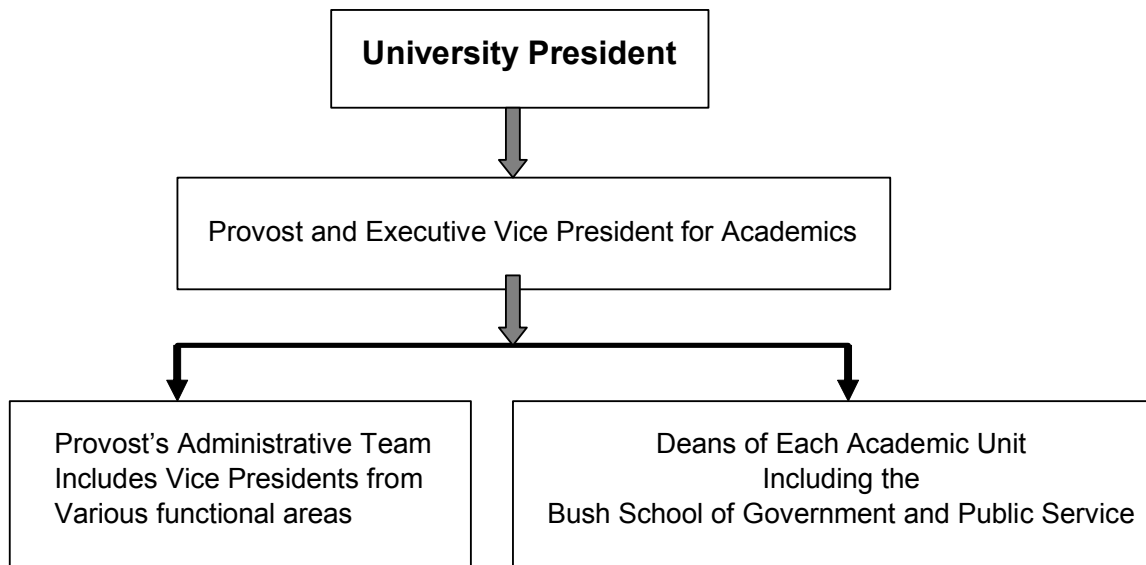


Fig. 6.9. Texas A&M University. Texas A&M University academic organizational chart and the Bush School's organizational place within Texas A&M University.

Ranked among America's best public service schools, the Bush School's mission is to educate future leaders, conduct research and serve the public [136]. The Bush School is accredited and offers masters degree programs in Public Service Administration and International Affairs [139]. It also offers three joint degree programs with the Political and Economics Departments leading to a master's degree [140]. In addition, the Bush School has certificate programs in advanced international affairs, nonprofit management and homeland security [139].

The Public Leadership Service Program offers the Dean's Leadership Certificate [141]. The Dean's Leadership Certificate is a special leadership development opportunity for Bush School students to supplement their formal education [142]. It

involves completing leadership and team building activities [142]. Keeping current with today's higher educational trends, the Bush School has executive and online education programs [143]. The two policy research entities within the Bush School are the Scowcroft Institute of International Affairs and Institute for Science, Technology and Public Policy [143]. Complementing the degree, certificate and research programs, the Bush School offers other leadership development opportunities through its student organizations (Public Service Organization and Bushwhacker Athletics), student run *Public Servant Newsletter*, mentoring programs and speaker series.

The Bush School of Government and Public Service is a separate academic college within Texas A&M University. It functions in the same way as the other academic units of Texas A&M University. Its concentration only on graduate degree and certificate programs makes it different from the other academic colleges at Texas A&M University. Fig 6.10. reveals the Bush School's internal organizational structure.

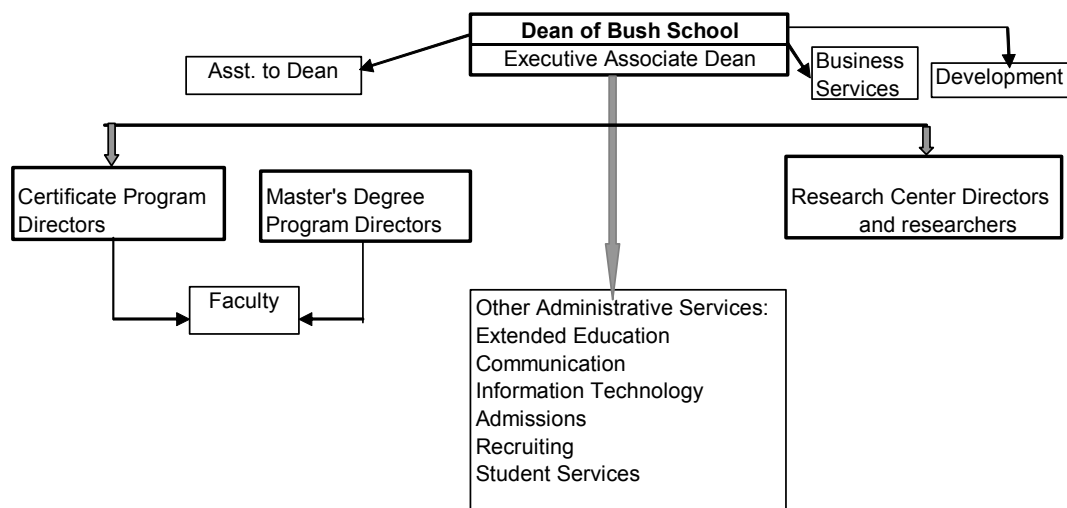


Fig. 6.10. Bush School Organization. The Bush School's internal organizational structure is similar to the other academic colleges at Texas A&M University. A significant difference is the Bush School only offers graduate degree and certificate programs.



George Bush Presidential Library and Museum

Fig. 6.11. Bush School Graduation. President George Bush standing with Bush School of Government and Public Service graduates.

## 6.6 SUMMARY AND CONCLUSIONS

The Bush Presidential Library Center exists to provide an educational and cultural learning environment. It is composed of three entities:

1. Bush Presidential Library and Museum
2. Bush Presidential Library Foundation
3. Bush School of Government and Public Service (Fig. 6.11)

The Bush Presidential Library Foundation was the first of the Bush Presidential Library Center entities to be established. It was created to plan, fund and implement the George Bush Presidential Library and Museum. The Bush Presidential Library and Museum was constructed using private funds. The museum and educational programs are funded privately through the Bush Presidential Library Foundation. In accordance with the Presidential Libraries Act of 1986, an operating fund endowment was established for the Bush Presidential Library and Museum. The National Archives and Records Administration oversees and provides funds for the presidential archive collection.

The Bush School of Government and Public Service was established at the same time the Bush Presidential Library was. The Bush School was part of the proposal package and an important part of attracting President Bush to Texas A&M University. The Bush School operates independently of the presidential library and foundation. It is a separate academic college within Texas A&M University and functions in a similar manner as the other academic units.

The Bush Presidential Library Center is a learning center for public service, policy, cultural and academic discussions. Its educational programs are continually evolving. The Bush Presidential Library Center at Texas A&M University would not exist without the acquisition of the George Bush Presidential Library and Museum. The Bush Presidential Library and Museum was the catalyst leading to the formation of the other entities.

#### 6.7 BUSH PRESIDENTIAL LIBRARY AND MUSEUM: RESEARCH QUESTION SEVEN

What is the composition of the George Bush Presidential Library and Museum?



Fig. 6.12. Bush Presidential Library Entrance. When entering the George Bush Presidential Library and Museum one feels a sense of patriotism and awe.

The George Bush Library and Museum (Fig. 6.12) is considered the crown jewel or most desirable asset of the Bush Presidential Library Center. After all, it is the reason for the center's existence. Without the acquisition of the Bush Library and Museum, it is doubtful, Texas A&M University would have built the center and established the Bush School of Government and Public Service. To me the Bush Library and Museum is the focal point of this project so this section concentrates entirely on it. In the following discussion, I weave in the data I collected from the individuals who participated in the interviews. Their perceptions enrich the picture of the Bush Presidential Library and Museum.



In my journal I describe the Bush Presidential Library Center. The following is from my journal.

The Bush Presidential Library Center is sophisticated and elegant in its architectural style and ambience, but at the same time it's warm and welcoming. I think the Texas limestone helps give it warmth. The limestone looks like it's probably Texas Cordova Cream. To me it gives off a special glow when the lighting is just right. In that moment the building assumes a timeless quality, the kind you see in a sepia tinted photograph or the sheen of a cultured pearl.

### **Mission**

“The mission of the George Bush Presidential Library is to collect, preserve and exhibit the papers and memorabilia of the 41<sup>st</sup> President of the United States,” explains the Deputy Director of the Bush Presidential Library and Museum, “This includes a strong education component, staff enrichment and commitment to volunteers.”

### **Description**

Designed by the global architecture firm Hellmuth, Obata and Kassabaum and constructed of Texas limestone and granite, the Bush Presidential Library and Museum sits across from the Annenberg Presidential Conference Center and the George Bush School of Government and Public Service. In front of the entrance there is a large granite foundation bordered by seasonal flowers and plants. Waving proudly are six American flags in a circular arrangement around the fountain. The Bush Presidential Library and Museum is a federal facility operated and maintained by the National Archives and Records Administration as part of the presidential libraries system [144]. The Bush Presidential Library and Museum was the first presidential library constructed after the passage of the Presidential Libraries Act of 1986, which limited its size and required the creation of an endowment to fund operations. To celebrate its ten year

anniversary, the Bush Presidential Library and Museum was renovated and re-opened in November 2007. Last year (2008), 140,827 people visited the museum and 316 people used the archival records for their research [145].

## 6.8 ARCHIVAL COLLECTION

From my research participants, I learned many people think the Bush Presidential Library is similar to a public library. They believe it contains books to borrow, but it does not. The Bush Presidential Library contains 43 million pages of documents, thousands of original audio and video recordings, a million photographs and other information sources relating to the life and career of George H.W. Bush [146]. These are archival records and papers.

“An archive is a primary resource record,” said the Dean of Libraries at Texas A&M University, “It’s ultimately what you go back to, to draw conclusions about anything.”

Archives are original documents. Primary sources are firsthand accounts of the event. By seeing and reading primary sources, students and adults can develop their own opinions about the event or situation. Reading primary sources doesn’t involve rote memorization. It involves opening one’s mind, thinking critically and reaching conclusions. The purpose of using primary sources is not to collect facts but rather to determine their nature and meaning. This type of critical thinking skill is useful for everyday life.

Academic researchers are the primary users of presidential archives [147]. Table 6.2 displays the past trends in researcher use of the Bush Presidential Library archives.

TABLE 6.2  
RESEARCHER USE OF THE BUSH ARCHIVES

<b>Researcher Use of the Bush Library Archives</b>					
According to Use and Year					
<b>Use</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Visit	299	279	361	158	316
Written Requests	1,906	1,295	1,156	777	895
<b>Totals</b>	<b>2,205</b>	<b>1,574</b>	<b>1,517</b>	<b>935</b>	<b>1,211</b>

(Note: These numbers were obtained from NARA annual reports.)

From Table 6.2 it is clear written requests outnumber researcher visits. When examining Table 6.2, it is important to put the data into context. The Bush Presidential Library and Museum is one of the newest presidential libraries. It was dedicated in November 1997. Many of its archives are still waiting to be processed and opened. As the years pass and more archives are opened to the public, the number of researcher visits and written requests should increase as they have for the older established presidential libraries. As of February 2009 approximately 17% of the Bush Presidential Library and Museum archival collection is open.

## **Archivists v. Librarians**

One of my interviewees was the Dean of the Texas A&M University Libraries. While talking with her, I took a moment to ask her to explain the difference between archivists and librarians. She describes them as such:

The difference between archivists and librarians is in the kind of materials. Librarians deal with published work, usually bound in a book or videos and CDs.

An archivist at the Bush Presidential Library elaborates on the description:

Librarians deal most of the time with books. They're trained to deal with books and publications with many copies. In a general way, they don't have unique items unless they are in a special collection.

The Dean of Libraries at Texas A&M University describes archivists and presents her professional thoughts of what would be in the Bush Presidential Library's archival collections.

Archivists are dealing with papers and manuscripts. At the George Bush that's what we're talking about to a great extent. It's his correspondence and reports: any secondary reports: newspapers, transcripts of speeches, audio/video, addresses to Congress and drafts of legislation. These need to be managed, controlled and made accessible to the public.

An archivist at the Bush Presidential Library defines archival work and clarifies the bounds of the Bush archival collection.

Archives are unique records, papers. An archivist is an expert in records and records keeping. The presidential records were created in doing the business of the government and created by people working in the Executive Office of the President. Being presidential means we don't have the judicial or Congressional records. The records are produced by people working for the President.

During our conversation, I was curious about whether or not there were differences between archivists and librarians' personalities or characteristics. On the surface this seems superficial, but the answer to my question adds to the picture of the Bush Presidential Library by describing the general nature of archivists and their work. In answering my question about personality differences, the Dean of Libraries at Texas A&M University said,

Their personalities are similar. Their credentials are different. Certification is available for archivists. They're historians. They're working with the documents themselves.

An archivist at the Bush Presidential Library said, "Archivists are on the historian side in people." She continued by providing some more background information about the archives profession. She said,

There are a variety of backgrounds of archivists. Until last year (2006), there wasn't a description. It is mandatory to have certain credit hours in history or political science. That's where archivists started out. As the practice matured, it went away from history. There are other things to think about than what historians use. The general public...as a whole the government keeps records...birth certificates, tax returns, pension files for the military. Corporations keep archives of how to make money and what was spent to tell the shareholders what we did.

Another archivist at the Bush Library views archivists as history nerds. She says, "To me, it's a history nerd's dream job."

When I interviewed the archivists, who work at the Bush Presidential Library and Museum, I noticed a confirmatory trend among their educational backgrounds. The majority of them have at least a bachelor's degree in history or political science. Many of them have advanced graduate degrees in those subjects. They were highly educated in this area and continued maintaining their education in their free time by reading, watching historical documentaries and conducting some personal historical types of

research. Besides their educational background and professional training, the commonality among the archivists at the Bush Presidential Library is a passion for history. Many of the archivists said they love history and have a lifelong passion for it.

An interesting job requirement for the Bush Presidential Library archivists is security clearance. All of the archivists have some level of security clearance. An archivist from the Bush Presidential Library explains:

The archives contain both classified and unclassified documents. All of us as archivists have to get security clearance. A lot of questions are answered of you by friends and family; from espionage to any other thing, blackmail, mental stability, trusted good judgment. If you didn't get security clearance, then it's grounds for dismissal. Security clearance is required for archivists. We can't do anything with the records without security.

When I interviewed the archivists at the Bush Presidential Library, I did not interview them at their work stations. Researchers and the public are not allowed there. We do not have the required security clearance. The archivists and I spoke in an isolated corner of the museum lobby or empty conference room. She described one of her job tasks. She said,

What I normally do is take classified materials that have been sent to us first. I read the document and determine what agencies have equity. That could be the Central Intelligence Agency (CIA), Defense Intelligence Agency (DIA), National Geo-spatial Intelligence Agency (NGA), Department of Justice, Treasury and Homeland Security. There's never time to get bored. In one document I could have five different equities depending on the document and who had input.

The archivist further explains her job by describing some of the archival document characteristics she encounters during her work. She said,

Equity is the informational input into the document itself. A fun part of this is a lot of documents aren't marked. No letter head or anything. Have to rely on the archivist to determine if it's classified. Sometimes, the only clue is the font, format or verbiage.

### Security Clearance

The security clearance theme was an interesting discovery from my research. It helps to complete the picture of the types of workers in the Bush Presidential Library archival environment. It also shows how protected the information contained within the presidential records is. When I examined some documents in the archives, I saw black ink shielding the identity of Secret Service and Central Intelligence Agency (CIA) agents. Other than those instances, I did not see black ink much because the documents I was analyzing were speeches and diaries. Figure 6.13 shows a presidential diary excerpt where the identity of a CIA agent is concealed.

		The President met for an intelligence briefing with:
8:00	8:20	William H. Webster, Director, Central Intelligence Agency (CIA)
8:00	8:20	[REDACTED] briefer, Central Intelligence Agency (CIA)
8:00	8:20	Brent Scowcroft, Assistant for National Security Affairs
8:00	8:20	Robert M. Gates, Deputy Assistant for National Security Affairs
8:11	8:20	Mr. Sununu

Fig. 6.13. Bush Presidential Diary Excerpt. President Bush's daily diary excerpt shows how identities are concealed for safety and security purposes. This entry is from January 29, 1991.

## **Inside the Archives and Research Room**

The Dean of Libraries at Texas A&M University describes the typical interior of an archival repository. She said,

When you walk into an archive, most of the time what you will see are boxes on shelves. Sometimes, you might see bound books but mostly boxes. Archives are described in linear feet of archives.

At the Bush Presidential Library, the archives are kept neatly in boxes in a room which resembles a warehouse. Researchers and the general public do not enter this room. The boxes are labeled and rest on long metal shelves. It looks as though things are being prepared for a move, but this is how the archives are kept. Researchers conduct their research in the research room.

When I walked into the research room, I noticed the Asian art. It filled the two side walls. There were beautiful paintings of lions, panda bears, peonies, birds and Koi fish. They must have been gifts or a personal art collection from Bush's China days. These elegant images brought life to the minimalist room and furnishings and charm to the research experience.

My first archival research experience was at the Bush Presidential Library.

Sitting in the rolling office chair at a wooden desk looking at a three tier cart full of pale gray slender flip top boxes, I am already a bit overwhelmed. There is so much material covering the Persian Gulf War. Probably close to 20 boxes are on this cart.

During summer of 2008 I examined some of the Bush Presidential Library's archives for the first time. Prior to that, I had never been to a research room within an archival depository. I was conducting research about what former President Bush did prior to and during the first days of the Persian Gulf War. I would then translate my findings into a lesson plan for children or young adults.



Creating a lesson plan was my assignment for *The Primarily Teaching* workshop sponsored by the Bush Presidential Library and NARA. The purpose of the week-long workshop was to help teachers understand how to use the archival collections and incorporate primary documents into their history and civic educational lesson plans.

“Right now, in teaching and history it is felt the most exciting way for students to learn about history is through primary sources,” said the Director of Education at the Bush Presidential Library and Museum, “The standard is to utilize primary sources to help bring history alive and that experience alive.” The Dean of Libraries at Texas A&M University agrees and says, “There’s a huge trend in primary resources. Previous to the internet, kids could not get access to primary resources.”

I began opening the first few boxes. It actually takes some time to make it through one box. I was examining Bush’s daily diary. His schedule was full from almost sunrise to beyond sunset. Each hour and minute was accounted for. I saw his telephone log. That was especially interesting as I had read he was known as the telephone diplomat. I discovered the seating chart for a cabinet meeting and the list of names of who attended. That was exciting. I turned page after page of documents. I found copies of his speeches and the accompanying cue cards. I thought the cue cards were a fun find because they showed the verbal pacing of the speech. More meeting agendas and memoranda were found. It was educational to see what job tasks and responsibilities the President completed each day. This was a new way of seeing him at work. While accessing and returning the extra long manila folders to the box, I felt as though I were a file clerk for the President.

It is enlightening to learn about all of the things the President does on a daily basis. Figure 6.14 is the top portion of President Bush's daily diary for January 29, 1991. This was the day he gave the State of the Union address. Bush ate breakfast at 5:15 a.m. The early start of his days gives me and any other researcher a sense of how demanding the President's schedule is.

THE WHITE HOUSE			THE DAILY DIARY OF PRESIDENT GEORGE BUSH	Page 1
LOCATION			DATE	
THE WHITE HOUSE WASHINGTON, D.C.			JANUARY 29, 1991	
			TIME	DAY
			5:15 a.m.	TUESDAY
IN	OUT	PHONE	ACTIVITY	
5:15			The President and the First Lady had breakfast.	
7:10			The President went to the South Grounds of the White House.	
7:12			The President went to the Oval Office.	
7:24	7:34		The President met with: John H. Sununu, Chief of Staff C. Boyden Gray, Counsel	

Fig. 6.14. Bush Presidential Diary Excerpt Two. President Bush's Daily Diary was formally kept by a National Archives and Records Administration staff member.

As the morning continues, the President's work intensifies. Figure 6.15 illustrates the details the presidential daily diary provides. In addition to the daily diary, there is a presidential daily back-up diary, which contains supplemental information. The supplemental information might be seating charts, memorandums, guest lists, meeting agendas, etc.

THE WHITE HOUSE			THE DAILY DIARY OF PRESIDENT GEORGE BUSH		Page 2
LOCATION			DATE	JANUARY 29, 1991	
THE WHITE HOUSE WASHINGTON, D.C.			TIME	10:05 a.m.	DAY TUESDAY
IN	OUT	PHONE	ACTIVITY		
10:05			The President went to the Cabinet Room.		
10:05	10:37		The President participated in a Cabinet Meeting to discuss Operation Desert Storm in the Persian Gulf and the upcoming State of the Union Address. For a list of attendees, see <u>APPENDIX "A."</u> Members of Press in/out		
10:37			The President returned to the Oval Office.		

Fig. 6.15. Morning Schedule Continuation. Additional details to daily diary entries can be found in either the same folder or the daily diary back-up folder.

During an interview with a Distinguished Political Science professor at Texas A&M University, we discussed the Bush Library archives. At that time I had not yet visited the Research Room and was initially surprised by what he said. What he said applies to archives in general and not only the Bush Presidential Library archives. In describing archives he said,

You don't just go in off the street and look at them. Archives are hard to use. You have to do research before you go in there.

"You really have to know what you're looking for because of the way the folders are organized," said an associate history professor from the University of Houston, "There are not descriptions on the folders, just a series of numbers that don't really mean anything that I can figure out."

I conducted some archival research at the Bush Presidential Library. The following are my journal entries describing my first experiences.

My first day at the archives was challenging because I forgot my printed timeline of the Persian Gulf War events. This could have been a blessing in disguise because I looked at the documents in chronological order as they were. I accepted them as I found them without eliminating boxes because they didn't have the date something big and significant happened in relation to the war. That's how my research began.

Day Two: I had my timeline. I felt less lost. I was able to pick and choose deliberately among the boxes. My work became more targeted instead of exploratory. I had a sense of direction. That's helpful when you have 20 boxes waiting for you. If I had not spoken with that professor early in my study, then I would not have known advance preparation was necessary, but upon arrival I would have quickly found out it is a necessity.

Entering the Bush Library research room and gaining access to archival records is a process. After passing through the security check point at the museum's entrance and asking the clerk at the admissions desk to call an archivist to take you to the Research Room, it involves a 45-minute initial orientation with an archivist and obtaining a researcher identification card. Aside from these basics, each researcher is met by an archivist downstairs in the Rotunda area, led through doors and down a hallway through more doors into a room which resembles a small living room. There the researcher is asked to sign the security log book on the counter and given an identification badge. Then the archivist escorts the researcher to the research room upstairs on the second floor. There the researcher is asked to sign another log book recording the date, arrival and departure times, printed name and signed name. The archivist hands the researcher a key to a locker in the adjoining room. The researcher is limited to what she can bring into the research room. No pens and paper are allowed. Laptop computers and digital cameras are allowed. No food or drinks can be consumed in the research room. Extra clothing articles and bags are not permitted. The researcher

must abide by these rules. The archivists are watching those who are using the documents.

“The person in the room must supervise the person with the records,” explains an archivist at the Bush Presidential Library.

Going into the research room at the Bush Library is not a casual experience. It is formal and strictly monitored. The researcher does not retrieve her material of interest. She fills out a service request, and an archivist delivers them by cart to the desk where she is seated. Light blue paper, pencils and binder clips are provided to researchers free of charge. There is a charge for photocopies. Even the paper used for photocopies is light blue. The blue paper helps archivists distinguish the original documents, which are white, from the photocopies or researcher’s notes. The paper color distinction is used to prevent the theft of original documents. In my journal I recorded my research experience.

Today, I was researching the history of the Bush Presidential Library in the Research Room. I was there from 9:20 a.m. to 1:10 p.m. One hundred and thirty seven blue photocopies later, I finally could say box twelve was completed. That was the only box I looked at today. I had hoped to finish the other seven boxes during this time frame.

“At reference, I’m required to answer questions,” said an archivist at the Bush Presidential Library.

“We’re helpful,” says the Director of the Bush Presidential Library, who began his career as an archivist. He continues by saying,

We take great pride in what we do whether we get somebody a picture or answer a question. I’m not sure you get that at say the Social Security Administration. We do valuable work and are a bit more dedicated to what we do.

The archivists at the Bush Presidential Library are sociable and approachable. While they are supervising the researcher's activities in the Research Room, they are available for questions. I decided to engage the archivist on duty in a conversation about how to estimate the amount of time one needs when working with the archives. I started out by revealing I could not complete all the archival research I wanted to do in the two days I allocated for it this week. I asked him for some suggestions. He said if I think it's going to take me two days, then allow one week.

In my journal I describe my research experience. My entry is as follows:

I was standing by the photocopier when I noticed the Chinese painting hanging above it had an English translation. On the opposite side of the black Chinese characters were the enigmatic words:

*If the Rocky Mountain  
Is the shoulder of America,  
Then, the crawling Great Wall  
Is the spine of China*

*If Texas  
Is the God-Sent Pasture of Abundance  
Then, the towering Great Wall  
Is the Man-made shield for peace*

Recounting my archival research experience during the summer, I remember:

My favorite part of archival research is going into the audio/visual archival area. When I looked at the photographs corresponding to the Presidential activities during the Persian Gulf War, the text I had found truly came to life. That was exciting!!!!

Experiencing the audio/visual archival collection is a different experience than working with the textual documents. The audio/visual archives receive a lot of media requests for photographs so they have assembled notebooks containing the most popular and requested photos related to a time or subject. This is what the archivist started me out with when I requested photos related to the Persian Gulf War. I found this less

overwhelming and extremely helpful. Looking at the photographs in the notebook was like looking at someone's photo album. I was looking at the President Bush's photo album.

In my journal I describe what it was like to work in the audio/visual archive room.

I could see President Bush meeting with Margaret Thatcher in Aspen at a rustic retreat setting, Catto Ranch. I saw Colin Powell briefing President Bush and his advisors about the war. I saw President Bush and Brent Scowcroft talking. I saw photographs of President Bush with various international dignitaries. Among the service recognition photographs, there was one of President Bush and Condoleezza Rice. From my textual research I learned President Bush was scheduled to rehearse his State of the Union address, and I saw the behind the scenes rehearsal photos. During my research I saw President Bush as America's leader, but I also saw him as a human being.

When I requested the photographs of the events on the day Bush gave the State of the Union address, I was given a notebook of proof sheets. There were pages of thumbnail size photographs. The archivist provided me with a magnifying glass so I could see them better. On the proof sheets there were x marks and circles written in black marker ink signifying which photographs were identified as the best and used for media or public relations purposes. Having these guides made selecting photos easier although sometimes I did not agree with the marks and chose different photographs. An excerpt from my journal reveals some of my research experience. It is as follows:

I was really excited when the archivist handed me my copy of Bush's State of the Union address. Now, I had all the ingredients I needed to make my multimedia lesson plan. I envisioned putting the photos and text together as a collage in PowerPoint and incorporating Bush's voice into the lesson about what's it's like to be President of the United States. This is so amazing to have these types of resources available.

My overall conclusions are the Bush Presidential Library archives hold a wealth of material, which can be used for educational and teaching purposes. It involves some time and assistance to find and access the material, but the results are worth it in terms of a more authentic and dynamic lesson.

### **Bush Archives' Value**

The Directory of the Bush Presidential Library and Museum summarizes the archival collection's value. He said,

There's this great guy named George Bush. His life encompassed a great deal of the 20<sup>th</sup> century. He was part of some of the greatest events during that time: He served in World War II. He went to school under the GI Bill. He met Babe Ruth, He became President...It's a great resource for historians in the 21<sup>st</sup> century.

The discussion continues with the Dean of Libraries at Texas A&M University professional thoughts. She said,

The Bush Library is preserving the archives of the President when we were a superpower. The archives from that administration will always be relevant.

The Bush Presidential Library Center is expected to be a major research center [148]. The Bush Presidential Library contains 43 million pages of documents related to the life and career of George Bush. It contains his presidential and vice-presidential records and his personal papers related to his public service and petroleum industry careers [146], [148]. Besides the documents, it contains photographs and audio/visual recordings from his presidential and public service careers. There is a wealth of information on a variety of subjects.

The most common academic use of archives is to provide source material for books, dissertations and other forms of research. President Bush and Brent Scowcroft wrote their book, *A World Transformed*, with the help of the archival documents from



their administration. It is predicted this book will be the most valuable memoir of the Bush presidency [149]. The Bush Presidential Library archives were used by Jeffrey A. Engel, a professor in the Bush School, for his book, *China Diary of George H.W. Bush: The Making of a Global President*. College professor, Dan Ostrander., used public papers and interviews with George Bush to write his book, *Read My Lips No New Taxes*. Historian and presidential biographer, Herbert S. Parmet, conducted research for his book, *The Life of a Lone Star Yankee*. Bush's personal presidential photographer, David Valdez, created his book, *George Herbert Walker Bush: A Photographic Profile*, from the archival photo collection [150].

Graduate students have also used the Bush Presidential Library archives. Ten dissertations have been written about President George Bush. They focus on his presidency, policies and speeches. Many of these dissertations were written by Texas A&M University students. An unusual academic use of the Bush Presidential Library archives was for the Master's Thesis, *Patterns in the daily diary of the 41<sup>st</sup> president, George Bush*, within the computer science discipline. The computer science student was a Texas A&M University student.

The research participants and I talked about the value of archives. What they said is applicable to the Bush Presidential Library archives and archives in general. Talking about archives involves discussing a concept as well as specific documents relating to significant historical moments.

“What libraries and archives do is really important,” said the Dean of Libraries at Texas A&M University, “They are preserving archives for the importance to humanity.”

“Our records tell how the President and his advisors reached the decisions they made,” said an archivist from the Bush Presidential Library, “Records tell people information beyond straight accounts.”

In trying to discover the value of the Bush Presidential Library archives, I asked the Deputy Director whether or not she used the archives for exhibit planning. She confirmed she and her curatorial staff use the Bush Archives. When I toured the museum I saw copies of photographs and textual documents mixed with other artifacts in the exhibits. She describes how the Bush archives assist her with her work. She says,

They’re great. It’s like a treasure trove of material we can use. This past President’s strength is in the letters he writes to people. Have you read *All the Best, George Bush*? His writing is quite good and reveals a depth of emotion and intelligence.

As she continues with her answer, she mentions President Bush. She says,

He kept stuff. He was a big collector. I think he has a serious respect for history. As we go through the archives we find things we didn’t realize we have.

From these answers I assess his collecting habits have helped supply the museum with artifacts to display. Bush’s letters are used in the exhibits. It is clear the archival material contributes to the museum exhibits.

To gain the perspective of an academic researcher, I spoke with a Distinguished Professor of Political Science at Texas A&M University. He brought up a less obvious use of the archives. He said, “Sometimes, it has to do with a lawsuit not against the president but someone else.”

Another interview topic was the value of tangible documents and a research experience versus electronic copies. An archivist at the Bush Presidential Library elaborates on the value of the archival facility. She said,

A researcher gets so much more well-rounded research experience by visiting the facility. If the person chooses to visit the facility, you have the archivists, who can answer questions. We can't help guide your research, but we can answer questions. If you aren't at a facility, you miss out.

### **Archival Challenges**

Within two months after its dedication, the Bush Presidential Library released two million pages of documents. These documents contain speech writer files, domestic issues, the daily Presidential diaries and press office files [148].

From my data collection I learned the two biggest archival challenges are preservation and access to classified documents. The archival aspect deals with how to preserve the printed and electronic archives. The technology used in the Bush administration is now outdated, and it is a challenge to try to access it and preserve it using modern technology. There are more technical details to the preservation challenge, but they are more appropriate to discuss in an information science or archival procedures research paper than here.

Access to classified documents will always be a challenge. The job requirement of security clearance for the archivists working at the Bush Presidential Library indicates the concern over unrestricted public access to the documents. An archivist who works with the Bush archives said, "Even Bush has to have security clearance to look at his records." This increases the value of the Bush and Scowcroft book, *A World Transformed*, which relies heavily on archival documents only they can access.

When I spoke with a Distinguished Professor of Political Science at Texas A&M University, he said it would take 30 years for the National Security documents to be released. He said it takes a long time. He did not seem bothered. He seemed to recognize this reality and concern for national security. When we discussed this, he stated it as a fact and was not emotional or upset.

Over the summer when I was working in the research room at the Bush Presidential Library, there was a doctoral student from Virginia conducting research for his dissertation on the Cold War. He had submitted a Freedom of Information Act request previously and asked the archivist to check its status. The Freedom of Information Act (FOIA) legislation was created to ensure public access to U.S. government documents [151], [152]. The request for the closed record is sent to the appropriate agency, and that agency must either release the document or prove why it cannot be released [151], [152]. In the case of the doctoral student his request was not completed yet, but he appeared calm when the archivist gave him the news. The Bush Presidential Library archives were not his only source for information. He had other sources, such as archives in Russia.

During that same time period when I was conducting research at the Bush Presidential Library, an associate professor of history at University of Houston asked the archivist on duty about his FOIA request, which he had submitted years ago. He was nonchalant in his request and appeared to expect the news from the archivist. His document was not opened yet. When I asked him about his request, he said he wanted the documents related to the 1989 Governors Summit on Education. He was conducting educational policy research. Despite not having access to the presidential documents related to the Department of Education, he said he did find considerable information, and his visit was productive. He also did not rely on the Bush Presidential Library as his only source for archival documents. He found the Reagan and Bush Secretary of Education's papers at the Texas Tech Southwest Collection/Special Collection Library.

From those he gained a lot of information. He says, “Still, it would be very nice to have access to the presidential papers, and executive papers relating to the Education Department.”

Based upon my research experience, it appears as though historians and other academic researchers are accustomed to not having complete access to presidential and executive records and papers. From the examples I described it seems the researchers have adjusted by seeking documents from other sources. My discussion is not meant to be a lengthy debate about this topic; the existing literature about access to presidential papers does it already. My presentation illustrates how academic researchers respond to these conditions, and it is included here to add to the description of the Bush Presidential Library.

## 6.9 MUSEUM AT THE BUSH PRESIDENTIAL LIBRARY

After passing through the skylight rotunda and behind the donor wall, one enters the museum. The museum is where the exhibits depicting George Bush’s life and career are shown. A section of the museum features the life and role of Barbara Bush as former First Lady. These exhibits are permanent and a mix of art, text and technology. Near the end of 2007, the Bush Presidential Library and Museum completed an \$8.3 million renovation, which included considerable technological additions and exhibit revisions.

Within the museum there is a temporary exhibit space and a small theater. The one-room Ansary Gallery houses the temporary exhibits, which are usually themed exhibits and consist of items on loan from other museums. Whenever possible the museum director combines the borrowed items with items from the Bush Presidential Library’s archival and art collections. A short biographical film about George Bush plays every half hour in the theater. The museum is not a federal entity and does not receive any federal funds. It relies on the Bush Presidential Library Foundation and

other private sources for its funding for its programs and exhibits. The Bush Presidential Library Foundation provides nearly 100% of its funding for exhibits and educational programs.

“Presidential libraries are unique,” says the Supervisory Archivist at the Bush Presidential Library, “The museum is a very important component.”

“It’s another way to think about things,” says a Distinguished Professor of Political Science at Texas A&M University, “It lets us know what happened. It’s alerting them (people) in an accessible way.” He contrasts the museum and archives in terms of accessibility and says the museum is much more accessible to people.

“What they (Bush Library) do and how they get their message across is through the exhibits,” explains the Dean of Libraries at Texas A&M University, “They have more of a museum role. How they communicate is largely through instruction through exhibits. They have spectacular exhibits.”

Table 6.3 shows the number of museum visitors and public program attendees since year 2004. For year 2008 the Bush Presidential Library and Museum surpassed all of the other existing presidential libraries in the number of public program attendees.

TABLE 6.3  
BUSH PRESIDENTIAL LIBRARY AND MUSEUM VISITORS

	<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>
<b>Museum Visitors</b>	140,827	111,974	140,674	132,327	128,928
<b>Public Program Attendees</b>	148,401	31,397	33,020	20,975	32,727

## 6.10 EDUCATIONAL PROGRAMS

The Bush Presidential Library was the first presidential library to have a classroom [146]. After its 2007 museum exhibit renovation, it has the most modern instructional technology of the existing presidential libraries. Education is a very important part of the Bush Presidential Library's mission, and I plan to discuss it in more depth when I answer my second research question about its benefits. Now, I provide an introduction to the educational component.

The Director of Education, who has a Ph.D. in adult education from Texas A&M University, describes the program. She says,

The mission of our education programs is threefold. To help all ages learn about American History and the role of the presidency with special emphasis on the presidency of George H.W. Bush, to improve the level of literacy in the community. Mrs. Bush is a champion of literacy. She took it on as a cause before the national public attention. To improve individual lives through individual benefits.

The Executive Director of the Bush Presidential Library Foundation has his doctorate in International Affairs and Political Science. He adds to the description of the Bush Presidential Library's educational program. He said,

Our education program's mission is number one to show teachers the value of visits three times during the school life. There are different levels of understanding. Number two: summer camp. Number three: activities. My younger daughter is a junior here. She was in the Girl Scouts. She developed a Girl Scout Program for earning patches by visiting and participating here. To entertain children...the July 4<sup>th</sup>...the Egg Roll that mirrors the White House Egg Roll. When they come they are attracted to President Bush.

## 6.11 GLOBAL SIGNIFICANCE

Why is it important to study presidents? To gain some insight into this matter I spoke with a distinguished political science professor, who is the editor of *Presidential Studies Quarterly*. He said,

Presidents have a lot of power. How they use that power has implications. It affects things central to the lives of Americans whether we go to war or pay taxes.

As our discussion continues he defines presidential libraries by saying,

The library is a record of many things that happened during the presidency. It's not just about the president. It's a record of public policy and government. Many people may not even be interested in the president. They may be interested in environmental policy or the Gulf War. They would be interested in the policy of the time and all of those other things happening in the world.

When asked about the significance of the Bush Library, he responds by saying, "it broadens significance and touches on the many dimensions of President Bush, public life and policy."

Continuing the global historical significance discussion, the Dean of Libraries at Texas A&M University says,

It's a record of that time. It was such a pivotal time in world history. That's when the Berlin Wall came down.

"The archives of that administration will always be relevant," says the Deputy Director of the Bush Presidential Library.



The Mayor of College Station, who has a minor in history and was an educator and administrator in the past, said,

I'm over there every time they've upgraded or changed exhibits. I go all the time. It brings back the importance in the mind of history. Bush 41 played an important role in our history.

"It's very important because you can learn about the past," says a custodian, who works at the Bush Library, "Everything you want to know you can travel in history and find out what it's about."

A corporate executive describes the significance, observing,

It really does celebrate those four years when Bush was president. It really shows a piece of history as does any other presidential library. It was an interesting time.

She has been to two other presidential libraries. When asked about how the Bush Library compares to the other presidential libraries, she uses the Johnson library as an example. "It's not as well done," she says, "It was a different era." She says she thinks the Bush Presidential Library is very well done.

This discussion about the Bush Library's historical significance can be summarized by a custodian's statements. She said,

It is very important to know. He's the leader of the nation.

The Deputy Director of the Bush Library and Museum carries the theme of historical significance forward by saying,

A history museum can only provide a slice of information about a part of time in American history. We want to pique their interest a little bit in that part of the era. Then they can go explore on their own areas they are part interested in.

## 6.12 21<sup>st</sup> CENTURY SIGNIFICANCE

When I interviewed the Director of the Bush Presidential Library and Museum, I asked him how he thought the museum was significant in the 21<sup>st</sup> century. He said,

There's this great guy named George Bush. His life encompassed a great deal of the 20<sup>th</sup> century. He was part of some of the greatest events during that time: He served in World War II. He went to school under the GI Bill. He met Babe Ruth, He became President...It's a great resource for historians in the 21<sup>st</sup> century. I think we're relevant as far as our educational programs and research.

His life is a great resource for historians in the 21<sup>st</sup> century.

“The most significant impact is getting these documents open to the public,” says an archivist at the Bush Presidential Library, “That's my main goal, getting them available for researchers.”

The Deputy Director of the Bush Presidential Library and Museum adds to the 21<sup>st</sup> century relevance theme. He said,

Presidential libraries are said to be classrooms of democracy. We change leaders in a non-violent fashion. People take that for granted in this country. It's not like that in other countries. A change in leadership in a non-violent way is good to stress.

“I think we're relevant as far as our educational programs and research,” says the Director of the Bush Presidential Library.

“A lot of kids coming up now don't know what the Cold War was or that there were two Chinas,” said the Deputy Director of the Bush Presidential Library.

“All of our programs involved being aligned with the Texas Education Agency (TEA), and we utilize primary sources, “ says the Director of Education at the Bush Presidential Library, “Right now, in teaching and history it is felt the most exciting way for students to learn about history is through primary sources.”

A Distinguished Professor of Political Science at Texas A&M University said,

I’ve been watching the Ken Burns’ World War II documentary. Very few Americans have a sense of what it was about. It’s important to understand.

“There are lessons to be learned from history so they won’t be repeated,” says the Director of the Bush Presidential Library and Museum.

The majority of the people interviewed emphasized the importance of the Bush Presidential Library Foundation’s speaker series. Past speakers included:

1. James A. Baker, III, former U.S. Secretary, Treasury Secretary, White House Chief of Staff.
2. Tony Blair, former Prime Minister of the United Kingdom
3. Lech Walesa, former President of Poland, Nobel Peace Prize winner
4. John Major, former Prime Minister of the United Kingdom
5. Brian Mulroney, former Prime Minister of Canada
6. Condoleezza Rice, former U.S. Secretary of State and U.S. National Security Advisor.
7. Mitt Romney, former Governor of Massachusetts and businessman
8. Norman Schwarzkopf, Commander of the Coalitions Forces during the Persian Gulf War.

These speakers came to the Annenberg Presidential Conference Center and delivered speeches to the local audience of students and community members. At the conclusion of each program, the speaker answered questions from the audience. Similar types of

world leaders and government officials participate in the Bush Presidential Library Foundation's speaker series.

A local corporate executive was very enthusiastic about the Bush Presidential Library's 21<sup>st</sup> century significance. She said,

They're absolutely relevant. They brought some notable leaders here. They brought Ted Kennedy for heaven's sake and Gorbachev. In every case they (the leaders) have taken questions from the floor (audience).

She continues stating her thoughts about the implications of the Issues Forum,

Having something like the Bush Library would make you more interested and more current.

While I was in her office she eagerly showed me her photo gallery. She appeared in the photographs alongside the historically significant leaders who spoke.

"For the past eight years we've been involved with the Bush Library lecture series on ethics," she said, "We also attend many events. It's really amazing for me to see people like Arnold Schwarzenegger and Rudi Guiliani."

Another valued feature of the Bush Library is its presentation of history. While we discuss his military career and visits to other U.S. presidential libraries, the Mayor of College Station said,

You never tire of history. Even if you're not interested, there's something; the initial exposure to the times and era depicted. I think it is tremendous.

“It’s a good way for Americans to see their history and should encourage you to vote and to get involved in the American political arena,” says the Deputy Director of the Bush Presidential Library and Museum. She adds,

What’s going on in the Presidency is not so different than what was going on in the past. There’s continuity. When you read the newspapers or watch TV, you hear about all of these terrible things, you can get scared or depressed if you don’t have a good grip on what happened before. If you go back to World War II, these same things were going on, and we survived.

### 6.13 FUTURE SIGNIFICANCE

When I posed the question of the Bush Library’s future significance, the answers were similar. Everyone feels the Bush Library will continue to be significant in the future. Here are some highlights from the interviews:

“It’s only going to get more significant as more papers are released,” said the Distinguished Professor of Political Science.

“The archives from that administration will always be relevant,” says the Dean of Libraries at Texas A&M University.

The Director of the Bush Presidential Library and Museum said,

The re-design of the museum will help with the long term legacy. It's like when Dave McCullough wrote about Truman. Now, it's 35 to 40 years after Truman's death, and people still write about him. The serious research to be done about this era (Bush) is still to be done. It's still 20-30 years away. As we open more and more papers, the resources will increase. Interest in doing historical research will increase at the Bush library. When I'm retired we'll still go on. I think we'll always have something to tell.

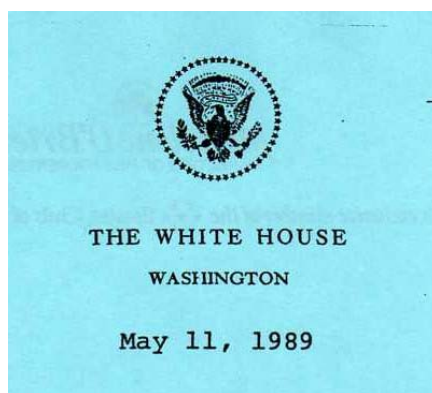
The Dean of Libraries added to those thoughts by saying,

There are still dissertations being written about ancient Rome and ancient Greece. They (Bush Library) are still just getting into the thing (archives). They're probably still organizing. There will always be relevance. Think of the obvious comparison of studies to be made of father and son foreign policy between George Bush senior and President Bush. It'll be very interesting for a long time-forever.

"I've got to think the Bush Library will drive on forever as long as history is emphasized," says the Mayor of College Station, "There's going to be that historical perspective that needs to be shared with the youth of today."

## 6.14 PRESIDENT BUSH'S THOUGHTS

During my research in the Bush Presidential Library archives, I discovered Bush's thoughts about his future presidential library. Figure 6.16 shows an excerpt of a response letter he wrote to a Houston realtor, who sent him some information about an available piece of property she thought would be suitable for his presidential library.



I do want the Library housed in Texas. I also know that I want it to be modest in scale, unpretentious, and aimed mainly at benefiting scholars. I want less emphasis on bricks and mortar, and more on how the presidency works, etc. I also know that I do not want to have to spend a lot of time going around raising money from friends.

Anyway, thanks for your thoughtful presentation. Barbara joins me in sending our warmest best wishes to you.

Sincerely,

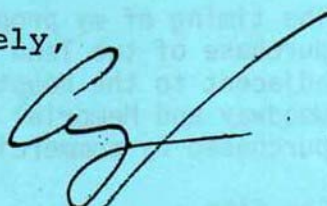


Fig. 6.16. George Bush Letter. President Bush describes his modest vision for his future presidential library. He sees the purpose of his presidential library as scholarly.

When the Bush Presidential Library and Museum opened in 1997 a corresponding news article reported Bush felt uncomfortable with all the attention given to him on that day [153]. The reporter includes two statements from Bush in which he wonders if the museum is too much as it is all about him. From the quotations and reporter's observations, it is clear Bush values humility and did not intentionally seek to build a monument for himself. Bush was raised not to promote himself so creating a monument honoring himself would be contradictory to his core values. In fact the reporter continues the article by revealing Bush's personal plans for his presidential library were very modest and not grand. He insisted upon those plans, but his aides secretly communicated with the architects to make the buildings more grand.

The archival publication, *Vision and Leadership in the Creation of the Bush Presidential Library Center*, confirms President Bush's modest plans. It says members of the Texas A&M University System Board of Regents and Texas A&M Foundation encouraged a more stately building design. Based upon the information in this publication, the communication did not appear to be secretive. It showed the concern the members of the Texas A&M University System Board of Regents and Texas A&M Foundation had for ensuring the Bush Presidential Library building would be representative of George Bush and his accomplishments. Sometimes, it may be those close to the president who want him memorialized not the president himself.

Bush exerted a lot of effort and made many personal sacrifices during his presidential and public service career. Building his presidential library was a way to honor him and ensure future generations will be educated about the world changing events he led. When concluding his article, *Pride or Protest? Community Response to Presidential Libraries*, Frank G. Burke reminds us of the personal sacrifices our U.S. Presidents make and the effort they exert for the greater good [154]. With this acknowledgement, Burke views the money and effort in building a presidential library as a way of thanking the U.S. President for his work.



## 6.15 PAST MUSEUM EXHIBITS

During the initial phase of my research, the Bush Presidential Library and Museum's main gallery was closed for renovation so I asked participants to recall their favorite past exhibits. Even though the museum has since reopened with a new main gallery exhibit, I think including recollections of past exhibits enhances this case study by showing the museum's cultural and educational variety. Here are some of the research participants' favorite past exhibits. I chose to present the individuals' thoughts as a group rather than break up the continuity with specific attributions to who said what. Their thoughts are as follow:

The piece of the Berlin Wall: It is fascinating. It's such a huge piece of history, and I remember it falling.

His World War II experience: They had a plane, like what he flew, suspended from the ceiling. They had a letter he wrote to his parents. He was a prolific letter writer. They showed a video of him being rescued. He didn't know the fate of his two friends. It's interesting to go back and read a letter from the 1940s after he had been saved at sea.

I like the White House in Miniature. I'm fond of all of it. The limousine, the little lamps, the working TV, the little trash cans.

The train exhibit: I think the children liked it.

The trains: The reason I say that is because Union Pacific built an engine that they named 4141 and painted this real running engine the colors of the Bush Library. It promotes the campus of Texas A&M University. A full working Union Pacific engine. We had a huge dedication of this engine....It was a fun fun dedication.

I was impressed they had a movie about the tsunami.

The one with the different personal stuff from the presidents. It's a traveling exhibit. They have Roosevelt's braces. That's something you don't expect to see. Lincoln's top hat. I've seen that before.

I like the one that has those purses. I'm very fond of the purses.

They had little egg basket purses.

These individuals, who spoke about purses, are referring to the Judith Leiber exhibit in 2004. Judith Leiber was a Hungarian-born designer of fine art handbags, which are sold at luxury stores [155]. Leiber designed handbags for the U.S. first ladies dating back to Mamie Eisenhower. The handbags she designed for them are displayed at the Smithsonian Institute in Washington, D.S. Leiber's handbags are considered collectable works of art and displayed in museums, such the Los Angeles Museum of Art and the Metropolitan Museum of Art in New York.

When I worked as a sales associate at a luxury store similar to Neiman Marcus, I sold Judith Leiber evening purses. They are elegant artistic handbags designed for use and display. Many of the purses are decorated with crystals. They are small and generally referred to as evening bags. They are shaped like flowers, animals and other designs. U.S. First Ladies, celebrities and socialites purchase Leiber's purses. One interviewee told me Barbara Bush liked to give these purses as gifts.

The Deputy Director has fond memories of the Legends of the West exhibit.

It was really a fun exhibit. We did it really fast. We put together great Western art, Remington and Russell, and then we combined it with low art. The combination of high art and low art is something I've always wanted to do. We brought in boots from boot makers all over the country. They were one of a kind boots. It was a very fun show. I've always wanted to do something like it. I'm from West Texas. I identify with the West and the fabulous art.

The gallery: we made it into a Western lodge like what you'd see in Colorado or Santa Fe. We built a fireplace like how you'd walk into a lodge, and we had a Russell hanging over it; and decorated it with what looks like stucco and put antler art all around it. You know the movie, "She Wore A Yellow Ribbon", with John Ford. It was inspired by a Remington painting with all its diagonals. We had that playing.

President Bush has a lot of cowboy boots. He has a great gun collection and a beautiful cabinet. He lent us those for the exhibit. It brought in people who don't ordinarily come to a museum.

## 6.16 STAFF MEMORIES

A presidential library is a unique organization, especially if the former President is still living. Given Bush is living, I would assume the staff might have some special memories so I decided to ask them.

“The dedication day 12 years ago was an amazing day,” said the Director, “We opened the museum.”

“The President and Mrs. Bush are very active with us,” said the Registrar, who has been to the Bushes’ Houston home to borrow items for the exhibits, “They enjoy seeing what the museum produces. They want to participate.”

The Registrar recalls a visit to the Bushes’ Houston home. She said,

Two weeks after I started this job, we went to her house. She said we could have some of the gowns she wore to state dinners. I had never met her before because I just started. By the end of that day, Mrs. Bush had given us 40 gowns. It was like cleaning your mother’s closet. She was just like your Mom. It was neat to meet her that way. She’s very generous and straightforward.

“I take some pride in that the President chose me to be the director of the library,” said the Director.

“Yes, I have seen President Bush,” said a custodian, “They called me by name. They know my name.”

The Registrar, whose job role is to manage the artifacts, connects her memory to an exhibit. She said,

We did a father and son exhibit. We borrowed many of the items from the John Adams in Boston. We borrowed a pair of glasses and the cuff links, which were a gift from Abigail. We were very proud of those. When George Bush saw those he said I have a pair of glasses and a set of cuff links. We didn't even think about it that way. He wants the same relevance.

"I'm not used to talking with the President," said the Director, "I have to be professional and can't be scared."

An archivist said her memorable moment was,

Having President Bush as Special Access, that was the coolest thing. Sitting there I was scared to death. I don't know why because he's very approachable.

The lead custodian shared her memory. She said,

The first time I came they brought some people from India. They brought this princess. I couldn't get to her. The way she looked; she looked so nice. I've never seen some princess before. That was a fond memory for me.

The Supervisory Archivist, who has a PhD in U.S. history, recalls the Bush Presidential Library's early beginnings. He said,

In 1996 NARA decided to staff the presidential library. I was part of the group brought in, in mid-1996 to prepare for the event. In the summer of 1997, we moved every single item. It took two weeks. It was a lot of work.

The Director of the Bush Presidential Library adds his memories about how the library started. He said,

Everything was flown in C-5As, and from Fort Hood it was trucked to College Station. The move lasted from January 15<sup>th</sup> -22<sup>nd</sup>. It took two big C-5As. Everything was unloaded with tractor trailers. Five troops from Fort Hood came

to shelve all the materials. There were some great times. They all loved Bush. They had some great stories. That's how it all started.

"Being able to touch the documents," said an archivist, "Oh, my gosh, Condi Rice touched this. Dick Cheney, Bob Gates, Condi Rice who were there with the first President Bush and now are back again. Stormin' Norman, Colin Powell."

The Registrar remembers a contribution from Barbara Bush to the collection. She said,

We got a handmade growth chart because Barbara thought we might want to use it. It was a chart for charting her children's growth. She made it before she was famous. It's what many mothers would do. It said *Watch Us Grow*. The names of the kids were handwritten. There were little flowers on it in some places.

The Education Coordinator shares her memorable event story. She said,

You never know who you're going to see at work. In walks the First Lady of Mexico with her entourage. The Director and his entourage. The classroom was a mess. No one told me. She spoke with some of the children. You just never know. The only way I knew something was happening was when one of the little girls came back from the restroom and asked, "What are all those men in black doing outside?"

I think the staff memory section is very enlightening. It reveals thoughts and activities, which give us a glimpse of special things occurring at the Bush Presidential Library Center.

## 6.17 MY MEMORIES

To add to the memory theme, I have my own memories. I will present two memory highlights. My first memory occurred during a women's basketball game at Texas A&M University. My journal entries are as follow:

*Texas A&M University v. Oklahoma State University*      *January 19, 2008*

I see them. President Bush and Barbara are here. They are a few rows above me and further to the right. Wow, they're sitting in \$11 seats just like me. Nothing special is around them. They are sitting there like ordinary spectators. Barbara is wearing a bright turquoise blue blouse. Bush 41 is wearing a maroon shirt and jacket. It looks like he's eating some kind of snack. I'm not sure what. They appear to be relaxed and enjoying the game.

"He's so cool," says a young man. He is referring to Bush 41. During the timeouts and throughout the game people have approached Bush 41 in the stands and greeted him. I saw one man take a photograph using his cell phone of Bush 41. I think it's neat how much Bush 41 seems to connect with Texas A&M University, and how much he appears to care about the university. Seeing him sitting in this plain gym in regular seats brings him down to the level of the common person. It shows the down-to-earth way he is often described.

Bush 41 is a nickname given to former President George Bush, who was the 41<sup>st</sup> U.S. President, to distinguish him from his son former President George W. Bush, who was the 43<sup>rd</sup> U.S. President.

*Research room at the Bush Presidential Library*      *Friday, August 15, 2008*

We abandoned our desks and headed straight for the window overlooking the Rotunda and lobby area. Our research could wait. We heard Laura Bush was coming. The public relations man saw us and motioned for us to come downstairs. He suggested we disperse ourselves around the lobby.

I stood along the window wall between the gift shop and museum entrance. Laura Bush and her entourage swiftly entered the Rotunda and headed straight towards the museum entrance. The camera flashes went off. Aside from the official greeting, they didn't pause for anyone or anything. She was attractive and petite. She wore a very elegant black suit. She had come from the funeral of Anne Armstrong, a prominent Republican figure. As she approached me, I said, "Hello" and she returned the greeting by saying, "Hi".

## 6.18 WORKING AT THE BUSH PRESIDENTIAL LIBRARY

In my journal I wrote about my research experiences at the Bush Presidential Library. The following is one of my entries.

I went inside the Bush Library and Museum for the first time today. I like the rotunda, the large dome covered room you enter after successfully passing through the security check point. Upon entering I was greeted by a friendly volunteer. The rotunda is surrounded by supporting pillars. It is spacious, and the floor is so shiny. Housekeeping really does a great job. The place is immaculate. Can you imagine how much work it must be to keep this place sparkling?

As a researcher I wondered how the Bush Presidential Library staff felt about working in this unique environment.

“It means something very special,” says a custodian, “There aren’t many people who have the access or ways to be working here.”

“Getting to touch the documents, not too many people have that opportunity,” says an archivist.

“I enjoy working here and all the people,” says a custodian, “We have different topics. Every exhibit has a different kind of history. I like it a lot.”

A senior administrator has a lot to say:

It’s been great. I love the job. I love this job.

I love it. There are a lot reasons why. They’re very diverse. You’re made to feel a part of the community and of Texas A&M. We’ve been welcomed here by Republicans and Democrats. We’re providing things essential to the public. We have the records of the Bush Presidency.

It's been very fulfilling. It's a job I never would have dreamed I'd have in my wildest of dreams. Early in my career, I told someone I want to be assistant director of a presidential library. She thought I was dreaming too high.

"I have a good job, and it is very respectable," says a custodian.

"The thing I would like you to remember most is I made it possible for researchers to see documents in an open environment," says an archivist, "That's my main goal: to get as much open as I can within the law."

"I have the best job," says a senior administrator, "It's so much fun."

Work stability is another characteristic of working at the Bush Library. One morning when I was taking photographs of the flowers in the courtyard, a Texas A&M University gardening and landscape crew was working. I overheard one worker tell another how he likes working for the Bush Presidential Library because he was guaranteed 40 hours of work.

A senior administrator describes her thoughts:

Every day I come in here and have a list of at least five things to do. Then I have other people to meet. Our concern now is helping our docents become acclimated to the new interactive features of our exhibits. We are forming a docent committee.

A staff member said,

It's a very exciting place to work. You go upstairs and see how beautiful everything is. You get to see the documents. How often do you get to see the actual documents with the signatures that are not a copy? I was just up there looking. I'm now working on getting additional primary sources.

"There are many benefits to this job," said a senior administrator.



“You’re always learning,” says a senior administrator, “That’s what I like about this job. I really like it. This is a very good job especially for people who like history. It doesn’t get any better than this.”

“I checked with the Royal Horticulture Society on the Internet,” said a Texas A&M gardener to someone who looked like a Bush Presidential Library staff member. She was admiring the blooming roses and marveled at how they were still blooming in the winter. The gardener was pruning them. To me his statement showed dedication and a desire to do the best job possible.

“I face obstacles and have to learn how to deal with them,” says a senior administrator.

“There’s not a typical day,” said a senior administrator, “That’s what I like about it. I am the liaison between the Foundation, Library, President Bush’s officials, the fabrication company and the designers of the exhibit. It’s a very big job right now.”

“I have to get used to being on TV,” said a senior administrator, who began his career as an archivist.

An archivist described her work. She said,

My project’s systematic processing. It’s a certain member of the counsel’s office. Lee S Leiberman. She was a lawyer. She was a law clerk to Scalia. She was a professor at George Mason University when she took the position in counsel.

The George Bush personal record is a deed of gift. We’re not processing it. There is a set of restrictions until after death. You don’t release information about people who are living.

A deed of gift is a legal document transferring property ownership as a gift without a purchase price [156]. When a U.S. government official donates personal papers to an archival repository, the individual uses a deed of gift or deposit [10]. This legal instrument allows the individual to protect his personal privacy by setting the restrictions for release, access and use of the personal records. While serving in public office, a government official may generate and maintain personal papers and files while performing his official duties. The Freedom of Information Act (FOIA) does not distinguish between personal and public records. The government official makes the determination using the litigation resulting from the FOIA as a guide.

Another archivist at the Bush Presidential Library described her job:

It varies somewhat. At reference I'm required to answer questions. The archivist in charge is responsible for everything that goes on; records pulled. The person in the room must supervise the person with the records. There have been some well publicized thefts.

During my interviews with the archivists, I began to wonder how many pages does one process each day so I asked. This is how an archivist describes the workload. She said,

It kind of depends. When I'm reviewing material to send to agency, it could vary; maybe 800 pages a day. You learn how to scan it and pick out clues. You have to watch for duplicates.

A custodian shared her thoughts about her work.

It's exciting. You're going to see something different. A lot of people come in. You get different points of views. The visitors and the people, who work here. The visitors, they come in and express things. They like the way we keep the buildings.

"It's always something different," said a custodian, "It makes your job exciting and more appealing to be here."

“I like the work I do,” says a custodian.

“Patience,” says an archivist, “This job and all aspects of archives work is attention to detail.”

“My days are diverse,” says a senior administrator.

“You work with nice people surrounding you,” said a custodian.

## 6.19 MISCONCEPTIONS

As I discuss my research project with others, I become aware of the misconceptions people have about presidential libraries. I would like to take a moment to clarify their nonpartisan nature by establishing some basic facts about the National Records Administration and the archivists. Then I ask the Bush Presidential Library and Museum senior administrators if they have noticed any preconceived ideas.

The National Archives and Records Administration stores, preserves and provides access to America’s records [157]. It is a nonpartisan government agency [157]. Its Office of Presidential Libraries oversees the presidential library system [158]. Despite the former Presidents’ political affiliations, their presidential libraries and museums are administered by NARA in a nonpartisan manner [159]. The archivists are nonpartisan professionals, and the museum exhibits are designed in a nonpartisan way to appeal to the general public [159].

“As a federal entity, it is illegal for us to raise money or participate in political activities,” says the Supervisory Archivist at the Bush Presidential Library and Museum, “If an event is Republican or Democrat, we can’t participate.”

The Director of the Bush Presidential Library and Museum has more to add. He said,

I think there's a misconception we're a Republican Presidential Library, but we aren't Republican. We don't care who you are when you come in.

Some people think we're dedicated to advancing an agenda, and we're not. We try to be diverse. We try to get people like Barack Obama and Hillary Clinton to come here. They respond by saying they can't come.

People like Romney, McCain and Rudi Guilliani do come. It gives the appearance that there's an agenda.

I get calls asking about advice or political opinions.

We provide resources for people to form their own opinions. We're just here for you to do research.

The fact is, George Bush was a pretty decent guy.

These statements should help the reader understand the mission and educational opportunities the Bush Presidential Library and Museum provides. By providing access to President Bush's records and papers, it allows researchers to analyze, think critically and come to their own conclusions about the way history unfolded. The archival records providing the highest quality information available are there at the Bush Presidential Library and Museum.

## 6.20 CHALLENGES

Like all of the presidential libraries, the Bush Presidential Library and Museum faces challenges. To understand what those are, I spoke with two senior administrators from the Bush Presidential Library and Museum. When asked about the significant challenges, the Director of the George Bush Presidential Library and Museum said,

Keeping the museum entertaining; having a place where visitors want to come. The challenge is maintaining funding and convincing the public we have a very important mission.

Aside from operational challenges, I wondered how the Bush Presidential Library appeals to children who were not born during his administration or anytime soon after it? The Director of the Bush Presidential Library responded by saying,

Our education program helps with that. I have an interesting story for you. When we did a World War II exhibit, we partnered with the Allied Museum in Germany and borrowed a lot of materials from them. The curator came over here. The Berlin Wall had been down for about 10 years or less. He had kids in Germany who didn't know about the Berlin Wall. There are kids who don't realize there was a Berlin Wall.

We provide a historical education. We teach Texas history; the great stuff and the terrible stuff; important stuff and important things.

Many school children visit the Bush Presidential Library each year. Among those children there are different learning styles and reading levels. The Director of Education at the Bush Presidential Library explains the challenges of reaching the children. She said,

Frequently, the children's literacy base is not that strong. I've had a docent say they had children who didn't know what the United Nations was.

She says the docent chose to use contemporary celebrity, Angelina Jolie, and her adoption of children as an example to try to explain the U.N. and its role to the visiting children. The Director of Education especially values the volunteer docents who can help children make these connections. During our conversation, she did express another related challenge. She said,

I'm concerned about losing docents because of the new interactive technologies. I don't want them to feel like they're not needed. I want to keep people on board

who have talents, who engage the children. Children need help making the connections.

Another challenge the Director of Education mentioned was the children's reading levels. They tend to vary, and some of the children have reading difficulties. The challenge is trying to balance the child's self-discovery and docent assistance.

Similar to other organizations cultivating funding for its programs is a challenge for the Bush Presidential Library. The Director of Education writes grants using the Bush Presidential Library Foundation as the middleman to collect the money. As a federal government entity, the Bush Presidential Library and Museum cannot fundraise or collect money directly. Fundraising and grant activities are handled through the Bush Presidential Library Foundation. The U.S. government does not provide the Bush Presidential Library with funds for its educational programs or the museum.

“All of the educational funding is collected privately,” says the Director of Education at the Bush Presidential Library “I can't collect any money directly. It all goes through the Foundation.”

“The Foundation is not an unlimited source of funding,” says the Director of the Bush Presidential Library, “I have to ask for funding from the private sector. The Library prepares budgets and has to defend them. I’ve got people who work very hard, and I have to make sure they get paid for their work.”

Despite the challenges, these senior administrators love their jobs and are dedicated to their work. Every organization faces challenges so it is not surprising the Bush Presidential Library and Museum experiences some. Something I noticed about these senior administrators and the staff was, they try to make the best of the situation and that translates into a positive work environment.

## 6.21 THE GARDEN

Instead of a formal description, I place my journal entries, thoughts and photographs (Figs. 6.17 to 6.20) into a collage to share the experience of being in the garden. To present the experience I combine my journal entries and photographs.

My journal entry:

I feel comfortable here. It's a real pleasure. There's plenty of space. Even though it is the Bush Presidential Library Center, I don't feel overwhelmed or intimidated by the architecture and space design even though they are a contemporary design with international flair. I want to see everything. I really like the garden area. It's charming.



Julia Susan Frink

Fig. 6.17. Garden Path. The garden at the Bush Presidential Library Center incorporates native Texas plants.



My journal entry:

I stood on the small bridge and looked across the water. The buildings, the Allen and Bush Presidential Library, look pretty impressive with the waterscape in the foreground. It was peaceful here in the garden. Imagine, if you were a professor working in the Allen Building, then you could come out here and take a walk around the pond during your lunch break or any break.



Julia Susan Frink

Fig. 6.18. Park. The park setting of the Bush Presidential Library Center garden.



Julia Susan Frink

Fig. 6.19. Lantana. The delicate lantana is among the native Texas plants found in the Bush Presidential Library Center garden.

My journal entry:

Continuing my walk around the pond, I enter the rose garden. Antique roses line both sides of the path. The arrangement is not orderly and static. There is some movement. The line is actually staggered. It's more informal. Pale and medium shades of pink blooms are visible. There is a sense of softness about these antique roses. I think it's their abundance of petals, which tend to fall loosely. They flow together making one shape with many details.

An arbor leads to a square gazebo in the center. The gazebo's metal roof reflects the sun and shines like antique silver. Rustic black iron stars decorate the areas below the roof's pitch. They remind me of those found in Texas gardens and small-town tourist shops. To me they symbolize Texas. I think they give the rose garden a down-to-earth feel.

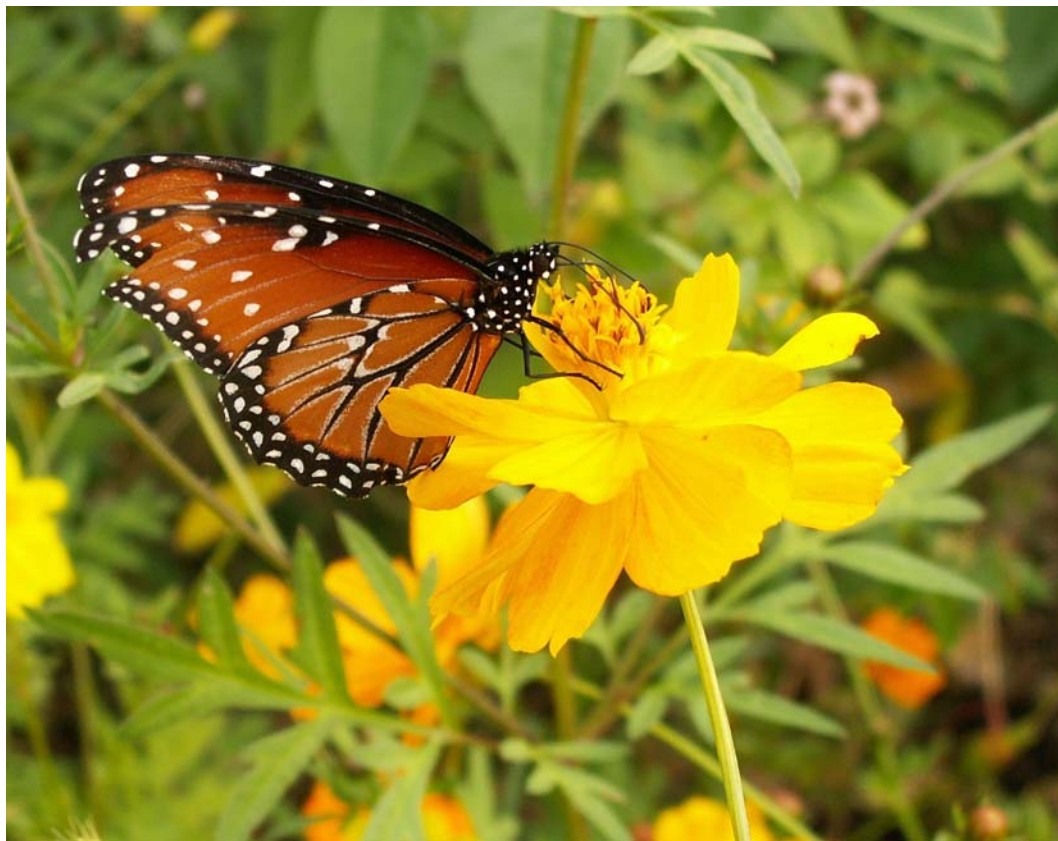
In the past formal rose gardens typified majesty and pageantry. Think of the Huntington Library's Rose Garden. Think of the Rose Parade held in Pasadena, California. Here at the Bush Library you feel at ease in the garden. It's very inviting. You feel as though you are visiting a friend's estate/ranch in Texas. The Barbara Bush Rose Garden was dedicated in 2004.

From this vantage point, I can read President George Bush's powerful words etched on the backside of his presidential library.

*Let future generations understand the  
burden and blessings of freedom.*

*Let them say we stood where duty required  
us to stand.*

*President George Bush    January 1991*



Julia Susan Frink

Fig. 6.20. Butterfly. The Bush Presidential Library is full of life great and small.

My journal entry:

The sounds of children's laughter floated through the air as I walked through the courtyard garden between the Allen Building and the Bush Presidential Library and Museum. I stopped walking and turned around to walk towards the patio of the Allen Building. I wanted to see where the children were and what they were doing. On the lawn behind the library near the pond, a group of school children wearing matching green T-shirts were throwing a football, running around that patch of lawn and having fun. Their energy and laughter was contagious. I smiled and was happy they were enjoying themselves so much. Reflecting upon this scene I realized the Bush Library isn't just a serious place for study and research, it's also a place to get together with friends and enjoy each other's company. I heard Bush 41 has been seen fishing in the pond.....

## 6.22 THE GRAVE SITES



Julia Susan Frink

Fig. 6.21. Gravesite. The presidential gravesite is located in a quiet area of the park away from the buildings and garden.

There is a bridge leading away from the garden. Following it takes you over the creek and through the trees. This is the path leading to the presidential gravesite (Fig. 6.20). President and Mrs. Bush have chosen to be buried at the site of the George Bush Presidential Library and Museum. Their daughter, Robin, who died of leukemia as a child, is buried there.

## 6.23 THE FUTURE OF PRESIDENTIAL LIBRARIES

In approaching the conclusion of this section, it is fitting to shift back to the broader context of presidential libraries, and the Bush Presidential Library and Museum's place within the system. These general thoughts evolved from the discussion of the Bush Presidential Library and Museum's future significance.

The Director of the Bush Presidential Library provides more contextual details:

As there become more presidential libraries, we now are at 13, there is more and more pressure among people saying do we really need these libraries. Should taxpayers pay for them? It used to be every eight years a new one was built. That's not the way it worked out. There's one more than that. Some people say to put everything in Washington, D.C.

"Presidential libraries do an excellent job of keeping them (archival records) accessible," says the Distinguished Professor of Political Science at Texas A&M University, "If it weren't for presidential libraries, they'd be in a warehouse in Washington, D.C. People wouldn't go there, and it would be hard to find things."

The George Bush Presidential Library and Museum's place in the presidential library system is unique. It portrays the life and career of a U.S. President who significantly impacted world history through the course of his work. The attention the museum provides about President Bush and his career gives a much greater depth and educational value than what would be found in a box in a central archival repository. Within the archival research room, the archivists are specialists in the Bush presidential records and papers. They are familiar with the presidential documents and easily help researchers locate what they seek. Researchers would not find their expertise in a central archival depository. Aside from these technical details, researchers who visit the Bush

Presidential Library Center at Texas A&M University experience a relaxed, rural, parklike atmosphere.

## 6.24 SUMMARY AND CONCLUSIONS

The George Bush Library and Museum is the crown jewel or most desirable asset of the Bush Presidential Library Center. After all, it is the reason for the center's existence. Without the acquisition of the Bush Library and Museum, it is doubtful Texas A&M University would have built the center and established the Bush School of Government and Public Service. In this section I have brought the Bush Presidential Library and Museum to life through presentations of archival data, research participant perceptions, photographs and my perceptions.

The major historical events of the 21<sup>st</sup> century document America's role as a superpower are described and documented within the Bush Presidential Library and Museum. The Bush administration archives and museum content are valuable as they record and educate future generations about the world changing events that took place during the Bush administration. There is a lot of depth to the Bush Presidential Library. It cannot be generalized to be the same as all of the existing presidential libraries. It is a special place. It is unique in two primary ways: the President it commemorates and its location at Texas A&M University.

Following the presidential life cycle, the Bush Presidential Library and Museum becomes even more significant to academic scholars as more archival documents are released. The Bush Presidential Library and Museum is a dynamic entity changing to meet the research, educational and cultural needs of its audiences. It offers a broad range of educational and cultural programs, which would probably not exist at Texas A&M if the Bush Presidential Library Center were not there.

During my data collection and ongoing analysis, the major themes I developed were the archives, the archives' value, education, global historical significance, 21<sup>st</sup> century significance, future significance, past exhibits, staff memories and work. The most dominant of these themes are the global historical significance and educational value. Even though I have not separated educational value out as a theme in this section, it emerges from the data content. These themes are heavily supported by the data and directly correspond to the Bush Presidential Library and Museum mission of preserving, exhibiting, educating and providing access to George H.W. Bush's presidential records, personal papers and memorabilia.

The archival data, research participant perceptions and my experience and perception data corresponded. Given the number, almost 30, and broad range of research participants from senior administrators to custodians, the data portray a variety of perceptions. My numerous visits to the site and familiarity with the existing issues related to presidential libraries helps to ensure the representation's accuracy. This section presents a well-balanced picture of the Bush Presidential Library and Museum showing it as the unique, evolving dynamic institution it is and revealing its staff's work and human qualities.

My overall conclusion is: The Bush Presidential Library and Museum is a place to visit many times for many reasons: to research in the archives, see the changing museum exhibits, listen to global political and world leaders, review the permanent exhibit in the Main Gallery or even walk in the garden.



My specific conclusions are:

1. The Bush Presidential Library archives hold a wealth of material, which can be used for educational and teaching purposes. Using them involves some time and assistance to find and access the material, but the results are worth it in terms of a more authentic and dynamic lesson.
2. The Bush Presidential Library and Museum offers accessible historical and cultural exhibits and programs related to George Bush's life, his Presidency and distinguished career in public service.
3. The staff and volunteers at the Bush Presidential Library and Museum genuinely appear to enjoy their work and seem to appreciate history. During each of my visits I have experienced their courtesy, service and positive attitudes.
4. The Bush Presidential Library and Museum is a special place to visit and work. Memories can be made here through work or regular visits.
5. Visiting the Bush Presidential Library and Museum transports you from your daily routine into a historical world of events, people and places. It's your journey into the history shaping the modern 21<sup>st</sup> century.

## 6.25 DISSERTATION SUMMARY

### **Purpose Statement**

The purpose of this case study is to describe the global significance, work and educational contributions of the Bush Presidential Library Center while exploring its partnership with Texas A&M University.

### **Central Research Question Summary**

How does President George Bush's career reflect the Bush Presidential Library's global significance and the Bush Presidential Library's partnership with Texas A&M University shape its operating context and benefits?

The Bush Presidential Library and Museum contains several decades of modern global political history. It is a tremendous educational resource revealing the historical significance of the collapse of communism ending with the fall of the Berlin wall, the fight for freedom's continuance in the Middle East with the Kuwait and Iraq conflict caused by a dictator, the enforcement of the economic source lines of communication flow for the oil industry, the recognition of China as an economic force and initiating the major flow of Muslim world funding into the United States presidential library system,. Former president George H.W. Bush influenced the major changes of the world. He was 20 to 30 years ahead of his time and could not have realized then how his achievements would impact the world and even subsequent presidential libraries in the future.

The George Bush Presidential Library Center exists due to its partnership with Texas A&M University and the National Administration of Archives and Records (NARA). Texas A&M University creates the Bush Presidential Library Center's operating context by providing it with:

1. A beautiful location
2. Financial resources
3. University leadership commitment to supporting it
4. An alignment between the university and President Bush's core values
5. Academic reputation
6. Academic environment and community
7. Marketing support, and
8. Local community support.

The Bush Presidential Library Center benefits from all of these factors. Without Texas A&M University's commitment and contributions, the Bush Presidential Library Center would not exist in the way we recognize it today.

The Bush Presidential Library Center and Texas A&M University are intertwined. They are partners with shared interests, cooperation and dedication to education. Texas A&M University leadership recognizes the value of and contribution of the Bush Presidential Library and Museum to history and our ongoing American story. It is viewed as a place of scholarly research and learning. It is also viewed as a place to educate school children and the general public about American history. The Bush School of Government and Public Service provides an academic foundation for future public service leaders. The Bush Presidential Library Center has evolved and continues to evolve to serve the Texas A&M University academic community, global scholars, the local community and the American people

## 6.26 RESEARCH QUESTION SUMMARIES

### **Research Question One**

How did President George Bush's career influence current world affairs and global economics and lead to the content and construction of his presidential library and future ones?

#### *Current Affairs and Global Economics*

President George H.W. Bush laid the political foundations for a new world. His career achievements include helping to open and normalize U.S. and China relations. The Chinese leadership views him as one of modern China's founding uncles. President Bush was the first U.S. President to travel to Asia before Europe.

During President Bush's term, Germany was unified. Now, it holds country-wide elections. Soviet Communist control over Eastern European countries collapsed. The Soviet Union collapsed in 1991 due to President Bush's efforts and internal

domestic frustration with Communist rule. Towards the end of President Bush's term, the European Union was created in 1992. Its 27 member countries include formerly communist controlled countries, such as Hungary, Poland, Czechoslovakia and others.

World finance, capital market and foreign trade have dramatically increased since President Bush's term in office. The World Trade Organization came into existence shortly after President George Bush's administration. President George Bush's North American Free Trade Agreement between the U.S., Canada and Mexico was enacted creating the second largest free trade zone in the world. With its 27 member countries, the European Union is the world's largest trading bloc. The German economy is the largest most powerful economy in the European Union and is the fifth largest economy in the world. Russia is operating as a free market economy.

The U.S and China are highly interdependent. China is the major shareholder in American finances. Of our country's foreign investors, China owns the most U.S. Treasury bonds, which represent U.S. debt. China is the United State's second largest trade partner. China is among the world's largest trading countries.

Oil is the economic connection between the U.S. and Middle East. The Middle East has the most proven oil reserves in the world. The United States is dependent on imported oil. The U.S. and Middle East alliance is critical to the U.S. economy. U.S. foreign and military policy is influenced by the need to protect the oil supply.

### *Career*

None of the U.S. Presidents in the selected range of study experienced the break through world events and achievements as President George Bush did during his presidential term. From Hoover to George W. Bush, each U.S. President experienced variations in world events. Through the successive years prior to President George H.W.

Bush, there were continuing themes, such as the Cold War, Communist control of East and Central Europe, division of Germany, Communist control of China, nonexistent or weak U.S.-China relations, unrest in the Middle East and fighting in Third World countries resulting from clashes between Communist and anti-Communist groups trying to gain government control. The spread of nuclear technology and weapons to Russia, China, India, Pakistan and North Korea in the past and potentially Iran and terrorists in the future are the contemporary threats.

After President George Bush's term the world was greatly improved. President George Bush laid the foundation for much of the subsequent U.S. Presidents' successes. The world continued to change and experience different types of unrest, primarily terrorism, from the past Cold War. President George W. Bush carried on the diplomatic bridges between nations as built by his father, President George Bush. After the tragic terrorist attack known as September 11<sup>th</sup>, President George W. Bush kept the United States safe from another large scale attack by responding swiftly and encouraging other countries to join the fight against terrorism. President George W. Bush actively engaged in global diplomacy.

President Bush served our nation during World War II. He served with distinction and was awarded the Distinguished Flying Cross medal and three Air Medals for heroism in aviation. George Bush's distinguished military service prepared him for his presidential role as Commander-in-Chief. It taught him the value of human life, severity of war and how the military operates. It prepared him for leading the Persian Gulf War.

It provided him with an excellent foundation for the U.S. Presidency. It influenced his U.S. presidential decision-making and diplomatic relationships with global leaders. Bush's career influenced the content of his presidential library by making it more interesting and adding exhibit content showing other public service

careers besides the U.S. presidency. Studying and analyzing President Bush's career is very educational and shows the ascendance of a great world leader.

George Bush earned his bachelor's degree in economics with academic honors from Yale University. George Bush's economics degree gave him knowledge of the economy, analytical and problem-solving skills and world political awareness. It prepared him for his presidential role as Chief Executive.

Bush was Chief Executive Officer of his own company, Zapata Off-Shore. Previously he had worked for others in the oil industry. George Bush was a first mover, calculated risk taker and international adventurer. His business world experience prepared him for his presidential role as Manager of the U.S. Economy. President Bush had to make decisions about national economic development, international trade, government spending, taxes and industry regulation. As U.S. President Bush interacted with many business leaders and organizations, his business experience helped him relate to their economic concerns.

For four years George Bush served as a U.S. Congressman and gained valuable law making experience. He served on one of the most important legislative committees in the U.S. Congress, the Ways and Means Committee. The Ways and Means Committee analyzes the U.S. President's budget and the government agencies' requests for funds. It reviews the U.S. President's budgetary proposals, makes changes, drafts the laws and proposes them to the House of Representatives. George Bush worked under the most influential leader in Congressional history, and this experience enhanced Bush's leadership skills.

His U.S. Congressional experience prepared him for his presidential role as Chief Executive. He had the experience to oversee the legislative process and U.S. Congress. He had the knowledge and skills to identify national problems and develop laws to help

solve them. President Bush's service on the Ways and Means Committee gave him experience analyzing the U.S. President's budget. He gained valuable financial and budgetary analysis and legislation expertise. As the Chief Executive President Bush was responsible for developing the nation's budget, monitoring government spending and developing tax increase or decrease plans.

George Bush built an international reputation through his work experience in the United Nations organization. As the U.S. Ambassador to the United Nations, George Bush met many diplomats, leaders, emerging leaders and professional staff from around the world. The United Nations arena gave Bush a training ground for learning about foreign policy issues. He gained experience in the proper international and social conduct for foreign diplomatic relations. He developed an international professional network, which he would draw upon during his U.S. Presidency. Bush's work experience as U.S. Ambassador to the United Nations prepared him for his presidential role as Chief Diplomat.

Bush served as Chairman of the Republican National Party. He built many friendships and traveled extensively. His national visibility increased. He learned more about the Republican Party and its principles. From his leadership of the Republican National Committee, Bush learned how to formulate official stances and campaign. Bush's work experience as Chairman of the Republic National Party helped prepare him for his presidential role a Political Party Chief.

George Bush accepted the futuristic assignment of serving as Chief of the U.S. Liaison Office to China. He believed the U.S. and China relationship was diplomacy's future. On a regular basis, George Bush mingled among the highest level Chinese government and diplomatic officials. He met individuals who would later rise in the Chinese government leadership ranks. He became more attuned to cultural differences and preferences. Bush's experience as the informal U.S. diplomat to China prepared

him for his Chief Diplomat role as U.S. President. It gave him valuable established relationships with current Chinese leaders and helped him guide the world through the Tiananmen Square crisis in 1989.

George Bush served as the Director of the Central Intelligence Agency during the time of the Cold War when the U.S. and Soviet Union competed for world supremacy and domination. Bush learned about the U.S.'s foreign enemies and the importance of intelligence gathering activities. He supported the use of advanced technology for intelligence gathering. As the Director of the Central Intelligence Agency, Bush oversaw the production of intelligence reports to the executive branch. Bush met with President Gerald R. Ford on a regular basis to keep him informed of Central Intelligence Agency's activities. Bush reorganized the Central Intelligence Agency to make it more efficient and boosted its image. He regularly interacted with high level officials from the U.S. Department of Defense. All of his Central Intelligence Agency experience prepared him for his presidential roles as National Security Leader and Commander in Chief of the U.S. Armed Forces. President Bush's foreign policy and National Security Council staff selection was heavily influenced by his Central Intelligence Agency work experience. President Bush's service to the Central Intelligence Agency was so significant they named their headquarters building after him.

George Bush served as U.S. Vice President for eight years under President Ronald Reagan. The Ronald Reagan presidency and the subsequent George Bush presidency are the two most important U.S. presidencies in modern history. The experience Bush gained as U.S. Vice President solidified and expanded his diplomatic talents and relationships with world leaders. President Reagan's foreign policy successes included the contribution of Vice President Bush's unequalled knowledge, experience and hard work. At certain points during the Reagan administration, Vice President Bush was sent to resolve misunderstandings in the U.S. relationships with the Soviet Union and China.



Bush's eight years of service as Vice President during the Reagan administration provided tremendous value to him as U.S. President. The diplomatic relationships he cultivated during his Vice Presidency opened doors for serious world affairs discussions and negotiations with global leaders. He met with President Reagan once a week. He regularly attended Cabinet and National Security Council meetings. On the domestic front, Bush successfully led task forces. He maintained his Congressional connections, and as Vice President he was the President of the U.S. Senate. These experiences reaffirmed and built upon his familiarity with the U.S. Presidential role, functions and setting.

George Bush's career reached its highest peak when he became U.S. President. He served a four-year term beginning in January 1989 and ending in January 1993. George Bush was the leader of the modern free world. The major events of modern 21<sup>st</sup> century global history occurred during Bush's Presidency: the collapse of Communism, reunification of Germany, Soviet Union's collapse, China's emergence and the liberation of Kuwait. After the Soviet Union collapsed, China was the only Communist-controlled world power left.

Bush's pre-presidential career provided him with unequaled knowledge and experience. It provided him with an excellent foundation for the U.S. Presidency. It influenced his U.S. presidential decision-making and diplomatic relationships with global leaders. Bush's career influenced the content of his presidential library by making it more interesting and adding exhibit content showing other public service careers besides the U.S. presidency. Studying and analyzing President Bush's career is very educational and shows the ascendance of a great world leader. President George Bush's career is unparalleled.

### *Content and Construction*

George Bush was the first U.S. President to receive donated funds from five Middle Eastern countries and Morocco, a Muslim World country, to build his presidential library. President George Bush's liberation of Kuwait inspired gratitude from the Middle Eastern countries, especially Kuwait. The presidency and public service career of George Bush guided the architectural design and plan of his presidential library center. President Bush's well-established relationship with Texas A&M University was very advantageous when the actual building construction began. Many of those working on the construction project were Texas A&M University graduates.

During his presidency, President Bush led the U.S. and world through the 20<sup>th</sup> century's most dramatic events. The content of the Bush Presidential Library illustrates his unique life and career. The archival collection and museum exhibits directly correspond to President George Bush's great world changing presidential achievements. They represent the most significant global history events of our time: the fall of the Berlin Wall, reunification of Germany, collapse of the Soviet Union, liberation of Kuwait, opening of China and the continued economic sources lines of communication, oil, flow. The George Bush Presidential Library and Museum represents a U.S. President and the United States during a time period when the United States was the supreme global power. The Bush Presidential Library is highly unique in its content and construction.

### **Research Question Two**

How do the most recent three presidential libraries depend on President George Bush freeing Kuwait from Iraq?

President George Bush was the first U.S. President to receive donated funds from more than one Muslim world country to build his presidential library. Six Muslim world countries contributed to the Bush Presidential Library. They are listed on the founding donor wall in the Bush Presidential Library's entrance area. The number of Muslim world countries, which financially contributed to the Bush Presidential Library and Museum's construction, is historically unprecedented. The countries, which donated are: Kuwait, United Arab Emirates, Saudi Arabia, Oman and Morocco. These donations are attributed to the historic cooperative effort between the U.S. and the Muslim world countries during the Persian Gulf War. President Bush freed Kuwait after it was captured by the Iraqi dictator Saddam Hussein. President Bush built and fortified the diplomatic relationships with the Muslim world countries.

The U.S. presidential libraries following the Bush Presidential Library have and will receive significant financial benefits from the Muslim world relationships established by President George Bush. President Clinton received very large financial contributions from five Muslim world countries. President George W. Bush is expected to receive financial contributions from the Muslim world. The expectation is based on being the son of President George H.W. Bush, Operation Iraqi Freedom and his financial commitment to the restoration efforts in Iraq.

### **Research Question Three**

Did Texas A&M University's Corps of Cadets influence President George Bush's presidential library site selection by resonating with his past military career and presidential role as Commander in Chief?

Texas A&M University was the winner of the George Bush Presidential Library site selection competition. President Bush's decision to select Texas A&M University was heavily influenced by its extensive military traditions. Originally, Texas A&M University was an all-male military academy. Without including the U.S. military

academies, Texas A&M University provides the most military officers of any American higher education institution. President Bush is a distinguished World War II veteran. The Persian Gulf War (1990-1991) occurred during his presidency. As Commander in Chief the President determines troop stationing, where they are sent and weapon use. The President gives all military generals and admirals their orders. President Bush has great respect for the American servicemen and women.

#### **Research Question Four**

What is the role of technology in the educational programming at the George Bush Presidential Library?

Technology plays three primary roles at the Bush Presidential Library and Museum. The three primary roles technology plays are:

1. Maintaining the Bush Presidential Library's societal relevance
2. Engaging visitors
3. Facilitating learning.

Technology is an everyday part of life and education in the 21<sup>st</sup> century. With its multimedia content and programs, technology engages visitors by attracting their attention and expanding their learning experiences. Technology helps to define visitor experiences and allows them to engage actively with the information content.

#### **Research Question Five**

In what ways is the George Bush Presidential Library Center and Texas A&M University partnership mutually beneficial to the Bush Presidential Library Center, Texas A&M University, scholars, community and American people?

*George Bush Presidential Library Center*

The George Bush Presidential Library Center benefits from being hosted by Texas A&M University. An outline of the benefits Texas A&M University provides to the Bush Presidential Library Center is as follows:

The three key benefits are:

1. Trust
2. Location
3. University Resources

I have defined University Resources as:

1. Core value alignment
2. Financial support
  - a. Initial capital investment
  - b. Infrastructure and contractual support
  - c. Alumni support
  - d. Capital campaigns
3. Academic reputation
  - a. Research University
  - b. Established Public Service Program
  - c. Recognized Political Science Department
4. Strong institutional and community support
5. Visitor attraction assistance.

Texas A&M University supplies the Bush Presidential Library Center with trust, location and university resources. Texas A&M University honors its commitments and pledges to serve our global society for the greater good. As a land grant college, Texas A&M University provides a central location and superb parklike setting for the Bush Presidential Library Center. Texas A&M University provides the Bush Presidential Library Center with the same core values as President George Bush, financial support,

an established public service program, a recognized political science department, a sound academic reputation, strong support and visitor attraction assistance.

*Texas A&M University*

Texas A&M University receives major benefits from hosting the George Bush Presidential Library Center. The major benefits are:

1. Alignment with the university strategic plan
2. Global historical research resources
3. George Bush School of Government and Public Service
4. Speakers and conferences with academic value
5. Marketing benefits
6. On-campus museum
7. Small scale benefits.

Part of Texas A&M University's institutional plan was and still is to attain national and international recognition and graduate study and research prominence. The acquisition of the Bush Presidential Library Center helps it to achieve these objectives. The global historical research resources provide research recognition and a scholarly resource for advanced study. The Bush School of Government and Public Service expands Texas A&M University's graduate programs and gives the university additional social value through its preparation of future public service leaders.

The Bush Presidential Library has brought and continues to bring globally significant leaders and scholars to campus for speaking engagements and conferences. George Bush's presidential and public service career is responsible for bringing these individuals to Texas A&M University. They are part of his vast international network of contacts. Texas A&M University obtained a prestigious prize when it won the competition for the George Bush Presidential Library and Museum. The prestige, enhanced image and increased recognition and visibility are the marketing benefits Texas A&M University receives from hosting the Bush Presidential Library Center.

Having an on-campus museum supports Texas A&M University's image as a cultural center. It is a fine addition to the university's existing cultural offerings. In addition to the major benefits, there are some smaller scale benefits, such as scholarship and faculty awards, which are often overlooked. Texas A&M University benefits in large and small ways from the Bush Presidential Library Center.

### *Scholars*

Global scholars benefit from access to the Bush Presidential Library archival collections, which are major scholarly resources. They document the major world events of the 20<sup>th</sup> century. Specialized books, dissertations and other academic research papers about Bush, his presidential administration and the globally significant events unfolding at the time cannot be written without access to the Bush Presidential Library archival collection. Our society benefits from the knowledge products produced through the scholarly use of the Bush Presidential Library archives. These knowledge products are the specialized publications and workforce skills gained by undergraduates through their research experience in the Bush Presidential Library research rooms.

The Bush Presidential Library Foundation's educational and cultural programs enhance the archival collections and school of public service by bringing the international political stage to scholars. Global leaders speak about past decisions they made and the current world events. Beyond its formal educational and leadership development offerings, graduate student scholars benefit from learning opportunities presented by interacting with President George Bush and government executives.

### *Community*

The Bush Presidential Library Center provides the Bryan/College Station community with economic development, cultural assets, educational programs,

community outreach, family venues and community asset benefits. The economic development benefits center upon the initial capital investment, tourism and jobs provided by the Bush Presidential Library and Museum. The cultural benefits are the history, documents and memorabilia of a great American President, George Bush, international distinguished leader speaker series and the art and cultural exhibits. The educational program primarily benefits local school children through interactive learning opportunities in conjunction with museum tours, but there are also some adult education opportunities.

The Bryan/College Station community benefits from the Bush Presidential Library and Museum's community outreach through increased literacy, funds for workforce development, volunteer opportunities for high school students and funded educational and field trip opportunities for children in low socioeconomic levels. Local families benefit from having a place to spend time together and take out-of-town guests. The family togetherness and emergence of family values benefits the community and society in general. The perception of the Bush Presidential Library and Museum as a community asset increases the desire and value of living within the community. It also helps attract other organizational entities and new residents, who appreciate education and culture.

### *American People*

The Bush Presidential Library and Museum, Bush School of Government and Public Service and Bush Presidential Library fulfill American societal needs. As a part of the National Archives and Records Administration presidential library system, the Bush Presidential Library and Museum preserves, stores and makes accessible the records of George Bush, the 41<sup>st</sup> President of the United States. The greatest benefit of the Bush Presidential Library archives to the American people is the translation and transmittal of the knowledge by scholars and the media to the American people.



The Bush School helps to promote democracy and civic involvement through its public service leadership training. Many of the Bush School graduates will leave the Bryan/College Station and find positions nationally and internationally. The Bush Presidential Library Foundation saves the American taxpayers some money. It raised the money to build the Bush Presidential Library and Museum. The Bush Presidential Library Foundation continues to pay for the museum and educational programs.

### **Research Question Six**

How is the George Bush Presidential Library Center organized?

The Bush Presidential Library Center exists to provide an educational and cultural learning environment. It is composed of three entities:

1. Bush Presidential Library and Museum
2. Bush Presidential Library Foundation
3. Bush School of Government and Public Service

The Bush Presidential Library Foundation was the first of the Bush Presidential Library Center entities to be established. It was created to plan, fund and implement the George Bush Presidential Library and Museum. The Bush Presidential Library and Museum was constructed using private funds. The museum and educational programs are funded privately through the Bush Presidential Library Foundation. In accordance with the Presidential Libraries Act of 1986, an operating fund endowment was established for the Bush Presidential Library and Museum. The National Archives and Records Administration oversees and provides funds for the presidential archive collection.

The Bush School of Government and Public Service was established at the same time the Bush Presidential Library was. The Bush School was part of the proposal package and an important part of attracting President Bush to Texas A&M University. The Bush School operates independently of the presidential library and foundation. It is a separate academic college within Texas A&M University and functions in a similar manner as the other academic units.

### **Research Question Seven**

What is the composition of the George Bush Presidential Library and Museum?

The George Bush Library and Museum is the crown jewel or most desirable asset of the Bush Presidential Library Center. After all, it is the reason for the center's existence. Without the acquisition of the Bush Library and Museum, it is doubtful Texas A&M University would have built the center and established the Bush School of Government and Public Service. In this section I have brought the Bush Presidential Library and Museum to life through presentations of archival data, research participant perceptions, photographs and my perceptions.

The major historical events of the 21<sup>st</sup> century document America's role as a superpower are described and documented within the Bush Presidential Library and Museum. The Bush administration archives and museum content are valuable as they record and educate future generations about the world changing events which took place during the Bush administration. There is a lot of depth to the Bush Presidential Library. It cannot be generalized to be the same as all of the existing presidential libraries. It is a special place. It is unique in two primary ways: the President it commemorates and its location at Texas A&M University.

Following the presidential life cycle, the Bush Presidential Library and Museum becomes even more significant to academic scholars as more archival documents are released. The Bush Presidential Library and Museum is a dynamic entity changing to meet the research, educational and cultural needs of its audiences. It offers a broad range of educational and cultural programs, which would probably not exist at Texas A&M University if the Bush Presidential Library Center were not there.

## 7. CONCLUSIONS

This section contains my recommendations and conclusions. I provide recommendations for:

The Bush Presidential Library and Museum  
U.S. presidential libraries  
University administrators  
U.S. presidential library planners

My recommendations are specific and general. The specific recommendations apply directly to the George Bush Presidential Library Center case. The general recommendations are broadly applicable to the National Archive and Records Administration presidential library system. Each set of recommendations is listed and briefly described.

### 7.1 SPECIFIC RECOMMENDATIONS: BUSH PRESIDENTIAL LIBRARY

1. Increase Texas A&M University faculty teaching use of the George Bush Presidential Library and Museum by developing lesson plans and promoting the exhibits' educational value to faculty.

I recommend some sample lesson plans for Texas A&M University faculty be developed by the Bush Presidential Library and Museum's education department. This can be done through the financial support of a grant following the example of the successful Bryan Independent School District project. The Bush Presidential Library and Museum worked in partnership with teachers from the Bryan ISD to develop lesson plans. This was an excellent concept and can easily be applied to higher education.

Visiting the Bush Presidential Library and Museum may be the only opportunity students will have in their lifetime to visit something as unique as Bush Presidential Library and Museum. Texas A&M University faculty should be

encouraged to use the Bush Presidential Library and Museum as an educational resource. From my research I believe the museum exhibits are underutilized by the Texas A&M University faculty for teaching purposes. I am not aware of how Texas A&M University faculty use of the Bush Presidential Library and Museum exhibit areas for teaching students about American history and President Bush's career.

The Bush Presidential Library and Museum exhibits are excellent educational resources. Their value needs to be promoted to the Texas A&M University faculty. Exhibit use does not have to be limited to history and communication classes. Business students would learn a lot about entrepreneurship, leadership and management skills by studying the exhibits and career of President Bush. Military science students and Texas A&M University Corps of Cadets members learn about modern warfare and military strategy from the Situation Room and Persian Gulf War exhibits. Instead of solely relying on the university art galleries, liberal arts professors should encourage their students to visit the Bush Presidential Library and Museum as the requisite museum visit paper assignment. It is also conveniently located on campus. By studying President Bush's political career, political science and Bush School students learn succeeding in the political arena is not easy. There are many more examples of the Bush Presidential Library and Museum exhibits' educational value to college students. All it takes to find them is an open, analytical and creative mind.

2. Increase Texas A&M University faculty research teaching use of the George Bush Presidential Library archival collection by promoting and developing archival research skills.

I recommend more Texas A&M University faculty members use the Bush Presidential Library and Museum archives to teach archival research skills. During my research, I found history and communication classes as the primary undergraduate college student users of the President Bush's records. As a result

of my graduate academic experience at Texas A&M University, I found the faculty teaching research methods courses did not incorporate archival research skills into their courses. This is a weakness as archival records provide higher quality data for tracking past events than interviews, which provide high quality data about current events and participants' feelings. It is valuable for students to have archival and interview research skills. The type of research method used depends on the kind of data needed and its purpose.

I recommend the Bush Presidential Library and Museum utilize available resources from the National Archives and Records Administration to promote the use of primary resources for research. I recommend the Bush Presidential Library and Museum's education department work in partnership with faculty teaching research methods courses to develop sample lesson plans. This could be funded through a grant or several grants.

3. Increase Texas A&M University student attendance through targeted advertising.

I recommend developing some targeted advertisements for specific majors, departments and faculty. Advertising to the faculty who teach specific courses related to themes within the Bush Presidential Library and Museum might generate increased student attendance at speaker series and museum exhibits. The speaker and events schedule must be given to faculty before the semester begins to allow them time to incorporate the activities of interest into their course plans.

4. Implement some of my future research recommendations.

## **Funding**

I realize implementing my suggestions requires financial support. It is not realistic to suddenly envision additional staff at the Bush Presidential Library and

Museum. Given my limited knowledge about current operations and funds, the only solutions I see are the use of grants or volunteers. Obtaining grants seems feasible as the Bush Presidential Library and Museum's education department regularly pursues these funding opportunities. The use of volunteer talent is a possible option. The Bush Presidential Library and Museum has over 200 volunteers. Among those individuals there are probably some former professors, who might enjoy creating lesson plans or promotional advertisements geared towards Texas A&M University faculty.

## 7.2 GENERAL RECOMMENDATIONS: U.S. PRESIDENTIAL LIBRARIES

1. Continue locating NARA presidential libraries across the United States.

I think spreading the presidential library resources is very beneficial for increasing research access. If the George Bush Presidential Library materials were located in Washington, D.C., then I would not have pursued this project. Obtaining funding for such a lengthy research endeavor is challenging. When the research materials are not in close geographic proximity, the research quality may suffer. The researcher may only have time to skim the surface of what is truly available.

2. Academic researchers must realize the benefits of presidential libraries are realized over decades, not the immediate future.

This is an important implication as academic researchers tend to be impatient and think in the short-term. They need to pursue more realistic projects with accessible records and not dwell upon what is immediately unattainable. There are two primary reasons for the delay in opening records. The first is the security of the United States and American people. The second is all of the 12 existing presidential libraries are sending records to the same federal agencies for evaluation as to whether or not they may be opened to the public.

No academic research project is worth jeopardizing our national security. Declassifying sensitive government records takes decades. The government agencies must be sure the exposed information will not endanger our national security and the personal safety of national security and intelligence professionals. National security key players have long careers. Their personal safety cannot be jeopardized just because an academic researcher wants to write a book.

Each federal agency has a limited number of staff which processes the incoming presidential library materials. Imagine the backlog when the federal agency receives documents from several libraries at once. These same staff members have other duties. Opening presidential records may not be their top priority. Thus, there is a delay. Personally, I believe the delay is acceptable. Each federal agency only has a limited financial budget. It must prioritize its activities and resources. Activities such as opening presidential records are a low priority in comparison to the agency's core functional activities. The exact timing of the presidential record opening does not matter. The key point is they will be open one day in the distant future.

3. Maintain the NARA presidential library system as it is.

With the supporting presidential library foundations and enactment of modern presidential library legislation, I think the NARA presidential library system is functioning well.

4. Maintain the current funding structure for presidential libraries.

I believe the current system and structure meets the presidential libraries' needs. It also encourages each library to operate efficiently and creatively while requiring it to be self-supporting with the exception of the federally supported presidential library archival collection component.



5. Change the Freedom of Information Act (FOIA) to permit processing fees for accessing unopened items.

This would allow some federal agencies to charge significant processing fees to researchers' who submit open records requests. The federal agencies would be non-security sensitive agencies, such as the Department of Education. The processing fee should cover operational costs and include a profit for the agency.

Why not place some of the financial burden on the academic researchers instead of the American tax payers? According to a free market system, people are willing to pay a price for something they value. If a researcher wants a non-security sensitive record open quickly, then he should be willing to pay a processing fee. Why should the government and American tax payers pay for the researcher's convenience?

### 7.3 RECOMMENDATIONS FOR UNIVERSITY ADMINISTRATORS

The three key points for university administrators to remember are:

1. Choose the U.S. President wisely in terms of his integrity and professional achievements. Not all U.S. Presidents are equal. Some are more impressive than others.
2. Begin the inquiry process very early. The Bush Presidential Library Center case and other past U.S. presidential libraries have shown, the first movers begin once the U.S. President has been elected or within the first months of his administration.
3. Wealthy established universities are more successful in hosting U.S. presidential libraries. Do not even enter your university in the competition if it lacks financial resources or is under financial strain.

4. Have a lot of university resources available to invest in the presidential library project. University resources include financial, marketing, academic, student body, alumni and local community support.

When deciding whether or not to enter the U.S. presidential library site selection competition, the following should be considered:

1. Does the university have the financial resources and future financial capacity to enter the competition?
2. Does the university have sufficient land?
3. Does the university have the financial resources and future financial capacity to ensure the presidential library project's completion and maintenance?
4. Does the addition of a U.S. presidential library align with the university's strategic plan?
5. Do the values of the U.S. President in consideration align with the university's values?
6. Does the university have a prestigious enough academic and research reputation to support a specialized research facility, such as a U.S. presidential library?
7. Does the university have established political science, history, public service, communications programs which could enhance and benefit from a U.S. presidential library?
8. Length of university administrator service
9. Dedication of key presidential library planning committee members.
10. Composition of the presidential library planning committee. Do the members have the expertise to add value to the project?
11. Excellent leadership and dedication
12. Established university resources

Putting together a presidential library proposal involves architectural fees, feasibility studies, legal counsel and many other expenses. Hosting a U.S. presidential library is a long-term financial commitment, especially if associated schools are created. Having a strong alumni base helps tremendously.

In addition to the financial concerns, location availability is an important consideration. If the university is following the modern trend of creating a presidential center, then it needs plenty of space. Land grant universities have an advantage when it comes to available space. Other universities must determine whether or not they can acquire land to expand their campuses. This is more complex and risky.

When addressing the length of university administrator service, the concern is whether or not the project will continue to receive top leadership support. Will the leadership be around to follow up on the project and maintain the institutional commitment? In the case of the Bush Presidential Library, there was leadership stability, commitment and great dedication.

The planning and building of a U.S. presidential library takes a few years. For example the Bush Presidential Library Center planning process began in January 1989 as Texas A&M University formulated its proposal. A year later on January 18, 1990, Texas A&M University presented its proposal to President Bush. Another year later in May 1991, President Bush announced Texas A&M University would be the home of his presidential library. President Bush's presidential term ended in 1993. The ground breaking ceremony for the Bush Presidential Library occurred in 1994. The Bush Presidential Library was completed in 1997. Almost ten years had passed since the project's inception.

The leadership of the Bush Presidential Library Steering and Academic Planning Committees was very stable. They saw the project through from inception to

completion. The Chairman, Michel T. Halbouty, had reached a point in his professional life where he had the time to dedicate himself fully to making the Bush Presidential Library Center a beautiful reality. He did a lot of research in order to make informed decisions and continually kept thinking about how to make the Bush Presidential Library the best in the nation. Halbouty was an extraordinary individual and visionary.

When comparing presidential and university values, the question does not imply surface level political party differences. It involves a deeper examination into the personal and professional values of the U.S. President. As shown in the Bush Presidential Library Center case, his values for public service, education, integrity and patriotism can be held by individuals in various political parties. It is important to look beyond the immediate surface and find deeper commonalities. This is especially important when university faculty are involved. As history has shown, they tend to focus on the immediate short-term political events instead of the depth and long-term value of a U.S. presidential library. This was the case with the future George W. Bush presidential library. Had the Southern Methodist University faculty looked beyond the surface differences, they would have realized they do share the values of faith, education, public service, integrity and patriotism. The George Bush Presidential Library Center at Texas A&M University was very blessed. It had the immediate unanimous support of the Texas A&M University Faculty Senate. The commonality of values was easily recognized.

#### 7.4 RECOMMENDATIONS FOR U.S. PRESIDENTIAL LIBRARY PLANNERS

The modern trend has been for presidential universities to align with universities. This is very logical. The archival component is a scholarly resource. A university provides the academic community and environment to maximize its use. The museum aspect involves an American history museum, which focuses on one specific U.S. President. It is a specialized educational entity, which is well suited for the university

environment. I highly recommend the continuation of U.S. presidential library and university alignment in order to draw academic and general visitors to the facility. U.S. presidential libraries are educational and belong in an educational environment.

Based upon the benefits the Texas A&M University provides the Bush Presidential Library Center, I have identified the key factors future presidential library planners should consider when evaluating university proposals. The three key factors are:

1. Trust
2. Location
3. University Resources

**Trust:** A presidential library is a long-term capital investment. It is essential to have trust in the university to carry out the original agreements and plans into perpetuity in accordance with the U.S. President's values. In addition, the planning and building process involves several years. Thus, a professional relationship based upon trust is essential.

**Location:** In order to attract visitors and gain greater media coverage, a presidential library needs to be favorably located. It should be located a reasonable distance from some of the state's major cities. It should be in an easily accessible area with ample parking. The parking should be large enough to accommodate school buses. A presidential library needs space. This is especially true of the modern trend of attaching associated schools of government, think tanks and conference centers to the presidential library. The space needs of these supporting features must be considered during the presidential library site selection process.

I have defined University Resources as:

1. Core value alignment
2. Financial support
  - a. Initial capital investment
  - b. Infrastructure and contractual support
  - c. Alumni support
  - d. Capital campaigns
3. Academic reputation
4. Strong institutional and community support
5. Visitor attraction assistance.

Presidential library planners must analyze each factor within my definition of university resources. All must be rated very high in order for the presidential library to experience success at the university location. Core value alignment and financial support are extremely important and interconnected. When a university values something, it will spend money to purchase and maintain the acquisition. If the university values the presidential library, then it will commit additional resources to it. For example, the will fund the building of an associated school of government or public service if it believes the presidential library is truly worth having as an academic enhancement.

Future presidential library planners must consider the key factors identified. The university's relationship with the former President is crucial in determining how the President's vision will be carried out and the corresponding long-term institutional commitment to maintaining the vision and presidential library. Location is important for ensuring people visit and can do so conveniently with easy access. The location also affects the design statement of the presidential library complex. Thus, as much as location is a practicality, it is part of the overall image and visitor experience.

Stable, substantial and significant university resources are needed for successful presidential library and university partnership. Only a university with a solid resource track record should be considered. Financial resources are the driving force and key

determinant of project success. Presidential library planners must analyze the university's capacity for initial capital investment, contractual services, alumni support and on-going capital campaigns, which are particularly important for the associated schools of public service.

The university's academic reputation is clearly important as academic scholars are the primary users of presidential library archives. The alignment of presidential and institutional values is essential for generating the necessary institutional support and ensuring vision and project maintenance. The best thing future presidential library planners can do is to analyze the existing presidential library and university partnerships using the critical success factors I have outlined for the Bush Presidential Library Center case study.

## 7.5 FUTURE RESEARCH RECOMMENDATIONS

My future research recommendations are listed below this introductory text. Most of the recommendations are targeted towards the Bush Presidential Library Center. Some recommendations apply to future and existing presidential libraries within the National Archives and Records Administration system.

1. A case study of the George Bush School of Government and Public Service should be conducted.
2. A case study of the George Bush Presidential Library Foundation should be conducted.
3. A case study of how the Annenberg Presidential Conference Center is used by the Bush Presidential Library and Museum, Bush Presidential Library Foundation, Bush School and Texas A&M University.
4. Which public primary and secondary schools utilize the Bush Presidential Library and Museum resources the most?

5. What is the pattern of public primary and secondary school usage of the Bush Presidential Library and Museum resources?
6. How do primary school teachers use the Bush Presidential Library and Museum?
7. How do secondary school teachers use the Bush Presidential Library and Museum?
8. How do the Texas A&M University faculty use the Bush Presidential Library and Museum?
9. In what ways do Texas A&M University students utilize the Bush Presidential Library Center?
10. Does enrollment at Bush School increase graduate student usage of the Bush Presidential Library Center resources in comparison to Texas A&M University graduate students majoring in history, education or communications?
11. How do Bush Presidential Library and Museum visitors rate their museum experience?
12. How do those who attend the Bush Presidential Library Foundation speaker series rate their experience?
13. A case study of the planning and decision-making of the George W. Bush Presidential Library Complex should be conducted.
14. A case study of the George W. Bush Presidential Library Complex should be conducted some time after its completion.
15. A comparison of the educational programs of the Bush Presidential Library Center and the George W. Bush Presidential Library Complex should be examined.
16. In what ways was the George Bush Presidential Library Center a model for the George W. Bush Presidential Library Complex?
17. A comparison of educational programs at various presidential libraries should be completed.



To date no one has conducted research on my recommendations. They are unique and excellent opportunities for a researcher to add to my case study, *The George Bush Presidential Library Center at Texas A&M University*. There are numerous areas to research about the Bush Presidential Library Center and presidential libraries in general. My recommendations are only the beginning. Little scholarly research has been conducted about presidential libraries so the topic is wide open for inquiry.

### **George Bush Archival Research Recommendation**

I recommend future researchers study George Bush's vice presidential archival records. The Director of the Bush Presidential Library informed me about researchers' lack of use of these resources. He said enough time has passed for Freedom of Information Act requests to quickly be processed. I highly recommend future researchers examine these archival records. They seem fascinating and accessible. In addition, they would provide the researcher with a unique topic, which has not been overly exposed and discussed within the academic community.

## 7.6 CONCLUSIONS

### **Study's Importance**

This precedent setting study is the first comprehensive study of the Bush Presidential Library Center. It is also the first study to focus in detail on a single U.S. presidential library within the National Archives and Records Administration (NARA) system. To date a full case study has not been completed on either the Bush Presidential Library Center or a presidential library complex within the National Archives and Records Administration's (NARA) system. Currently, neither the existing university connection to a single presidential library within NARA's system nor the Bush

Presidential Library Center's affiliation with Texas A&M University has been examined in a case study. This study sets dual precedents.

This study's importance can be categorized into specific and general knowledge contributions. The specific knowledge contributions are those related to the President George Bush and the Bush Presidential Library Center. The general knowledge contributions relate to the U.S. presidential libraries within the National Archives and Records Administration (NARA) in general.

The specific knowledge gaps being filled are:

1. The Bush Presidential Library Center as an individual library and museum.
2. The Bush Presidential Library Center and Texas A&M University partnership.
3. The educational value of the Bush Presidential Library and Museum contents.
4. The influence of President George H.W. Bush's career on the world and construction and contents of his presidential library.
5. The influence of Texas A&M University's Corps of Cadets on President George Bush's selection of Texas A&M University as the site of his presidential library.
6. The connection between President George Bush's liberation of Kuwait and the increase in Muslim world country funds to his presidential library.
7. A description of President George Bush's career alignment to his presidential roles

The general knowledge contributions this study makes to the literature on U.S. presidential libraries are as follow:

1. The identification of factors for U.S. presidential library planners to consider when examining university site proposals. This study is the first to present an analysis of these factors and present them in an organized format.
2. An identification of factors for university administrators to consider when deciding whether or not to pursue hosting a U.S. presidential library. This study is the first to present an analysis of these factors and present them in an organized format.
3. The first descriptive examination of a successful presidential library and university partnership.
4. The only comprehensive study of a single U.S. presidential library and museum.
5. A precedent for how U.S. presidential libraries can be studied individually.
6. An updated U.S. presidential library history. This is located in the study's appendices.
7. The first chronology of university and U.S. presidential alliances. This is located in the study's appendices.
8. A comparison of 14 U.S. president's pre-presidential careers. The comparison includes President George Bush and the other U.S. presidents who have or will have presidential libraries. This is located in the study's appendices.

### **Purpose Statement**

The purpose of this case study was to describe the global significance, work and educational contributions of the Bush Presidential Library Center while exploring its partnership with Texas A&M University.

## 7.7 OVERALL CONCLUSIONS

The George Bush Presidential Library Center is globally significant because it is the home of the George Bush Presidential Library and Museum, which is the most globally significant component of the entire presidential library center.

The Bush Presidential Library and Museum contains globally significant modern historical content and is an example of unprecedented Muslim World cooperation in financial support. The work and educational contributions of the Bush Presidential Library Center benefit our global society by:

1. Preserving and providing access to the President George Bush' presidential records
2. Encouraging the study of President George Bush and his historic achievements
3. Encouraging the study of 21<sup>st</sup> century world history
4. Promoting civic literacy and engagement and presidential study
5. Producing high quality public service leaders

Texas A&M University is the best place to host the George Bush Presidential Library Center. President Bush was a dedicated international public servant and leader of the modern free world. The Texas A&M University and Bush Presidential Library Center partnership offers the maximum benefits and potential.

### **Central Research Question Conclusions**

How does President George Bush's career reflect the Bush Presidential Library's global significance and the Bush Presidential Library's partnership with Texas A&M University shape its operating context and benefits?

George Bush was the leader of the modern free world. During his presidency, President Bush led the U.S. and world through some of the 20<sup>th</sup> century's most dramatic events. The major events of modern 21<sup>st</sup> century global history occurred during Bush's Presidency: the collapse of Communism, reunification of Germany, Soviet Union's collapse, China's emergence and the liberation of Kuwait. President Bush led the U.S. and world through these significant events. The content and construction of his presidential library reflects his extraordinary presidency and unmatched pre-presidential career. The Bush Presidential Library archives are a major historical resource for scholars around the world. The museum exhibit content translates the archival complexity into educational exhibits for the public. Through the museum and its accompanying educational programs the public and visiting school children learn about President George Bush's international achievements and career. As the 21<sup>st</sup> century continues to support the globalization trend, the Bush Presidential Library and Museum offers a look back at the monumental international events, which led to the world in which we live today.

The George Bush Presidential Library Center's operating context and benefits are directly tied to Texas A&M University's resources. If Texas A&M University lacked these resources then either the Bush Presidential Library Center would not exist on campus or it would exist in much smaller scale.

Texas A&M University offered the Bush Presidential Library five major success factors. These were:

1. Financial Resources
  - a. Land
  - b. Initial Capital Investment
  - c. Capacity for alumni support in on-going capital campaigns
2. Committed Leadership
  - a. Strong initial support from top university leaders
  - b. Strong initial support from the Bush Presidential Library Steering Committee leaders and members.
  - c. Continued dedicated support throughout the project
3. Cooperative Team Spirit
  - a. Everyone from the top administrators to the students worked together to make the Bush Presidential Library Center at Texas A&M University a reality.
  - b. The alignment of Texas A&M University's and President Bush's values made a team-oriented environment easier to establish and maintain.
4. Academic Reputation
  - a. Texas A&M University is the core university within the Texas A&M University system.
  - b. It is a highly ranked research university.
  - c. Texas A&M University has established public service and political science programs.
  - d. It has internationally recognized scholars in the areas of political science, especially presidential studies.
  - e. It attracts students, faculty and guest scholars from all over the world.
  - f. It had the land and capital for the long-term investment. In addition it has a strong alumni support base from which on-going capital campaigns benefit.
5. Local Community Support
  - a. Texas A&M University is well respected and supported by the local community. This support is shared and applied to the Bush Presidential Library Center.

To successfully host a U.S. presidential library, the university must have financial resources and mature experienced leaders. The George Bush Presidential Library Center benefits from Texas A&M University's financial resources and mature experienced leaders. It was the Texas A&M University leadership who expanded the

presidential library and museum concept to include the George Bush School of Government and Public Service. Texas A&M University had the resources to offer the option. It had the resources to create the entire Bush Presidential Library Center. A smaller university lacking in resources could not have offered anything comparable.

The Texas A&M University leadership greatly established the foundation upon which the Bush Presidential Library Center exists. The leadership included not only university leaders, but the Bush Presidential Library Steering and Academic Planning Committees, which were composed of successful alumni and university representatives. All of the leaders involved from the project's inception were mature, highly experienced and successful individuals. They had already achieved great things in life and could translate this practical experience and dedication to the Bush Presidential Library Center project, which benefits the greater public good. They contributed their ideas about what it should reflect. They researched the existing presidential libraries so they could improve upon past efforts. They took their task seriously and truly wanted to do something great for the nation and the university. They looked beyond only Texas A&M University's benefits to providing for society and the American people. This is a testament to great leadership, and much can be learned about leadership and management from studying these leaders as a collective and individually.

The Texas A&M University leadership kept its promises to President George Bush and his vision for his presidential library center was brought to a successful completion. Texas A&M University had the financial resources to build the beautiful George Bush Presidential Library Center. It built the George Bush School of Government and Public Service and the Annenberg Presidential Conference Center. Texas A&M University also had the expertise to present the concept to and get it approved by the Texas Higher Education Coordinating Board. Texas A&M University continues to maintain the Bush Presidential Library Center as one of our campus jewels.

## 7.8 RESEARCH QUESTION AND HYPOTHESES CONCLUSIONS

### **Research Question One**

How did President George Bush's career influence current world affairs and global economics and lead to the content and construction of his presidential library and future ones?

#### *Current World Affairs and Global Economics*

Since George Bush's presidency during 1989 to 1993, the world has changed. President Bush can take much of the credit for these globally significant changes. A lot of this global change is traced back to President Bush's decisions during his presidency and his actions in the course of his lengthy public service career, which included helping to open and normalize China and U.S. relations. The U.S. is still the number one superpower. The Communist controlled Soviet Union and the Soviet Bloc have fallen. Nuclear weaponry build up is no longer necessary although Third World countries are still pursuing and investing heavily in the nuclear technology and nuclear weaponry. China is emerging as a powerful global force and is becoming more cosmopolitan. Incrementally, the Middle Eastern countries are changing and becoming more accepting of Western partnerships and ways.

The global economic changes mirror President George Bush's career. He helped pioneer some of the changes seen in China, Germany, Europe, Middle East and the North American Free Trade Agreement. China was in isolation, and now it is the United States' banker. China was on the world stage hosting the Olympics. The Chinese leaders want to continue supporting the U.S. and playing a large role in the global economic community. President George Bush accelerated these global economic changes by establishing the necessary relationships and trust.



Global terrorism has reached unprecedented scale in terms of death and destruction. Terrorism has replaced the Cold War as the new global concern. Countries are working together in ways not seen in the past to combat it.

Presidents George H.W. and George W. Bush were the most instrumental in preventing the cancerous terrorist organizations from continuing their rapid expansion and invading other countries, such as Kuwait, Afghanistan and Israel. During the George W. Bush Presidency after the September 11<sup>th</sup> 2001 terrorist attack, the U.S. has been free from large scale terrorist attacks on U.S. territory. The military effort in Afghanistan and Iraq is continuing at the loss of several thousand U.S. and coalition personnel. Unfortunately “Freedom is not Free”. In Iraq the terrorists are killing large numbers of Iraqi citizens and U.S. soldiers.

During President William J. Clinton’s presidency, significant terrorist attacks, such as the 1993 World Trade Center bombing in New York, attack on U.S. diplomats in Pakistan, attack on U.S. embassy in Moscow, murder of U.S. businessmen in Pakistan, U.S. embassy bombings in East Africa, Shell platform bombing, and attack on U.S.S. Cole were addressed by the Clinton administration.

With respect to the neutralization/eradication of terrorist acts, our future is controlled by President Barack Obama. He is to withdraw in an orderly fashion from Iraq leaving a free democratic nation in power. He needs a military force build up in Afghanistan and needs to keep Pakistan from collapsing and protecting terrorists. He has to prevent Iran from developing nuclear weapons to share with terrorists. He has to deal with terrorists in Palestine from bombing Israel. Unfortunately, terrorist action needs to be minimized into our future. The United Nations has been ineffective and to date has refused to take strong action or initiative against terrorist organizations.

*Content and Construction*

The George Bush Presidential Library is a global historical and scholarly treasure. No other U.S. presidential library is comparable. No other U.S. President had the pre-presidential career President George Bush had. His career laid the foundation from which he built his great U.S. presidential achievements. Out of the existing twelve U.S. presidential libraries, the George Bush Presidential Library stands above them all in terms of global significance, U.S. Presidential accomplishments, global scope and career depth. In addition, U.S. President George Bush's presidential and personal image and reputation remains untarnished. Of the U.S. Presidential libraries existing, the George Bush Presidential Library and Museum is the grand prize.

President George Bush's career influenced the construction and content of his presidential library and the future ones. Through his liberation of Kuwait and the gratitude it inspired, President Bush significantly increased the flow of Middle Eastern funds into U.S. Presidential libraries. Subsequent and future U.S. Presidential libraries have benefited and will continue to benefit from the gratitude and openness of Middle Eastern countries to investing in U.S. Presidential libraries. Middle Eastern countries are very generous with their financial contributions and rank the highest among the contributors. Middle Eastern funds allow for the construction of stately U.S. Presidential libraries.

The content of the Bush Presidential Library and Museum is the result of President George Bush's career. It reflects the jobs he held and his accomplishments in each of them. Most importantly, it shows the dramatic changes and improvements he made to the world as President of the United States during a critical time in world history. No other U.S. Presidential library has content of this globally significant magnitude. President George Bush's library content is what our current modern history is based upon. The global changes we have and continue to encounter originated from

the world events during President Bush's presidency. He made the world order we have today a reality.

President George Bush's presidential library content directly influences the content of subsequent and future U.S. Presidential libraries. It provides the foundation from which their content is built and derived. As a result of the collapse of the Communist-controlled Soviet Union, the subsequent and future libraries do not and will not have corresponding content. The subsequent and future U.S. Presidential libraries will have content related to the European Union and the freed or newly formed countries resulting from the Soviet Union's collapse. With President George Bush's opening and continuance of U.S. and China relations, the subsequent and future U.S. Presidential libraries will have China related content.

As a result of President Bush's organization of a multinational coalition to liberate Kuwait, subsequent and future U.S. Presidential libraries will have Middle Eastern content. This is the result of President Bush's maintenance of peace in the Middle East and development of stronger diplomatic ties between the U.S. and Middle Eastern countries. President George Bush also held a successful Middle East Peace Conference, which brought Israel and Arab countries together for discussion. He has played a critical role in softening the Arab world's historic anti-Israel stance. Future U.S. Presidential libraries may contain content reflecting new Arab and Israeli relations.

President George Bush worked tirelessly to reduce nuclear weapons and military occupation in Eastern and Central Europe. He made tremendous progress as three treaties were signed during his presidential administration and some were signed during his term as Vice President during the Reagan administration. Subsequent and future U.S. Presidential libraries will have less emphasis on nuclear weapons and nuclear weapons stockpiling. The Cold War has ended. Yet, the subsequent and future U.S. Presidential libraries will have some nuclear weapons content as nuclear weapon

capabilities have proliferated to the Third World countries. In addition to these major foreign policy examples, there are other ones which will be reflected, too.

In the area of domestic policy, President Bush's Clean Air Act of 1990 was precedent setting legislation, and the results were achieved in subsequent U.S. Presidential administrations. Subsequent U.S. Presidents have taken credit for the environmental improvements, which originated from President George Bush's environmental policies. The results of his policies do and will appear in future U.S. Presidential libraries. The trend is similar for President George Bush's government spending and economic reform legislation. The U.S. economy prospered in subsequent U.S. Presidential administrations. Thus, those U.S. Presidents will be associated with the success, and it will be reflected in the content of their presidential libraries.

### **Research Question Two: Hypothesis One**

How do the most recent three presidential libraries depend on President George Bush freeing Kuwait from Iraq?

The results support my hypothesis:

H1<sub>A</sub>: President George Bush's liberation of Kuwait increased the inflow of Muslim World funds to his presidential library.

Table 7.1 shows the number of Muslim World donors to U.S. presidential libraries has increased beginning with the George Bush Presidential Library. President George Bush dramatically increased the flow of Muslim World funds into U.S. presidential libraries. I attribute President Bush's increase in Muslim World funds to his liberation of Kuwait and the diplomatic and security partnerships he forged with the Muslim World countries during the Persian Gulf War. Truly, his diplomatic efforts benefited from the Muslim World relationships he developed during his pre-presidential career. President Bush made historic diplomatic relationships with the Muslim World

countries and achieved unprecedented levels of cooperation from them during the Persian Gulf War effort.

TABLE 7.1  
MUSLIM WORLD COUNTRY DONORS COMPARISON

<b>U.S. President</b>	<b>Number of Muslim World Country Donors</b>
Jimmy Carter	1 Saudi Arabia
Ronald Reagan	0
<b>George Bush</b>	<b>6</b>
William J. Clinton	5
George W. Bush	? (expected to receive funds)
Barack Obama	? (probably will receive funds)

It is assumed the President Reagan did not receive large foreign government or Muslim World country donations. The Reagan Presidential Library Foundation did not respond to my request to confirm my assumption. The media has reported the Reagan Presidential Library does not respond to donor list requests. The media and scholarly reports only mention American philanthropists and corporations as the founding donors.

### **Research Question Three: Hypothesis Two**

Did Texas A&M University's Corps of Cadets influence President George Bush's presidential library site selection by resonating with his past military career and presidential role as Commander in Chief?

The results confirm my hypothesis.

H2<sub>A</sub>: President George Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets.

Yes, the Texas A&M University Corp of Cadets and university's military-inspired traditions did influence Bush's decision. All of the facts align to support my hypothesis: Bush's decision to accept Texas A&M University's proposal was partially influenced by its Corps of Cadets. The combination of George Bush's personal military service during World War II and his presidential role as Commander-in-Chief played a large role in his selection of Texas A&M University as the site of his presidential library. Bush values selfless service, honor, duty and country. These are military service inspired values. Texas A&M University began as an all male military university. Today it continues to train future military leaders and graduates the most military officers outside of a U.S. military academy. Bush's selection of Texas A&M University resonates with his past distinguished military career and presidential role as Commander in Chief.

#### **Research Question Four**

What is the role of technology in the educational programming at the George Bush Presidential Library?

With the addition of multimedia programs and interactive technology, the Bush Presidential Library and Museum provides a dynamic learning environment, which follows societal and educational trends. It represents the cutting-edge presidential library. Currently, it incorporates the most modern technology of the existing presidential libraries. Technology enhances its educational programming and makes the museum experience more appealing to the digital generation. The multimedia content greatly enriches the museum experience and makes acquiring information more stimulating. There is such an abundance of multimedia content repeat visits are encouraged to interact with it all. Visitor engagement and repeat visits are important operational objectives for the Bush Presidential Library and Museum. Repeat visits encourage lifelong learning and help support our knowledge-based economy.

### **Research Question Five**

In what ways is the George Bush Presidential Library Center and Texas A&M University partnership mutually beneficial to the Bush Presidential Library Center, Texas A&M University, scholars, community and American people?

#### *George Bush Presidential Library Center*

Yes, the Bush Presidential Library Center greatly benefits from its partnership with Texas A&M University. For the Bush Presidential Library Center partnering with Texas A&M University was the best choice. It receives major benefits. The land and financial resources given by Texas A&M University have helped it tremendously. The buildings would not be as elegant and sophisticated had it been located somewhere else, and Texas A&M University's available land was unmatched. The parallel in values between the university and President and Mrs. Bush make it an excellent fit. Texas A&M University's academic reputation and related established programs provided a base and continue to support the Bush School mission.

#### *Texas A&M University*

Texas A&M University obtained a special honor and prize when it won the competition for the George Bush Presidential Library and Museum. The George Bush Presidential Library and Museum symbolically and literally connects Texas A&M University to the U.S. presidential leader, George Bush, who helped shape the 21<sup>st</sup> century world history and the accompanying documents and memorabilia. Yes, Texas A&M University receives several major benefits from hosting the Bush Presidential Library Center. From these benefits, it is clear why a university is an excellent choice for locating a U.S. presidential library. I think the key factor to obtaining substantial benefits is selecting the U.S. President wisely. Not all U.S. Presidents have achieved high or even moderate success during their presidential terms. George Bush was an exception. His pre-presidential career undoubtedly helped him lead the momentous

world changing events which took place during his U.S. Presidential term. George Bush's presidential accomplishments were highly significant. Therefore, the value and benefits of the Bush Presidential Library Center directly correspond to his career in terms of their magnitude and significance. A university hosting a less accomplished and successful U.S. President most likely will not reap the major benefits Texas A&M University has with the George Bush Presidential Library Center.

### *Scholars*

Yes, scholars receive many benefits from the George Bush Presidential Library Center. Historically, scholars were the ones who generated the interest in collecting and preserving archival documents to study history. They initiated the archival movement leading to the presidential libraries we have today. Academic scholars and the academic community are the primary beneficiaries of the George Bush Presidential Library archival collections. The Bush presidential records and his papers relating to his public service career provide the raw materials for scholarly work. They are the primary sources where scholars can turn to find the answers they seek. From those answers they can make their interpretations and draw conclusions. This is the heart of scholarly inquiry. The end result of the scholar's work is a product through which the newly obtained knowledge is shared.

In this special case, the knowledge about George Bush's leadership and decision making within the rapidly changing global context is shared. How did he choose to respond to the world events occurring at the time? How did his specific responses shape the global outcomes? From the Bush archival collections scholars can probe beneath the surface to find out what happened, how it happened and what it means in the global context of contemporary society.



To further their understanding academic scholars have the opportunity to hear contemporary distinguished world leaders speak about the past events in which they participated during the Bush Presidential Administration. This is an extraordinary opportunity to hear firsthand what influenced these individuals and how they responded to the events occurring around them. These are highly educated individuals who appear to have conducted some research to refresh their memories about the dramatic world events. They want to tell their story as it was, and how they see the effects of it now in the 21<sup>st</sup> century.

The Bush School provides scholars with a place to merge the academic and practical public service and leadership skills. Through the Bush School's formal and informal educational offerings, scholars are exposed to national and international leaders, who willingly share their valuable expertise. The conferences and special events sponsored by the Bush School give scholars greater insight into a subject, and this insight comes from those who have experienced the real life situations.

### *Community*

The Bryan/College Station community greatly benefits from the Bush Presidential Library Center. From my analysis the major benefits are:

1. Initial capital investment
2. Increased tourism
3. Educational and cultural opportunities.

The educational and cultural opportunities are extremely significant for this small-town twin city community of 120,000 people. Aside from Texas A&M University, the Bush Presidential Library Center is the only other major cultural center in the area, and it is officially part of Texas A&M University. It appears the cities and the Bush Presidential

Library Center staff work together to support each other and further the greater good of the community.

### *American People*

Yes, American people benefit from the Bush Presidential Library Center at Texas A&M University. They benefit through increased knowledge and well-trained public service leaders originating from the Bush School. The Bush Presidential Library and Museum serves as a primary data supply source for specialized publications about the Bush presidency. These publications are mass marketed and distributed. They are accessible to those who want to read them and gain more knowledge about Bush, his administrative team and the complex decisions they made. This acquired knowledge illustrates the importance of the U.S. President and government and reveals the difficulty and complexity involved in running a country.

The Bush School is a training ground for leaders who value selfless service, patriotism, honor, excellence, loyalty and honesty. As a source of our state and nation's future leaders, the Bush School has great social value. Given the high quality academic and practical training Bush School graduates receive, they are well-prepared to handle the challenges they will face in public service and government careers. They will make our society and country a better place.

### **Research Question Six**

How is the George Bush Presidential Library Center organized?

The Bush Presidential Library Center is a learning center for public service, policy, cultural and academic discussions. Its educational programs are continually evolving. The Bush Presidential Library Center at Texas A&M University would not

exist without the acquisition of the George Bush Presidential Library and Museum. The Bush Presidential Library and Museum was the catalyst leading to the formation of the other entities.

### **Research Question Seven**

What is the composition of the George Bush Presidential Library and Museum?

During my data collection and ongoing analysis, the major themes I developed were the archives, the archives' value, education, global historical significance, 21<sup>st</sup> century significance, future significance, past exhibits, staff memories and work. The most dominant of these themes are the global historical significance and educational value. Even though I have not separated educational value out as a theme in this section, it emerges from the data content. These themes are heavily supported by the data and directly correspond to the Bush Presidential Library and Museum mission of preserving, exhibiting, educating and providing access to George H.W. Bush's presidential records, personal papers and memorabilia.

The archival data, research participant perceptions and my experience and perception data corresponded. Given the number, almost 30, and broad range of research participants from senior administrators to custodians, the data portray a variety of perceptions. My numerous visits to the site and familiarity with the existing issues related to presidential libraries helps to ensure the representation's accuracy. This section presents a well-balanced picture of the Bush Presidential Library and Museum showing it as the unique, evolving dynamic institution it is and revealing its staff's work and human qualities.

My overall conclusion is: The Bush Presidential Library and Museum is a place to visit many times for many reasons: to research in the archives, see the changing museum exhibits, listen to global political and world leaders, review the permanent exhibit in the Main Gallery or even walk in the garden.

My specific conclusions are:

1. The Bush Presidential Library archives hold a wealth of material, which can be used for educational and teaching purposes. Using them involves some time and assistance to find and access the material, but the results are worth it in terms of a more authentic and dynamic lesson.
2. The Bush Presidential Library and Museum offers accessible historical and cultural exhibits and programs related to George Bush's life, his Presidency and distinguished career in public service.
3. The staff and volunteers at the Bush Presidential Library and Museum genuinely appear to enjoy their work and seem to appreciate history. During each of my visits I have experienced their courtesy, service and positive attitudes.
4. The Bush Presidential Library and Museum is a special place to visit and work. Memories can be made here through work or regular visits.
5. Visiting the Bush Presidential Library and Museum transports you from your daily routine into a historical world of events, people and places. It's your journey into the history shaping the modern 21<sup>st</sup> century.

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## APPENDIX A

### 1. PRESIDENTIAL LIBRARIES' EVOLUTION

#### 1.1 EARLY HISTORY

During the early years of our nation's development, there was a general lack of public concern for the presidential records [1], [2], [3]. The U.S. presidential position was created by the Constitution [3]. Institutional record keeping was not required of the presidential position [3]. Presidential records and papers were owned by the president and could be disposed of as he or his heirs chose [2], [3]. Some of the early presidents were concerned about the historical importance and accessibility of their records and papers [1]. They envisioned storage and retrieval to occur at their homes, other facilities on their estates or through historical societies' facilities [1]. Due to fire, other environmental damage and presidential death, some of the early presidential records were completely destroyed, lost or incomplete [3], [2], [1].

#### 1.2 THE FEDERAL ARCHIVES MOVEMENT

During the late 19<sup>th</sup> and early 20<sup>th</sup> centuries interest in preserving and storing government records grew, particularly, after governmental records were destroyed fires, environmental conditions and the wars [4]. The establishment of the American Historical Association and the Public Archives Commission marked the beginning of the federal archive movement led by John Franklin Jameson [2], [4]. Jameson, a history professor at Brown University, began the campaign leading to the establishment of the National Archives [4], [5]. Jameson and other scholars wanted to work with original sources for their research [6]. Their historical research interest led to the examination of the access, storage and preservation of federal records.

Jameson earned the first doctorate in history from John Hopkins University and was associated with the American Historical Society since its formation [7]. After conducting research about existing European archives, Jameson proposed the U.S. model itself after Britain, which had invested in creating a national archival facility [4], [5]. While teaching at the University of Chicago in 1903, he proposed the plan to establishing the Carnegie Institution's Bureau of Historical Research [7]. Three years later he was named Director of the Bureau of Historical Research and published the article, *Gaps in the Published Records of United States History* [7]. His campaign led to the establishment of American Historical Records Commission [7].

The following year Jameson's fellow scholars, Claude H. Van Tyne and Waldo G. Leland, studied existing federal records and published their results, *Guide to the Archives of the Government of the United States* [2]. As a follow-up to this study, the American Historical Association's Public Archives Commission studied how federal archives were currently being preserved [2]. The results were discouraging [2]. The American Historical Association formally asked Congress for a national archives storage

facility in 1910 [2], [4]. Congressional appropriation of funds for the National Archives resulted from Jameson's campaign, the support of other historians and archivists and Presidents Roosevelt, Taft and Hoover [4].

### 1.3 BIG INFLUENCERS

The Library of Congress, National Gallery of Art, National Archives and Records Administration (NARA) and legislation were very influential in the presidential libraries' evolution. As the first federal depository the Library of Congress exerted a strong influence on presidential libraries' development. The early presidential library models were also very powerful examples. Each influence is discussed in detail.

#### 1.3.1 Library of Congress

The Library of Congress contributes to the presidential library evolution in four major ways. First, it was the first federal place where presidential papers were kept. Second, its scholarly foundation was established by a U.S. president, Thomas Jefferson, through his actions during his administration and later donation of his personal private library. Third, its history reveals presidential support of knowledge acquisition and sharing. Fourth, the Library may have provided models for presidential libraries in the areas of finance and educational access.

The Library of Congress history was established in 1800 well before the National Archives and Records Administration in 1934 [2]. It is relevant to the evolution presidential libraries as it was the first federal place where presidential papers were kept. Within its Manuscript Division, it contains the presidential papers of 23 U.S. presidents ranging from George Washington to Calvin Coolidge [2], [8]. It was the government's first library. It was and still is a U.S. legislative branch agency providing research services to Congress [9]. Over the past centuries the Library of Congress grew from its initial planned beginning in an apartment to a set of three impressive buildings [2], [9]. Today the Library of Congress in Washington D.C. is our unofficial national library and the world's largest library [9], [10].

From the mind of a bookseller, the idea for a library to serve Congressional members was born [2]. In 1774 the Director of the Library Company of Philadelphia made provisions to loan company owned books to Congressional members for their convenience during meetings [2]. Around 1775 George Washington, the commander of the Continental army, expressed concern about preserving his papers, developed his own classification system for distinguishing between personal and private papers and tried to keep his manuscripts in a safe place to prevent their destruction [2]. Years later in 1790 the First Congress officially recognized the need for a legislative and executive library [2].

When the nation's capital was moved from Philadelphia to Washington in 1800, provisions for the Library of Congress creation were made under the same Congressional law signed by President John Adams to make the capital move [2], [11]. Despite the original plan to house the books in an apartment, the Library of Congress

was moved into the Capitol Building [2]. Jefferson was the early founder of the library and believed in the powerful link between knowledge and democracy [2], [10], [12]. During his presidency, Jefferson approved the Library's move into the Capitol Building, increased Congressional access to its resources and provided funds and instructions for professional management of the Library's resources [2], [10]. Jefferson approved the first Librarian of Congress and an act placing copies of U.S. laws and Congressional journals in the Library of Congress [2].

When the U.S. Capitol was under siege during the British invasion of 1814, the Library was burned and its collections were lost [2]. At this time Jefferson was retired and offered to sell his private library of 6,487 books to Congress to lay the foundation for a new Library of Congress [10]. Jefferson's private library was the largest in America and was considered a scholarly resource of working texts he acquired from his European travels [12]. His collection was so large and expansive he actually incurred considerable debt while establishing it [12]. In 1815 the deal between Jefferson and Congress was made even though it was a considerable expense at a time when national resources were limited [12]. Delivered by horse drawn wagons, the Jefferson collection acquisition expanded the scope of the Library's collection and functions beyond historical and legislative material [10], [12].

Tragically, a faulty chimney flue at the Library caught fire on Christmas Eve morning in 1851 destroying the Library's 55,000 volume collection [10], [12]. Congress upheld its responsibility to maintain the Library and allocated funds to replace the books [10], [11]. The Library's collecting ambitions stalled as a result of the Civil War and governmental office function reorganization [10]. The Jeffersonian spirit of acquiring universal knowledge appeared to be lost.

As Americans continued to emulate European scholarly achievements, interest in American cultural nationalism and a national library began to grow [10]. The Library benefited from public interest and was transformed by Ainsworth Rand Spofford, a Librarian of Congress who served 32 years [10]. Beginning in 1867 under the Spofford's direction, the Library of Congress began purchasing and soliciting donations of special collections, such as America, the Revolutionary War and Benjamin Franklin's papers [2]. The acquisition of these special collections led to the increased interest in systematically collecting important historical documents [2].

The Library's collection priority for establishing scholarly resources paralleled higher education institutions interests and needs at the time. American universities began offering graduate programs and establishing their own libraries [10], [13]. Senator Justin S. Morrill, who is best known for facilitating federal land grants to higher education institutions, gave a speech in 1879 stating the nation's higher education institutions' need for a national library and encouraged its expansion into an independent building located outside of the Capitol building [10], [13]. Little did he know almost 100 years later President Lyndon B. Johnson would sign the Higher Education Authorization Act, which included a provision for the Library to continue its acquisitions and cataloguing of scholarly materials [10]. Congress authorized the construction of a building for the Library in 1886 as a result of Spofford's persuasion and the practical

need for more space to house submitted copyright copies as the copyright law of 1870 required [10].

When the Joint Congressional Committee on the Library made its recommendations in 1888, it suggested adding a Manuscript Division to house the special manuscript collections [2]. The Congressional committee continued to encourage the collection of valuable historical documents and expressed interest in presidential papers, particularly those created after Monroe's term [2]. Almost ten years after the committee's recommendations, the Manuscript Division of the Library of Congress was established through the Legislative, Executive and Judicial Appropriations Act for 1893 approved by President Cleveland [2]. President Roosevelt continued the quest for presidential papers by issuing an Executive Order in 1903 for the acquisition of the presidential papers of Monroe, Madison, Jefferson and Washington by the Library of Congress [2].

During the first quarter of the 20<sup>th</sup> century the Library's role continued to expand under the direction of Herbert Putnam, Librarian of Congress [10]. Public use and publication of the Library's primary documents was encouraged [10]. An interlibrary loan system was established [10]. Putnam set a precedent when he supported the use of private funds for Library programs [10]. Through the Library of Congress Trust Fund Board Act of 1925, the Library was able to accept bequests and gifts from private citizens [10]. Endowments, chairs and scholarly consultantships were established [10]. Private funding was used to supplement federal funding [10]. This is the same concept operating today within the NARA presidential library system. Each presidential library is connected to a supporting organization, such as a foundation.

In 1987 James H. Billington was appointed as Librarian of Congress by President Ronald Reagan [2], [10]. Billington began to test the emerging technologies of the time in an effort to provide school children with greater access to the Library's databases and resources [10]. He established the American Memory Project and the first Educational Office [10]. Billington developed a new educational role and purpose for the Library.

Billington's interest in providing school children with access to the Library's resources seemed to parallel a trend in increasing libraries' educational roles. Even presidential libraries become interested in their educational function. The book, *Records of the Presidency: Presidential Papers and Libraries from Washington and Reagan*, was written in the late 1980s and provides descriptions of each existing presidential library within the NARA system [2]. Many of these presidential libraries had some form of educational outreach programming [2]. Not all of these educational programs were geared towards children, but nonetheless there was administrative interest in providing some educational activities.

In his research paper, *Education and Outreach Programs at the Reagan Library* completed in 1991, Gregory G. Cumming outlines his recommendations for the Reagan Library's educational programs and provides some examples of the educational activities occurring at the other presidential libraries. It seems as though the late 1980s and early 1990s brought an increased focus on libraries' educational roles and providing school children access to primary documents and scholarly historical resources. This educational trend may have influenced the planning of the George H.W. Bush



Presidential Library and Museum's educational programs, which are currently aligned to the Texas state school curriculum. The Texas A&M University proposal process began in 1988, and the Bush Presidential Library Center was dedicated in 1997. The expanded educational role of libraries may have influenced the creation George H.W. Bush Presidential Library and Museum's onsite classroom, which set a precedent for subsequent presidential libraries.

### **1.3.2 National Gallery of Art**

In his dissertation, *The Father in the Temple: Memory and Masculinity in Presidential Commemoration*, Benjamin Hufbauer hypothesized the National Gallery of Art influenced Franklin D. Roosevelt's presidential library plans [14]. Hufbauer said he collected circumstantial evidence to support his hypothesis but could not absolutely prove it [14]. I believe the National Gallery of Art influenced Roosevelt's method of financing his presidential library more than any other aspect of his plans. During Roosevelt's presidency, Andrew Mellon, Secretary of Treasury, corresponded with him about his intent to establish an art gallery for the nation [14]. Roosevelt supported the legislation authorizing the National Gallery [14].

Mellon was an avid art collector and wanted to donate his collection to the nation [14], [16]. Mellon's plan was to fund the construction of the gallery through his A.W. Mellon Charitable and Educational Trust and gift it to the U.S. government, which would fund its operation in perpetuity [14], [16]. Roosevelt and his supporters privately raised money to build his presidential library and then gifted it to the U.S. government, which promised to fund its operations and maintenance in perpetuity [2], [14]. Roosevelt's financial plan for his presidential library followed Mellon's plan for the National Gallery of Art. It also may have been influenced by the earlier Hayes Presidential Library and Hoover Institution on War, Revolution and Peace Archives financial models, which were based on combinations of private, state government and higher education institutional funding. I think Mellon's model provided Roosevelt with an example of a current successful model of private and government funding and gave him the confidence to go ahead with his own plans.

### **1.3.3. National Archives and Records Administration**

NARA contributes to the presidential libraries' evolution in four major ways. First, it became the administrative agency of the current presidential library system. Second, it provides the operating budget for maintaining the archival portion of the presidential libraries. Third, it sets and maintains presidential library standards and systematic presidential record collection, storage and preservation procedures. Fourth, it serves as a liaison between a former president and the American people through the public access it provides to historical records, documents and other materials.

NARA's fate was probably strongly influenced by the Librarian of Congress's view the Library could not handle an additional duty as a national archival repository. The need for a place to store and preserve valuable historical governmental records was

recognized in 1810 [2]. With the Library of Congress established in 1800, the need did not seem to appear urgent. The federal archival movement led by Jameson contributed the needed impetus to spur action. After corresponding with the Librarian of Congress, Herbert Putnam, Roosevelt was advised not to include federal records archival storage and preservation with the Library's other functions [2]. Instead a separate facility was needed [2]. Had Putnam advised Roosevelt differently, there may or may not have been a National Archives.

The National Archives building opened in 1934 and operated independently [2], [4]. Prior to its opening individual government agencies stored their own records [17]. During that time period forty fires occurred destroying many valuable historical records [2]. After a governmental reorganization in 1949, the National Archives became part of the General Services Administration [2], [4]. It gained additional recording keeping responsibilities and became known as the National Archives and Records Services [4]. The Federal Records Act of 1950 allowed the National Archives and Records Services to accept presidential papers [2]. The Presidential Libraries Act of 1955 created the presidential library system overseen by the National Archives and Records Services [18]. Within the National Archives and Records Services, the Office of Presidential Libraries within was created in 1964 [2]. Through the passage of The National Archives and Records Act in 1984, the National Archives and Records Services was separated from the General Services Administration [2], [4]. It regained its independence and changed its name to the National Archives and Records Administration [2], [4].

Today NARA operates 37 facilities, which include the 12 existing presidential libraries within the system [17]. Of all the created federal records, NARA only keeps one to three percent of them [19]. NARA is responsible for overseeing federal records centers, regional archives, the Federal Register, National Historical and Publications Commission and the presidential libraries [17]. NARA appropriates part of its budget to the operation and maintenance of the presidential libraries within its system [20].

### 1.3.4 Legislation

Since the passage of *The Presidential Libraries Act of 1955*, various legislation regarding presidential records and libraries has been passed. The minute details of each law or amendment are more relevant to archival, information and library scientists than the general academic community and public. For my holistic case study, outlining all of the specific details of each law is unnecessary. Thus, I choose to highlight the five major laws, and each law's relevance for my study of the Bush Presidential Library Center. Information about these selected laws is found in Appendix D. The following paragraph provides a summary of them.

Legislation has been enacted since the 1950s regarding presidential papers and records. This section presents legislative highlights of particular interest to university administrators. The Presidential Libraries Act of 1955 was turning point legislation as it established the NARA presidential library system. It also allowed higher education institutions to host presidential libraries without having to give the federal government title to the land, buildings and equipment. Originally, under this act the federal

government paid for the operation and maintenance of the presidential libraries within its system. As the presidential libraries' size and operational costs began to increase, an investigation into the cost presidential libraries to the taxpayers was made. The Presidential Libraries Act of 1986 resulted from intent to save taxpayers' money for other purposes. This act limited presidential libraries' size and required an operating fund endowment, which was 20% of the presidential library's assessed value. Subsequent legislation in 2003 and 2008 increased the required operating endowment to 60% of the assessed value of the land, buildings and equipment. Private foundations and university administrators will have to raise more money for presidential libraries than in the past.

#### 1.4 EARLY PRESIDENTIAL LIBRARY MODELS

These early presidential library models set the standards for today's presidential libraries. By the time Franklin D. Roosevelt began planning his presidential library, the Rutherford B. Hayes Presidential Library Center and the Hoover Institution of War, Revolution and Peace were already established. At the end of Hoover's presidential term in 1933, his presidential records were deposited in the Hoover Institution. To assume Roosevelt created his presidential library without any influences would be very misleading. I hope this entire *Presidential Libraries' Evolution* section clarifies the influences which lead to the concept of a federal presidential library system.

##### 1.4.1 Rutherford B. Hayes Presidential Library Center

The Hayes Presidential Library Center contributed to presidential libraries' evolution in three ways. First, it set a precedent as the first presidential library in the nation. Second, it set the standard of what could be included in a presidential library. Third, through its financial and operations model, it set the precedent for future presidential libraries. I think the Hayes Presidential Library Center set the precedent for future presidential libraries more so than the Library of Congress or National Gallery of Art. I would hypothesize the Hayes Presidential Library Center did influence Roosevelt when he made plans for his presidential library, which was the first one owned and operated by the National Archives.

Rutherford B. Hayes was the 19<sup>th</sup> president of the U.S [21]. His presidential library was the first one in the nation [21]. When it opened in 1916, many national, state and local dignitaries gathered at the site to celebrate this milestone [22], [23]. The Hayes Presidential Library Center is the only existing presidential library representing a 19<sup>th</sup> century U.S. president. Located in Fremont, Ohio on the former Hayes' family estate, it is supported by private and state funds [22].

Hayes' son Colonel Webb Cook Hayes was the key player in the creation of the Hayes Presidential Library Center [23]. His planning for the library began after former President Hayes death in 1893 [22]. Webb Cook Hayes and his siblings deeded the former president's estate and its holdings to the State of Ohio and Spiegel Grove in 1910 [3], [23]. A year later the General Assembly of the State of Ohio appropriated money

for the Hayes Presidential Library's creation [22]. Webb Cook Hayes matched the amount of state funding [22]. In 1921 Webb Cook Hayes established the Hayes Foundation to provide leadership and policy for the Hayes Presidential Library Center [22].

The Hayes Presidential Library Center is considered the first modern scale presidential library and set the precedent for future presidential libraries [2]. By mixing archival material related to Hayes life and career, his presidential advisors and cabinet members' papers, Hayes family personal objects and showcasing the family house and estate, it showed presidential libraries can contain more than just papers and records. It also showed presidential libraries were more than historic homes. The most important point about the Hayes Presidential Library Center's contents is they are a mix of archival and museum materials. Subsequent presidential libraries continue the tradition of this mix by maintaining archives and museums.

Hayes' interest in library collections and connection to national libraries can be traced back to his scholarly aptitude and taste, Congressional career and friendship with Ainsworth Rand Spofford, Librarian of Congress [2], [24]. Hayes did not think of himself as a scholar but realized he had scholarly taste [24]. He read often and began establishing a personal library [24]. As a Congressman he was appointed to the Joint Library Committee, which provided the administrative oversight for the Library of Congress. During his presidency Hayes supported the Library by agreeing to book and document exchanges between the White House and Library, budgeting money for library maintenance and suggesting a fireproof building be constructed to house the Library's collections [2].

The Hayes Presidential Center financial and operations model set a precedent for future presidential libraries. Like the Hayes Foundation, today's presidential libraries have supporting organizations responsible for fundraising and administrative leadership and policy [25]. The Hayes Presidential Library Center partially supports itself and receives private funds from the Hayes Foundation [22]. In addition almost half of its operating budget comes from the state of Ohio via the Ohio State Legislative Budget [22]. Ohio was Hayes birthplace and home state [2]. The Hayes Presidential Library Center financing is similar to NARA's presidential library system with the exception of the use of state money rather than federal money.

#### **1.4.2 Hoover Institution on War, Revolution and Peace Archives**

The Hoover Institution contributes to presidential library history in three very important ways. First, it was one of the first archival depositories in America and on a university campus. Second, it was one of the first American public policy research centers. Third, it was the first entity on a university campus to house a complete collection of presidential records

Established in 1919, the Hoover Institution was one of the first archival depositories in America and on a university campus. When Hoover began collecting European documents while working overseas, the National Archives had not been established, and historical documents were not being collected in a systematic way in

America [26]. Early in his pre-presidential career, Hoover had been depositing his papers and other acquired historical documents into the Hoover Institution at the suggestion of a Stanford faculty member, who was a historian [26]. Hoover was also influenced by Cornell University President, Andrew D. White, and his efforts to establish a French Revolution archival collection [26]. Hoover was very instrumental in helping Stanford University faculty members historians acquire valuable historical records and books from overseas [26]. He helped in locating the records and also financing their acquisition [26].

Hoover was ahead of his time with his foresight in acquiring these fleeting documents, but he wanted more [26]. He wanted the Hoover Institution to move beyond being solely a depository and expanding into research activities [27]. Hoover wanted it to generate ideas and communicate them [28]. The Hoover Institution became one of the first public policy and research centers in the U.S. [29].

The Hoover Institution was the first entity on a university campus to house a complete collection of presidential papers. The earliest presidential records and papers storage and preservation linked to a university dates back to the conclusion of Herbert Hoover's presidency in 1933 [2], [30]. Upon his completion of his term Hoover's presidential records and papers were kept at the Hoover Institution and Library on War, Revolution and Peace, which he established in 1919 at Stanford University to document the consequences of World War I [2], [31]. Eventually, the Hoover Institution expanded its archival collection beyond the First War. Hoover's presidential records and papers deposits into the Hoover Institution followed his original plan for his presidential records [32].

During the 1950s leaders from Hoover's hometown of West Branch, Iowa pleaded with him to establish his presidential library there [33]. After *The Presidential Libraries Act of 1955* establishing the presidential library system was passed, Hoover started to seriously consider building his Presidential Library. He proposed to build it at Stanford University, which was his alma mater [31]. Hoover graduated with Stanford University's inaugural class of 1895 [31]. After his graduation he devoted many volunteer hours to helping Stanford University, raised millions of dollars for the university and donated considerable amounts of his fortune to the university [32]. Hoover's personal capital contributions can be seen in the three Hoover buildings dedicated to library and archival materials and public policy research [34]. The Hoover Tower, which was dedicated in 1941, is a Stanford University landmark [35].

Unfortunately Hoover's Presidential Library proposal occurred during the 1960s [31], [36]. Faculty and students strongly opposed it based on its perceived conservative image [31]. They were afraid it would interfere with their liberal political leanings [31]. Around this time the faculty began to verbally attack the existing Hoover Institution and its support of democracy and free enterprise [27], [32]. As a result of this hostile unappreciative atmosphere, Hoover withdrew his proposal and decided to establish his presidential library in his hometown where he had positive support [2], [31], [36]. Hoover transferred all of his papers relating to his life and career, including the presidency, from Stanford University to his presidential library in West Branch, Iowa

[2], [3], [32]. Stanford was no longer home to the Hoover presidential papers and records.

### **1.4.3 Franklin D. Roosevelt Presidential Library and Museum**

The Roosevelt Presidential Library contributes to the presidential library evolution in six ways. First, it supported the shift from private to public ownership of presidential records and papers. Second, it was the first American Presidential Library operated by the National Archives. Its creation eventually led to the current presidential library system. Third, it set the example of a president working with the National Archives to organize, store and preserve his presidential records and papers. Fourth, it began to establish higher education's connection to presidential libraries. Roosevelt asked university leaders, scholars and public opinion influencers to become involved with planning his library. Fifth, Roosevelt set the example of becoming personally involved in his presidential commemoration. Sixth, the Roosevelt Presidential Library continued the trend of establishing presidential library support organizations to raise money for their construction.

As explained earlier in this section, the historical value of presidential records and papers had been recognized. The academic and library communities were making efforts to acquire presidential records from the former presidents and their heirs and preserve them. Roosevelt recognized the importance of preventing presidential records from being lost or damaged and scholarly access to historical documents [14]. He intensified the shift in presidential record ownership by deeding his records to the federal government so they could be preserved and made accessible.

The Roosevelt Presidential Library was the first American Presidential Library operated by the National Archives. The legislation and the institutional framework of the National Gallery agreement are thought to have influenced Roosevelt's desire to give his presidential library to the federal government [14]. Roosevelt supported the legislation authorizing the National Gallery, which was founded by former U.S. Secretary of Treasury, Andrew Mellon, and given the federal government for perpetual operation [14].

Roosevelt could have given his presidential records to the Library of Congress or newly established National Archives [2]. He was not certain they would receive the best care at either of those institutions [2], [14]. He also was concerned about all presidential records being located in one place [2]. They might be destroyed during a war or fire, and then all of them will be lost [2]. Thus, he was motivated to create his own depository for his presidential records [2]. In 1939 Roosevelt gave the title of his presidential library building and its contents to the U.S. government to be operated under the supervision of the Archivist of the United States [2]. The legislation, which established Roosevelt's Presidential Library only applied to his library, but it established the precedent for the Presidential Libraries Act of 1955.

The Roosevelt Presidential Library set the example of a sitting president working with the National Archives to organize, store and preserve his presidential records and papers. Having played a role in the legislation creating the National Archives, Roosevelt

thought of it as his baby [14]. To lead his presidential library's plans, Roosevelt enlisted the supervisory help of Robert Connor, founding director of the National Archives and Waldo G. Leland, a leader of the federal archives movement and officer in the American Council of Learned Societies [2],[14]. Roosevelt paved the way for the current liaison work between the White House and National Archives and Records Administration in transferring presidential records and papers.

Roosevelt's dream was to create a place where scholars could conveniently access his presidential records and papers [37]. Through his dream, he linked higher education and presidential libraries. He gave higher education a role in planning his presidential library when he included university presidents, a dean, librarians, historians and professors on his presidential library advisory committee [37]. Harvard, Yale, Cornell University, the University of Michigan and the University of North Carolina were the higher education institutional affiliations of the committee members [2], [37]. The committee chairman was affiliated with the American Council of Learned Societies, and one committee member was affiliated with the Central Statistical Board [2]. Roosevelt thought of his library as a place conducive for research and not a memorial to himself [37]. Originally, he wanted to name it after his ranch or Hyde Park [37]. His presidential library team recommended he call it the Franklin D. Roosevelt Library [37].

Roosevelt set the example of becoming personally involved in his presidential commemoration [14]. Prior to Roosevelt presidential memorials were planned, created and maintained by Congress and private historical societies posthumously [14]. Roosevelt began planning his presidential library while still in office [2], [14]. This trend is still continued today as presidents' form visions of where and what they want their libraries to be.

The Roosevelt Presidential Library continued the trend of establishing presidential library support organizations to raise money for their construction. Even though Roosevelt was a wealthy man, he did not have the personal funds required to build a monumental structure [14]. He called upon his lawyer to develop a fundraising plan [14]. In 1938 the Franklin D. Roosevelt Library was incorporated as an agency to raise money for his presidential library and supervise its construction [2]. A year later the first fundraiser was held at the Carlton Hotel in Washington [2]. President Roosevelt and the architect whose designs were being used spoke at the event and showed drawing of the future presidential library [2]. This campaign raised \$400,000 from about 28,000 people [2], [14]. It seems as though Roosevelt's Presidential Library campaign was the first large scale presidential library fundraising effort.

## 1.5 CONCLUSIONS

All of these historic movements and entities greatly influenced today's presidential libraries. Each entity contributed in its own way. As the first federal presidential record depository, the Library of Congress continued to evolve setting scholarly, financial and educational trends, which found their way into presidential libraries. The National Gallery established an example of the financial and operational framework, which would be used by the presidential libraries within the NARA system. The National Archives and Records Administration grew into its role as administrator and archival operations financial supporter of the American Presidential Library system. Congress passed legislation establishing the presidential library system and still passes legislation modifying it.

The Rutherford B. Hayes Presidential Library Center, which incorporated archives, a museum and tourism, was the first modern scale presidential library and set the precedent for future presidential libraries. Before the National Archives were ever opened, the Hoover Institution on War, Revolution and Peace Archives was a first mover in developing historically significant archival collections and housing presidential papers on a university campus. Roosevelt's Presidential Library often overshadows the Rutherford B. Hayes Presidential Library Center when the history of presidential libraries is discussed, but the Hayes Presidential Library Center really was the first established and the first model to incorporate of archival and museum components. It was also the first to include a state government in its financial model while Roosevelt was the first to donate his library to the federal government. Roosevelt was aware of the Hayes Presidential Library Center's existence although he never personally visited it [22]. He even wrote former President Hayes' son a letter applauding the Hayes Presidential Library Center's archival collections as a scholar's treasure [2]. With his presidential library, Roosevelt continued on a path already well established for him by all of the entities discussed and specifically the Hayes Presidential Library Center.



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## APPENDIX B

### PRESIDENTIAL LIBRARY HISTORY TIMELINE

- 1800 Library of Congress established. Washington becomes U.S. Capitol.
- 1861 U.S. Government and records begin growing.
- 1864 Spofford is Librarian of Congress and greatly influences its development.
- 1884 American Historical Association founded.
- 1890 Public Archives Commission organized.
- 1895 Jameson's study of European archival depositories
- 1895 Stanford University's first class graduates. Hoover graduates.
- 1897 Manuscript Division founded within Library of Congress.
- 1903 All Congressional records are kept at the Library of Congress.
- 1912 Hayes Library and Museum ground breaking.
- 1916 Hayes Presidential Library and Museum dedicated.**
- 1919 Hoover Institution on War, Revolution and Peace established.**
- 1934 National Archives and National Historical Publications Commission
- 1936 Society of American Archivists founded.
- 1941 Roosevelt Presidential Library** is dedicated.
- 1949 National Archives transferred to the General Services Administration  
Its name is changed to National Archives and Records Service.
- 1950 Federal Records Act of 1950** allows National Archives to accept presidential papers.
- 1955 Presidential Libraries Act of 1955** creates presidential library system.

- 1957 Truman Presidential Library is dedicated.
- 1962 Hoover Presidential Library is dedicated.
- 1964 Office of Presidential Libraries** established.
- 1971 Johnson Presidential Library is first to be built on a university campus.**
- 1976 Library of Congress completes microfilming and indexing of presidential papers.
- 1978 Presidential Records Act of 1978** says all presidential records created after 1981 become U.S. government property.
- 1979 Kennedy Presidential Library is dedicated.
- 1981 Ford Presidential Library is dedicated.
- 1984 National Archives and Records Service regains its status as an independent agency. Its name is changed to the National Archives and Records Administration.
- 1986 Presidential Libraries Act of 1986** places restrictions and standards on presidential libraries. An operating endowment of 20% of the presidential library's assessed value is required.  
Carter Presidential Library is dedicated.
- 1990 Nixon Presidential Library is dedicated.
- 1991 Reagan Presidential Library is dedicated.
- 1997 George Bush Presidential Library and Museum** is dedicated.
- 2003 Consolidated Appropriations Act of 2003** increases presidential libraries' required operating endowment to 40%.
- 2004 Clinton Presidential Library is dedicated.
- 2008 Presidential Records Preservation Act of 2008** requires capital improvement plans for the presidential libraries; increases the operating endowment to 60%.
- 2013 George W. Bush Presidential Library** will be dedicated.

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## APPENDIX C

### 1. PRESIDENTIAL LIBRARY AND UNIVERSITY ALLIANCES

Presidential libraries and higher education institutions are intertwined. There has been ongoing interest and cooperation between them throughout 20<sup>th</sup> century history. Higher education leaders and historians often served on Presidential Library pre-planning advisory boards or acted as consultants to presidents faced with the task of planning their presidential legacies through their Presidential Libraries, think tanks and associated schools of public service or government. Past and current U.S. Presidents recognize the value of and contribution of their presidential records to history and our ongoing American story. They have envisioned their Presidential Libraries of places of scholarly research and learning. As the decades passed, their view expanded from solely catering on scholars' needs, to providing access to school children and to educating the general public about American history. The modern Presidential Library evolved and continues to evolve as part of the nation's historical information infrastructure.

I have written this Presidential Library and university alliance history section with the intent of presenting this information for the first time in a synthesis and manner relevant to higher education institutional leaders. The existing literature on Presidential libraries and their history is very broad in nature and all encompassing. I want to focus on the university leadership's involvement and role in the acquisition and shaping of U.S. Presidential Libraries. The 20<sup>th</sup> century trends of university-based and university-affiliated Presidential Library models are well established and continue to remain popular. Gaining knowledge of this historical context helps the reader better understand the contemporary events surrounding the future George W. Bush Presidential Library, the past events establishing the George H.W. Bush Presidential Library Center and the general facts and reasons as to how and why universities and Presidential Libraries align.

Within my university alliance history section, I have introduced a legislative highlights summary. These are the most relevant pieces of presidential library legislation related to higher education institutions. Therefore, I have summarized them in this section. More legislation regarding presidential records and libraries exists. The selected legislation is summarized in more detail in Appendix D.

I begin the discussion with the earliest association of presidential papers to a university and move towards the first university offers to host presidential libraries. When analyzing presidential library and university alliances, I believe it is important to distinguish between the university-based and university-affiliated models. I have categorized the libraries accordingly. Towards this section's conclusion I examine the stories behind the presidential library and university alliances, which never reached agreement. They illustrate higher education institutions continued involvement in presidential library hosting and the special challenges faced during the proposal process. Before concluding I analyze the faculty influence on the presidential library and university alliance. To conclude I identify two key selling points which make the

university-based presidential library model the most favored among the contemporary U.S. Presidents.

## 1.1 THE FIRST MOVER

### 1.1.1 Hoover Institution and Library on War, Revolution and Peace

The Hoover Institution was the first entity on a university campus to house a complete collection of presidential papers. The earliest presidential records and papers storage and preservation linked to a university dates back to the conclusion of Herbert Hoover's presidency in 1933 [1], [2]. Upon his completion of his term Hoover's presidential records and papers were kept at the Hoover Institution and Library on War, Revolution and Peace, which he established in 1919 at Stanford University to document the consequences of World War I [1], [3]. Eventually, the Hoover Institution expanded its archival collection beyond the First War. Hoover's presidential records and papers deposits into the Hoover Institution followed his original plan for his presidential records [4]. The Hoover Institution existed before the Roosevelt Presidential Library and served as a model for it [5].

Established in 1919, the Hoover Institution was one of the first archival depositories in America. When Hoover began collecting European documents, the National Archives had not been established, and historical documents were not being collected in a systematic way in America [6]. Early in his pre-presidential career, Hoover had been depositing his papers and other acquired historical documents into the Hoover Institution at the suggestion of a Stanford faculty member, who was a historian [6]. Hoover was also influenced by Cornell University President, Andrew D. White, and his efforts to establish a French Revolution archival collection [6]. Hoover was very instrumental in helping Stanford University faculty members historians acquire valuable historical records and books from overseas [6]. He helped in locating the records and also financing their acquisition [6].

Hoover was ahead of his time with his foresight in acquiring these fleeting documents, but he wanted more [6]. He wanted the Hoover Institution to move beyond being solely a depository and expand into research activities [7]. Hoover wanted it to generate ideas and communicate them [8]. The Hoover Institution became one of the first public policy and research centers in the U.S. [9].

During the 1950s leaders from Hoover's hometown of West Branch, Iowa pleaded with him to establish his presidential there [10]. After *The Presidential Libraries Act of 1955* establishing the presidential library system was passed, Hoover started to seriously consider building his Presidential Library. He proposed to build it at Stanford University, which was his alma mater [3]. Hoover graduated with Stanford University's inaugural class of [3]. After his graduation he devoted many volunteer hours to helping Stanford University, raised millions of dollars for the university and donated considerable amounts of his fortune to the university [4]. Hoover's personal capital contributions can be seen in the three Hoover buildings dedicated to library and archival materials and public policy research [11]. The Hoover Tower, which was

dedicated in 1941, is a Stanford University landmark [12]. Hoover was very instrumental in helping Stanford University faculty members historians acquire valuable historical records and books from overseas [6].

Unfortunately his Presidential Library proposal occurred during the 1960s [3], [13]. Faculty and students strongly opposed it based on its perceived conservative image [3]. They were afraid it would interfere with their liberal political leanings [3]. Around this time the faculty began to verbally attack the existing Hoover Institution and its support of democracy and free enterprise [4], [7]. As a result of this hostile unappreciative atmosphere, Hoover withdrew his proposal and decided to establish his presidential library in his hometown where he had positive support [1], [3], [13]. Hoover transferred all of his papers relating to his life and career, including the presidency, from Stanford University to his presidential library [1], [14], [4]. Stanford was no longer home to the Hoover presidential papers and records.

## 1.2 EARLY SUGGESTIONS

During the late 1930s when President Franklin D. Roosevelt was planning his presidential library, someone suggested he build it in Georgia [1]. In his response letter, Roosevelt says people have suggested he place his records and collections at Harvard University, Columbia University or another higher education institution [1]. Roosevelt said he felt his records and collections would not receive a prominent place or recognition at a higher education institution [1]. He chose not to align his presidential records or library with a university [1].

## 1.3 UNIVERSITY OFFERS APPEAR

### 1.3.1 Harry S. Truman (1945-1949, 1949-1953)

The 1950s was when higher education institutions began taking a more active role in pursuing presidential libraries. The earliest dialogue between a U.S. president and a university occurred during the early 1950s at the conclusion Harry S. Truman administration [1]. The University of Missouri at Columbia and University of Kansas City offered to host his presidential library [1]. Truman ruled out the University of Missouri due to its geographic distance from his home [1]. He wanted to spend time at his presidential library so distance was an important factor in his decision [1]. Truman declined the University of Kansas City due to memories of conflicts during the course of his career with individuals from the city [1]. At the suggestion of the Mayor, Truman decided to locate his presidential library in Independence, Missouri, which was his hometown [1]. Truman received tremendous support from his community, and its existence can be viewed as a true community effort [13]. The Truman Presidential Library was the first created after the passage of *The Presidential Libraries Act of 1955*, which established the presidential library system, and followed the Roosevelt presidential library model [14].

At the same time his presidential library was established in 1957, the Harry S. Truman Library Institute for National and International Affairs was created [15]. Truman's former White House aide, David D. Lloyd, had the idea for the institute [15]. He could have been influenced by the Hoover Institution on War, Revolution and Peace, which was established in 1919 at Stanford University. The purpose of Truman's Institute was to develop the Truman Presidential Library into a place for research and study [15]. The Truman Institute was overseen by a Board of Trustees representing the academic community and Truman's friends and associates [15]. The Truman Institute received a grant from the Rockefeller Foundation to enhance the library's book and article collections [15]. Two years later the Truman Institute began offering its own grants to help researchers pay for their trips to the library [15]. It began sponsoring conferences on topics related to Truman's presidency and launching an award program for the best book written about the Truman presidency [15]. The Truman Presidential Library also began the first oral history program within the presidential library system [15]. Truman's associates, family and friends were interviewed to preserve their memories of him and his presidency [15]. The Truman Library contributed to the current presidential library characteristics through the establishment of the Truman Institute for National and International Affairs and the oral history program. It contributed to higher education by setting an example of how historians and university administrators could serve on a Presidential Institute's Board of Trustees and offer researchers grants.

#### 1.4 UNIVERSITY-BASED PRESIDENTIAL LIBRARIES

University-based presidential libraries are those built on a university campus. This is the most popular alliance for presidential libraries and universities. The Lyndon B. Johnson, John F. Kennedy, Gerald R. Ford and George H.W. Bush Presidential Libraries are the four existing on university campuses. The George W. Bush will be the fifth presidential library to be built on an American university campus. Each library and its alliance will be presented.

##### 1.4.1 Lyndon B. Johnson (1963-1965, 1965-1969)

Prior to the Johnson Presidential Library, the first four American Presidential Libraries were located in the President's hometown or place of residence [5]. The Johnson Presidential Library changed the context and set the trend for the future presidential libraries. During his career Lyndon B. Johnson was pursued by higher education institutions vying to host his archives [1]. Johnson had a long career of public service [1]. The pursuit of Johnson began in 1959 when the University of Texas trustees expressed interest in hosting his archives [1]. During his Vice Presidency, Southwest Texas State University, his alma mater, expressed interest in housing his archives [1].

When Johnson was President in 1965, the chairman of the Board of Regents of the University of Texas sent him a letter of intent to host his presidential library [1], [16]. The offer stated the University of Texas would pay for the land, design,

construction, furniture and equipment needed for Johnson's presidential library and museum [16]. No private fundraising would be required of Johnson [1]. This appears to be the first all-expense paid offer from a higher education institution to a U.S. president for his presidential library. The University of Texas retained the building's title but transferred its perpetual operating liabilities to the National Archives [1]. The University's offer also included an associated graduate school of public affairs to be built near the library [1]. The chairman of the Board of Regents, Chancellor and a Regent strongly encouraged Johnson to be the first president to have his presidential library built on a university campus [1]. Within three days of receipt of the offer, Johnson accepted it.

Johnson was known as a man of action, and this trait was seen in the planning and creation of his presidential library [1]. His legal agreements with the federal government and the University of Texas were completed quickly [1]. The Lyndon B. Johnson School of Public Service was established in 1966 [1]. Construction on the Johnson Presidential Library began in 1967 [1]. The Lyndon B. Johnson Presidential Library dedicated in 1971 is the first presidential library to be built on a university campus [1], [17].

#### **1.4.2 John F. Kennedy (1961-1963)**

The Presidential Libraries Act officially became effective during Kennedy's administration [1]. Before the official beginning of Kennedy's presidential term, the U.S. Archivist offered to help him maintain and transfer his presidential records [1]. At this same time, the Harvard University president and the Harvard College librarian began to envision, Harvard University as the site of Kennedy's presidential library [1]. Just before his presidential inauguration, Kennedy began transferring his pre-presidential papers to the National Archives [1]. It has been said Kennedy planned his presidential library almost from his election day [1].

Early in Kennedy's presidential term, discussion of where to locate his presidential library began [1]. These discussions began predictably but then took a twist after his assassination. In February 1961, the Harvard College librarian wrote to Kennedy's Special Assistant, Arthur Schlesinger, Jr., informing him of Harvard University's plan to pursue the Kennedy Presidential Library [1], [18]. Kennedy was a Harvard University alumnus. A month later in March, Kennedy received a letter from the Harvard University president describing the scholarly advantage his presidential records would provide if they were kept close to the Harvard University Library [1]. In May 1961 Kennedy responded by saying he would be interested in further discussions with Harvard University [1]. The following month he met with the Harvard University president in Washington, D.C. [1]. Kennedy made his decision. In December 1961 it was announced his presidential library and museum would be located in Cambridge, Massachusetts [1].

The Kennedy administration was proactive in soliciting the records and papers of his administrative team by sending memos and making announcements serving as reminders of the future presidential library [1]. In 1963 Kennedy visited Massachusetts

two months before his assassination to view potential sites for his presidential library [1]. He was very interested in the location because he planned to teach at Harvard University during his retirement [1]. After his assassination, his supporters and friends thought a presidential library was not enough of a tribute to him and began to focus on adding an educational component to it [1]. Harvard historian, Richard Neustadt, suggested Kennedy have a think tank or advanced institute of study like the Hoover Institution at Stanford University and Woodrow Wilson School of Public and International Affairs at Princeton University [1], [19]. Harvard University made its announcement of the future John Fitzgerald Kennedy School of Government [1].

During the time when the Cambridge site for the Kennedy Presidential Library and Memorial was being prepared and finalized, controversy erupted [1]. People began to question which was more important the scholarship and research aspect or the memorial and museum [1]. Some people called for a separation of the archives and the museum [1]. The National Archives did not support a separation [1]. Cambridge residents became concerned about the increased traffic the Kennedy museum would bring [1], [20]. An environmental impact study was conducted, and the conclusions were unfavorable for the proposed Kennedy Presidential Library [1], [21]. The Kennedy Presidential Library and Museum's financial supporting organization, The Library Corporation, gave up its plans for Harvard University as the site [1].

After the cancellation of plans was announced, The Library Corporation received 175 offers to host the presidential library [1]. The University of Massachusetts Boston campus emerged the winner [1], [20]. The Commonwealth of Massachusetts donated land at the end of Columbia Point overlooking Dorchester Bay for the Kennedy Presidential Library [1]. This area has become notable for the Kennedy Presidential Library, Massachusetts Archives and University of Massachusetts-Boston [1].

### **1.4.3 Gerald R. Ford (1974-1977)**

The Ford Presidential Library is a different model than the other Presidential Libraries [14]. The library and museum components are separated and located in two different cities within the same state [14], [2]. The Gerald R. Ford Presidential Library is located on the University of Michigan campus near the Bentley Historical Library, which houses the Michigan Historical Collections [14], [2], [1]. The Gerald R. Ford Museum is located in Grand Rapids, Michigan beside the Grand River [14]. Initially as a Congressman, Ford did not view himself as a part of history. The encouragement of a Michigan Historical Collections staff member changed his mind when she suggested he place his papers within the collection [1]. Beginning in 1963 Ford's Congressional papers were shipped to the University of Michigan for the Michigan Historical Collections [1]. When special events occurred, Ford deposited those papers immediately into the collection [1]. In 1973 Ford was nominated for Vice President. He was the first person from Michigan to hold Presidential position in the White House. After his nomination, the story of his Presidential Library began to unfold [1].

People's overall excitement and the University of Michigan's recognition of Ford's papers importance led to the increased desire to commit more time, money and

resources into preserving them [1]. Ford was appointed U.S. President in 1974 [1]. This news led the citizens of his childhood hometown of Grand Rapids and the University of Michigan academic community to lobby for Ford's Presidential Library [1]. Even though Ford had just taken office, the University of Michigan Board of Regents began their planning [1]. The city of Grand Rapids began to envision the Ford Presidential Museum as a key to their revitalization plans [1]. In the meantime, Ford said in an interview he could see the logic of housing all of his papers in one place, and the University of Michigan was promised his Vice Presidential records [1]. He also said after attending Senator Dirksen's Research Center dedication, he saw Grand Rapids had the capability to display his memorabilia [1]. Ford felt his archival materials and memorabilia could be separated [1].

While still in office, Ford deeded his presidential materials to the federal government on the conditions his Presidential Library would be built on the University of Michigan campus and his Presidential Museum would be built in Grand Rapids [1]. Both facilities would be administered by the federal government [1]. This was a precedent setting moment for the deeding of the presidential materials while still in office and the establishment of twin Presidential facilities [1]. No other U.S. President had done anything like this [1].

The University of Michigan agreed to pay for the Ford Presidential Library's construction and would continue to own it into perpetuity [1]. Ground was broken in 1979, and the Ford Presidential library was dedicated in 1981. The Gerald R. Ford Museum's construction was paid for by the Gerald R. Ford Commemorative Committee [1]. It was dedicated in 1981 [1]. The Ford Presidential Library and Museum were dedicated within the same year [1].

#### **1.4.4 George H.W. Bush (1989-1993)**

The George Bush Presidential Library Center was the first presidential library to be built after the passage of *The Presidential Libraries Act of 1986*, which limited presidential library size and required an operating endowment [22]. The Bush Presidential Library Center is located on the Texas A&M University campus in College Station, Texas [23]. The 90 acre site provides a peaceful park setting for the Bush Presidential Library Center, which includes the George Bush Presidential Library and Museum, George Bush School of Government and Public Service and the Bush Presidential Library Foundation [23], [24], [25].

The Bush School of Government offers masters degree programs in Public Service Administration and International Affairs [26]. In addition, it has certificate programs in advanced international affairs, nonprofit management and homeland security [26]. The Bush School of Government and Public Service is very important to George Bush. He was actively involved in teaching and making guest appearances to classes to share his vast experience. For President George Bush integrating his presidential library into the Texas A&M University academic community was critical. The Bush School provides a link to his presidential library and the Texas A&M University Academic community.

University interest in hosting the George Bush Presidential Library surfaced very early. The formal dialogue began within the first few months of his presidency. His alma mater, Yale University was very interested. Officials from Kennebunkport, Maine where he has his summer home were very interested. Texas A&M University, Texas Tech University, University of Houston and Rice University expressed interest. Initially, President Bush felt it was too early to discuss his presidential library, but eventually he gave in to the requests. President Bush announced he wanted to locate his presidential library in Texas.

The remaining competitors were Texas A&M University, Texas Tech, University of Houston and Rice University. Texas A&M University led the way. It began communicating with President Bush the earliest and had a clear advantage as President Bush had an established relationship with the university. At the end of the competition the University of Houston and Rice University merged their proposals to work in partnership, but it was too late. Texas A&M University was the clear winner.

The Texas A&M University and Bush Presidential Library relationship began when Michel T. Halbouty met with president-elect George H.W. Bush in November 1988 [27]. Halbouty asked President Bush to consider placing his presidential library on the campus of Texas A&M University. President Bush said he would consider it. Halbouty asked for permission to rely this consideration to the Texas A&M University leaders. It was granted. Halbouty contacted the Texas A&M University leadership, which immediately expressed interest in hosting the future Bush Presidential Library. Halbouty was the catalyst, which set the Bush Presidential Library proposal process in motion. He was the leader and continued to lead the project through its successful completion.

President Bush's relationship with Texas A&M University began when he was the first invited guest speaker for the Texas A&M University Memorial Student Center Political Issues Forum. His relationship continued as he interacted with Texas A&M University graduates through his business, political, public service and personal life. In 1976 while Bush was the Chief of the U.S. Liaison Office to China, he met Dr. Perry L. Adkisson, who was visiting with an insect control delegation [178]. During the Bush Presidential Library proposal and planning stages, Adkisson was the Chancellor of the Texas A&M University system. When Bush was U.S. Vice-President under U.S. President Ronald Reagan, he visited the Texas A&M University campus.

As U.S. President Bush delivered commencement addresses at Texas A&M University and Texas A&I University and was awarded an honorary doctorate degree. At the time, Texas A&M University had not awarded an honorary doctorate in over 30 years. His good friend, Michel T. Halbouty, who was an acclaimed geoscientist, petroleum engineer, legendary oilman, energy advisor to former President Ronald Reagan and Texas A&M University graduate, led the effort to bring the Bush Presidential Library Center to the Texas A&M University campus. Halbouty was the first to present Texas A&M University to President Bush. As the Bush Presidential Library proposal and planning process gained momentum, Halbouty served as the Chairman of the Bush Presidential Library Steering Committee for Texas A&M University. Halbouty was very committed to bringing the Bush Presidential Library to



the Texas A&M University campus. He enthusiastically led the strategy, planning and building of the Bush Presidential Library Center.

#### **1.4.5 George W. Bush (2001-2009)**

The future George W. Bush Presidential Library Complex will be located on the Southern Methodist University campus in Dallas, Texas. The complex will contain the presidential library, museum and public policy institute [28]. The Bush Presidential Library Complex is predicted to be the most expensive and grandly planned presidential library to date [28]. Its completion and dedication are expected in 2013 [29].

The competition between Texas universities to host the future Bush Presidential Library Complex began in 2005 [30]. Actually, internal university planning may have begun earlier. Southern Methodist University was aware of its competitive advantage with former First Lady Laura Bush as an alumna and trustee [31]. Before the election, former Vice President Dick Cheney was a trustee [31]. SMU began developing its plan in 2001 to host the future George W. Bush Presidential Library [31]. Four years later SMU was asked to submit a proposal to the Library Selection Committee [31].

Texas A&M University, the University of Texas system, Texas Tech as part of the West Texas Coalition, Baylor and the University of Dallas also submitted proposals [31], [32]. The West Texas Coalition was a collaborative effort with Texas Tech University and several West Texas cities [32]. Those cities were Amarillo, Lubbock, Midland, Abilene, Hereford, Pampa and Borger [32]. The University of Texas system offered three potential sites, Austin, Richardson and downtown Dallas [33]. The University of Texas system along with Texas A&M University were eliminated from the competition early in October 2005 [30]. Shortly after SMU gave its proposal presentation to the Library Selection Committee, the West Texas Coalition proposal was dropped from consideration [30]. As the Library Selection Committee began to focus more on SMU, the University of Dallas withdrew from the competition [30]. The agreement between the SMU Board of Trustees and the George W. Bush Presidential Library Foundation Board became official on February 22, 2008 [30].

### **1.5 UNIVERSITY-AFFILIATED PRESIDENTIAL LIBRARIES**

University-affiliated Presidential Libraries are not built on a university campus. Their relationship to a higher education institution takes the form of an association. Generally, they are associated with a university through an institute or center or academic program. The Carter Presidential Center and the William J. Clinton are the two university-affiliated Presidential Library models. Neither one is located on a university campus. Thus, their university connections are not as broad and strong as the university-based models. Despite this the university-affiliated Presidential Library models indicate maintaining some tie to a higher education institution is desirable.

### **1.5.1 Jimmy Carter (1977-1981)**

At the beginning of his presidential term, Carter expressed his desire to donate his presidential records to the government and build a presidential library [1]. He and the National Archives worked together through the establishment of a liaison office for Presidential Papers staff members. For the first time in history, presidential records were being collected, organized, preserved and stored in a systematic way [1]. Carter was born in Plains, Georgia [1]. The cities of Atlanta, Macon and Athens and two universities, Emory University and Georgia Institute of Technology, were interested in hosting his Presidential Library [1].

The Carter Presidential Center is not located on a university campus. It is located on a historic Civil War site in downtown Atlanta, Georgia [1]. It was dedicated in 1986 [1]. His Presidential Library and Museum are not connected to a university. Through the Carter Center of Emory University, which is adjacent to the library complex, Carter is affiliated with Emory University [34], [1]. Created in 1982 by Carter and Emory University to support their nonpartisan public policy agendas for finding solutions to world problems, such as human rights, hunger and healthcare, the Carter Center is independently governed by board of trustees [34], [1]. Emory University does not exert governmental control over the Carter Center. Some Emory University faculty members may be involved with directing the Carter Center programs and serving as subject experts [34]. Undergraduate and graduate students can gain internship experience by participating in some of the Carter Center's programs [34]. The Carter Center is the most visible component of his Presidential Library complex [35]. The Carter Presidential Library Center's link to higher education is a philanthropic partnership for world aid.

### **1.5.2 William J. Clinton (1993-2001)**

Early in 1997 the White House announced the Clinton Presidential Library would be located in Little Rock, Arkansas and linked to the University of Arkansas [36], [37]. Clinton has two special ties with the University of Arkansas system [37]. The first tie is the University of Arkansas system has a campus located in Hope, his birthplace [37]. The second tie is Clinton taught at the law school on the Fayetteville campus for three years during the early phase of his political career [37]. Clinton was Governor and Attorney General of Little Rock [37].

The William J. Clinton Presidential Center and Park are not located on a University of Arkansas campus. They were dedicated in 2004 and are located in an urban part of Little Rock targeted for revitalization [38]. Clinton's Presidential Center is connected to the University of Arkansas through the establishment of a presidential school. Opened in Fall 2004, the University of Arkansas Clinton School of Public Service is located on the grounds of the Clinton Presidential Library overlooking the Arkansas River [39], [38]. It offers a two year full-time academic program leading to a master's degree in Public Service and has a Center on Community Philanthropy [40] [41]. The school also offers concurrent degree programs in law, business administration

and public health [42]. When the Clinton School of Public Service was established, it became the seventh American school affiliated with a former U.S. President [41]. Presidential school affiliation has become more common over the years [43].

## 1.6 WHEN CONTROVERSY BLOCKED THE DEAL

### 1.6.1 Ronald Reagan (1981-1985, 1985-1989)

Reagan offered Stanford University the opportunity to host his Presidential Library, museum and public affairs center in 1983 [3]. Of the two past Presidential Library proposals, Hoover and Nixon, received by Stanford University, Reagan's seemed the most likely to be accepted [3]. To investigate the feasibility of Reagan's Presidential Library proposal, Stanford formed several committees [3]. They said it would be a significant academic resource and addition to the university [3]. They also recognized there was strong interest in Reagan and his administration, and this interest would support scholarly research of the Reagan Presidency [3]. Despite these positive results, the Reagan proposal faced opposition from the Stanford faculty [3].

At this time in the late 1980s, the faculty was in an uproar over the Hoover Institution's independence self-governance [3]. The Hoover Institution is well-recognized conservative public policy research center [3]. The Stanford University faculty wanted to take control of it and align it with their liberal interests [3]. They did not want to be associated with Republican causes [1]. Reagan was closely connected to the Hoover Institution [3]. He was an honorary fellow and had 40 past Hoover fellows working within his first administration [3]. Reagan really wanted the Hoover Institution to operate his public affairs center. This was extremely important to him as he had planned to be actively involved with it upon his retirement [3]. Twenty Stanford University Law School faculty members signed a memorandum saying one conservative institution was enough for the university [3]. The sitting Stanford University president responded to Reagan by saying the university required academic governance over his proposed public affairs center [3]. When Reagan was re-elected for a second term, the Presidential Library issue was put into the background and no longer discussed [3].

Aside from faculty and student protests, the Reagan Presidential Library proposal faced opposition from local residents [1]. Plans revealed Reagan's library would be the largest of all of the Presidential Libraries [1]. The residents dreaded the potential for increased traffic and felt its huge size would obscure the Stanford University campus from view [1]. To make matters more unfavorable, the Ronald Reagan Presidential Foundation had amended its original plan of building the public affairs center and the Presidential Library complex at separate sites to one where all entities would be built on the same site [1]. Stanford University could not house such a large facility [1]. Therefore, another site would have to be found [1].

After the Reagan Presidential Foundation's decision in 1987 to end the Stanford University pursuit, it received over 30 potential site offers [1]. Other notable university sites included the University of Southern California and the University of California at

Irvine [1], [44]. The Reagan Presidential Foundation accepted the donation of a 100-acre site in Simi Valley, which is part of Ventura County [1], [2]. The Reagan Presidential Library was dedicated in 1991 with five U.S. Presidents in attendance [2].

## 1.7 A QUESTION OF REPUTATION

### 1.7.1 Richard M. Nixon (1969-1973, 1973-1974)

The Watergate scandal associated with former President Nixon undoubtedly shaped the form of his Presidential library. The Watergate scandal was named after the building, which housed the Democratic National Headquarters [1]. The crimes involved were burglary and wire-tapping [1]. During the Nixon Administration four of his Presidential assistants resigned [1]. A Grand Jury Trial was held, and Nixon was named a co-conspirator but not indicted [1]. The possibility of Nixon's impeachment was looming [1]. Nixon released an audio tape of his cover-up of the Watergate scandal and resigned from office [1]. Gerald R. Ford, who was Vice President at the time, became the U.S. President [1]. One month later he pardoned Nixon [1]. Nixon was the first U.S. President to resign from office [45].

Had it not been for Nixon's tarnished reputation his Presidential Library may have been built at Duke University, Stanford University or the University of California at Irvine [3], [46]. Eight years after his resignation, Nixon was looking for a university to host his Presidential Library [3]. Duke University, which was his alma mater, was his first choice [3]. The Duke University faculty rejected Nixon's proposal but said they would accept his Presidential Library without a museum [3]. Nixon wanted to have a combined library and museum facility and did not want to separate these components [3]. Nixon withdrew his proposal [3]. Stanford University was believed to be on Nixon's list of potential Presidential Library sites [3]. Based on the grounds of this speculation, the Stanford faculty voiced their disfavor of it being located on campus [3]. As a result Nixon never officially asked Stanford to host his Presidential Library [3]. The University of California at Irvine asked Nixon to give up control of his presidential materials and allow a university committee to oversee the exhibits at his museum [46]. Nixon did not favor those conditions and decided to locate his library off campus without a university alliance [46], [45].

Nixon was concerned about preserving his papers and deposited his pre-presidential papers to the National Archives [1]. During his administration Nixon was the first president to create a formal White House liaison office to the National Archives to assist with organizing and transferring his presidential papers [1]. After his resignation there was concern of Nixon destroying his presidential records containing information about the Watergate scandal [47]. Congress passed the *Presidential Recordings and Materials Preservation Act* to gain control and possession of them [47]. Nixon's presidential records were stored by the National Archives [47], [45].

Nixon and his supporters were determined to have a Presidential Library honoring him. A privately funded facility was established in 1990 in Yorba Linda,

California, which was his birthplace [45], [3], [1]. Nixon did have a dream of bringing all of his presidential papers to one facility where they could be accessed by scholars [45]. That facility was to be his private Presidential Library in Yorba Linda [45]. Nixon and his supporters lobbied to bring his private Presidential Library in the NARA system [45]. In 2004 Congress lifted the requirement for Nixon's presidential materials to stay within Washington at the NARA and cleared the way for NARA's acceptance of the Yorba Linda facility [45]. On July 11, 2007 the Richard Nixon Presidential Library and Museum entered the NARA system [45].

## 1.8 ANALYZING FACULTY INFLUENCE

Overall, most faculty are supportive of their universities hosting presidential libraries. They recognize the value of housing and accessing historical documents. Yet, the faculty tend to vehemently oppose public policy research institutions associated with presidential libraries. The public policy research institutions, otherwise known as think tanks, associated with presidential libraries bring to the surface issues of control and academic governance. In the past, Stanford University lost two presidential library deals partially as a result of faculty outcry over the associated presidential public research policy institutions. Both of the institutions, the existing Hoover and potential Reagan public affairs center, were associated with conservative thought. As I read about the future George W. Bush Presidential Library and Southern Methodist University alliance history, I saw history repeating itself but without the unfortunate consequence of a lost academic resource.

The faculty and theologian concern about the future public policy center associated with the George W. Bush Presidential Library center marks the third time in the history of presidential library and university alliances the faculty have disrupted the proposal process with verbal attacks and protests. From my analysis, I observe the faculty in these instances as being very narrow and short-sighted in their views, uncompromising, operating on unclear assumptions and unsupportive of their administrative leadership's long-term plans for the university.

The faculty appear to be focusing on their immediate interests and feelings, but what about the future faculty, students and public? How can the current faculty presume to know how they would view the presidential public policy institute? Maybe the faculty and students 5, 10, 20 or 50 years from now or that point may have welcomed having such an academic resource on campus? Maybe for the partisan view or maybe not, but the fact is it is a research entity conducive to intellectual learning and discussion adding to the diverse academic atmosphere. Regardless of partisan view, public policy research centers provide students and faculty with opportunities to learn how research is conducted and arguments made and communicated.

Generally, the agreements between the presidential public policy research institutions encourage university representation on the Board of Directors. That seems fair. Why should the faculty and hosting university command complete control of the institution? The use of the shared governance defense is not justified. After all, the presidential public policy institution was not born from within the university. Shouldn't

the individual who worked to attain the U.S. presidency and whose supporting foundation will be completely financing or heavily contributing to its construction and continuing operation have some significant input and leadership of it? Without that former U.S. President the hosting university would not have any of the related historic presidential academic resources.

In these past scenes, the faculty appear to be assuming the public policy research centers would strictly follow the former president's past agenda. That is a possibility. There is another possibility, they overlook. The former president may have evolved and changed his views over the course of his administration based on lessons he has learned from his past decisions. After presidential retirement the former U.S. President will continue to change and grow as people do through the course of their lives. No one can completely predict what shape or even partisan view the public policy institution would take in the future.

The outspoken faculty members are disruptive to the proposal process and the long-term strategic plan for the university. If the proposal process is disrupted too badly, the U.S. President may withdraw his presidential library proposal completely and pursue his other site options. As a result the university loses the opportunity for enhancing its academic resources and reputation. Isn't enhancing academic resources and reputation what a university strives to do over the long-term? This leads to the question of what is more important the short-range faculty self-interest or the interest of the university community as a whole? It seems to be a matter of putting the group's interest above one's own interest.

## 1.9 PRESIDENTIAL LIBRARY LEGISLATION

Legislation has been enacted since the 1950s regarding presidential papers and records. This section presents legislative highlights of particular interest to university administrators. The Presidential Libraries Act of 1955 was turning point legislation as it established the NARA presidential library system. It also allowed higher education institutions to host presidential libraries without having to give the federal government title to the land, buildings and equipment. Originally, under this act the federal government paid for the operation and maintenance of the presidential libraries within its system. As the presidential libraries' size and operational costs began to increase, an investigation into the cost presidential libraries to the taxpayers was made. The Presidential Libraries Act of 1986 resulted from intent to save taxpayers' money for other purposes. This act limited presidential libraries' size and required an operating fund endowment, which was 20% of the presidential library's assessed value. Subsequent legislation in 2003 and 2008 increased the required operating endowment to 60% of the assessed value of the land, buildings and equipment. Private foundations and university administrators will have to raise more money for presidential libraries than in the past.

## 2.0 CONCLUSION

The university-based Presidential Library model is the strongest alliance with a university. A commonality among the university-based Presidential Libraries is the university leaders' proactive stance in attracting the sitting U.S. President's interest very early. Some, such as the Gerald R. Ford case, involved a prior archival material depository relationship with the U.S. President even before the individual reached the White House. Others, such as the Lyndon B. Johnson case, relied upon emphasizing the academic importance of presidential records and creating highly favorable conditions for acceptance very early in the President's administration. In all of the cases, university leaders played very prominent visible roles in discussing, promoting and sealing the Presidential Library deal. University leaders' two key selling points were presidential records are valuable academic resources, which should be accessible to faculty, students and the public for historical study and a university location promotes their active use for teaching and learning purposes. The unspoken motive was university enhancement through research resources and capacity leads to an academic reputation boost resulting from giving invaluable Presidential resources a home.

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## APPENDIX D

### 1. PRESIDENTIAL LIBRARY LEGISLATIVE HIGHLIGHTS

#### 1.1 PRESIDENTIAL LIBRARY AND RECORDS LEGISLATION

Since the passage of *The Presidential Libraries Act of 1955*, various legislation regarding presidential records and libraries has been passed. The minute details of each law or amendment are more relevant to archival, information and library scientists than the general academic community and public. For my holistic case study, outlining all of the specific details of each law is unnecessary. Thus, I choose to highlight the three major laws, and each law's relevance for my study of the Bush Presidential Library Center. The laws are *The Presidential Libraries Acts of 1955 and 1986*, *Presidential Records Act of 1978*, *The Consolidated Appropriations Act for FY 2003* and *Presidential Records Preservation Act of 2008*.

##### 1.1.1 Presidential Libraries Act of 1955

*The Presidential Libraries Act of 1955* established the presidential library system overseen by the National Archives [1]. It set the standard of using private funding for constructing the presidential library buildings and federal funds for their maintenance [1]. It said agreements could be made with universities and higher education institutions to host presidential libraries [1]. This law also said the title to the land, buildings and equipment did not have to be transferred to the United States [1]. In addition the law allowed other documents and objects related to a president's career and life to be accepted [2]. By expanding what could be accepted, it moved presidential libraries beyond the archival realm and into museum territory [2]. The Presidential Libraries Act of 1955 made presidential library and university affiliation possible.

##### 1.1.2 Presidential Records Act of 1978

*The Presidential Records Act of 1978* said presidential records become public property at the end of a president's term and are under the supervision of the Archivist of the United States [3]. It supported the view presidential records may be historically important and should be preserved [2]. Prior to this law, presidential records were privately owned by the former president and his heirs [4]. *The Presidential Records Act of 1978* distinguished presidential records from presidential papers with the latter being considered private [2]. Presidential records are those created or received by the president during his official government business duties [2]. This law became effective with the Reagan administration [2]. Former president George H.W. Bush's presidential records are public property.

### **1.1.3 Presidential Libraries Act of 1986**

*The Presidential Libraries Act of 1986* was intended to save taxpayers' money by limiting federal spending on presidential library maintenance in perpetuity [2]. It was enacted as a cost control measure [2], [5]. It required the creation of an endowment in excess of 20 percent of the land, construction and equipment needed for the presidential library [4], [5]. The size of the presidential library was limited to less than 70,000 square feet [5]. Anything beyond this size required more private funding and a larger operating endowment [5]. President George H.W. Bush was the first president whose library was subject to these restrictions and conditions [4]. Texas A&M University set the standard as to how a university proposes to host a presidential library under this law's conditions. The Bush Presidential Library Center set the standards for how future presidential libraries will be created.

### **1.1.4 The Consolidated Appropriations Act for FY 2003**

This act increased the operating endowment requirement from 20% to 40% of the assessed value of the presidential library's land, buildings and equipment [4]. The Consolidated Appropriations Act for FY 2003 updated the operating endowment requirement of the Presidential Libraries Act of 1986. The relevance of the Consolidated Appropriations Act for FY 2003 to presidential foundation and university administrators is more money must be raised to support the presidential library's ongoing operations.

### **1.1.5 Presidential Records Preservation Act of 2008**

Two relevant aspects of this act are the capital improvement plan requirement and increased operating endowment requirement. Every ten years NARA must submit a capital improvement plan for its presidential library system to the House and Senate Appropriations Committee as part of its budget submission [6], [7]. This plan must be updated annually [6]. The required operating endowment for presidential libraries is now 60% of the assessed value [6], [7]. As a result of this act, private presidential foundations and universities must raise more money for the required operating endowment.

## **1.2 SUMMARY**

Legislation has been enacted since the 1950s regarding presidential papers and records. This section presents legislative highlights of particular interest to university administrators. The Presidential Libraries Act of 1955 was turning point legislation as it established the NARA presidential library system. It also allowed higher education institutions to host presidential libraries without having to give the federal government title to the land, buildings and equipment. Originally, under this act the federal government paid for the operation and maintenance of the presidential libraries within its

system. As the presidential libraries' size and operational costs began to increase, an investigation into the cost presidential libraries to the taxpayers was made. The Presidential Libraries Act of 1986 resulted from intent to save taxpayers' money for other purposes. This act limited presidential libraries' size and required an operating fund endowment, which was 20% of the presidential library's assessed value. Subsequent legislation in 2003 and 2008 increased the required operating endowment to 60% of the assessed value of the land, buildings and equipment. Private foundations and university administrators will have to raise more money for presidential libraries than in the past.

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## APPENDIX E

### 1. RESEARCH DEFINITIONS

I wrote this section for the reader, who is unfamiliar with the data trustworthiness and authenticity criteria used in qualitative research. These definitions help to clarify the concepts presented in Table II Conventional Criteria Reinterpreted for Constructivist Use found in my study's methodology section. I will discuss the data trustworthiness criteria of credibility, plausibility, transferability, dependability and confirmability. Then I will define the five types of data authenticity criteria: balanced, ontological, educative, catalytic and tactical.

#### 1.1 DATA TRUSTWORTHINESS CRITERIA

##### 1.1.1 Credibility

Establishing truth value involves determining whether or not the researcher's representations of existing multiple perspectives are believable and recognizable to the research participants and others working within the field. When assessing credibility, the researcher must ask two questions: Is the representation fair and accurate of what they told me? The concern is to provide an authentic portrayal, which is balanced, fair and accurate. Is the data credible to them? The credibility of the reconstructions to the constructors helps to establish truth value. These two questions are interrelated in that a balanced fair and accurate representation hopefully leads to believability by the constructors.

There are four activities designed to promote credible findings and interpretations are: triangulation, commitment to long-term fieldwork, continued observation and involving the research participants. Triangulation is using different data and information sources to check the data you are collecting. Long-term fieldwork means devoting a significant amount of time to research in the field. The amount of time dedicated to fieldwork should be enough to understand the culture and build trust. Through understanding the culture, the researcher becomes aware of distorted information from the respondents and herself. Understanding the context of the phenomenon is very important. There is a danger of spending too much time in the field, and this leads to *going native* and taking on the respondents' points of view while losing your own. Continuing observation provides salience to the study. It helps the researcher to identify the elements and characteristics most related to the problem being studied. It also adds depth to the study.

Involving the participants in checking the researcher's representation of the phenomenon is called member checking. Its purpose is to test researcher findings and interpretation. To conduct a member check, knowledgeable members from each of the stakeholder groups represented should be invited to read the report and offer constructive feedback. The disadvantages of member checks are the potential for

adversarial or misleading reactions. Member checking is very important in establishing credibility.

### **1.1.2 Plausibility**

Plausibility asks whether or not your interpretation could or would make sense. It's a question of logic. It's about showing constructions from the environment and making an interpretation. It does not involve whether or not your responders buy into your interpretation. If the researcher discovers the representation is not plausible, then she must ask, what is missing from my data? Finding out what data is missing helps the researcher to identify where she doesn't know enough and to fill in the gaps.

### **1.1.3 Transferability**

To address the traditional concept of external validity, the phenomenological and constructivist paradigms use transferability, dependability and confirmability. Transferability is determined by the users of the study not the researcher. It doesn't accompany the study. It happens afterwards. The researcher supports transferability through the inclusion of thick description and actual findings about how things occurred. The researcher should address the following questions:

1. Why am I in this study?
2. Where am I in this study?
3. Who is my audience for this study?
4. Who are the people who will make the decisions about the transferability of this study?

By answering these questions the researcher is helping users make judgments about the study.

### **1.1.4 Dependability**

Dependability is the naturalistic or constructivist inquirer's equivalent to the positivist's reliability. Dependability is controlled by the researcher. It involves judgment about the research process. The researcher must select the appropriate methods and standards for data collection and analysis. She recognizes she has an emergent design and carefully records changes in a methodology journal. The researcher takes general instability and design changes into account when striving for dependability.

### **1.1.5 Confirmability**

Confirmability is the audit of the research product. The product is examined to see if standard procedures and actual evidence are found. Standard procedures are the standards for the interview, transcription and interpretation processes. An auditor takes a sample of the finding to audit. The auditor should match every quotation to the original fieldnotes and transcript. He should confirm the researcher's interpretations by looking at the data units. He should examine the degree of researcher bias present in the findings. While examining the actual evidence, the auditor is acting as a fact checker. The researcher has an obligation to search for rival hypotheses, and an audit can help alternative hypotheses emerge. Confirmability is about verification of the research product through the examination of the data, and the role of the auditor is to inspect and verify the research report for the readers, who probably wouldn't have the time or interest to conduct an audit of the study.

## **1.2 DATA AUTHENTICITY CRITERIA**

Authenticity is the ethical relationship between all of those committed to the field and the people the researcher is working with in the field. The authenticity criteria are balanced, ontological, educative, catalytic and tactical authenticity.

### **1.2.1 Balanced Authenticity**

Balanced authenticity is about fairness in representation of the social constructions. The researcher wants to ensure everyone's social construction is included. If certain stakeholders won't participate, then acknowledge that in the study. The objective in a case study is to try to present everyone's social construction.

### **1.2.2 Ontological Authenticity**

Ontological authenticity involves helping people to understand their social constructions and those of others. The researcher may pose questions to people which the individuals had not previously thought about. Ontological authenticity provides two types of information: propositional and tacit. Propositional information is what gets shared. Tacit information is what is already known or implied.

### **1.2.3 Educative Authenticity**

Educative authenticity helps everyone get smarter. It's about sharing information with the other stakeholders in the study. The researcher hopes to inform others with more facts and increase tolerance through the sharing of information about the research subject. She also wants to influence others. By informing the stakeholders, the researcher hopes to establish greater organizational understanding.

#### **1.2.4 Catalytic Authenticity**

Catalytic authenticity is the potential other people will use the data to take action. The researcher hopes people will take some type of meaningful action. If no one takes interest, then the researcher has failed. Naturalistic inquirers want to empower people. They want to see study results being used.

#### **1.2.5 Tactical Authenticity**

Tactical authenticity is the researcher's ability to enable people to act. It's about empowerment and social justice. Traditionally, researchers were the *knowledge elite*. This is changing as qualitative data is more accessible to a wider audience through its use of natural language. The conventional methodologies rely on method while the qualitative methodology relies on data and process.

## APPENDIX F

### 1. MY INTERVIEW LIST AND PROTOCOLS

A total of 25 people were interviewed. Over half of the interviewees were Bush Presidential Library and Museum employees, contracted custodial and freelance workers. In addition to the Bush Presidential Library and Museum individuals were interviewed from the populations of interest. President George Bush was not interviewed. Information about him was obtained from his presidential archival records, the Reagan Presidential Library archival records and secondary sources.

<b>Categories</b>	<b>Number of People Interviewed</b>
George Bush Presidential Library	10
Custodial Staff (contracted to presidential library)	4
Museum Exhibit Content Director	1
Storyteller, Storytellers Guild	1
George Bush Presidential Library Foundation	1
Texas A&M University	3
Texas A&M Foundation	2
Community	3
<b>Total People</b>	<b>25 people</b>

#### Sequential Order of Interviews

1. Executive Director, George Bush Presidential Library Foundation
2. Supervisory Archivist, Bush Presidential Library
3. Mayor of College Station
4. Director of Education, Bush Presidential Library
5. Education Coordinator, Bush Presidential Library
6. Local Corporate Executive
7. Director, Bush Presidential Library and Museum
8. Dean of Libraries at Texas A&M
9. Archivist, Bush Presidential Library
10. Supervisor of custodial staff
11. Lead custodian
12. Administrative Assistant to the Director of the Bush Presidential Library
13. Custodian
14. Custodian
15. Student worker, Bush Presidential Library
16. Registrar, Bush Presidential Library and Museum

17. Deputy Director of the Bush Presidential Library and Museum
18. Distinguished Professor (Political Science), Texas A&M University
19. Archivist, Bush Presidential Library
20. Deputy Director Marketing Texas A&M University
21. Bryan/College Station Chamber of Commerce President/CEO
22. Storyteller, Benjamin Franklin
23. Executive Director, George Bush Presidential Library Foundation – second interview
24. Texas A&M University Development Officer for the Bush School
25. Senior Executive of Development for the Texas A&M Foundation
26. Museum Exhibit Content Director
27. Director, George Bush Presidential Library Foundation – second interview

Additionally, the founding Director of the Bush School of Government and Public Service was asked to provide information about President George Bush's participation in the academic programs offered by the school. This individual is currently the International Affairs Program Director and Scowcroft Chair in International Policy Studies at the Bush School.

**Interview Questions for Senior Administrators, Public Relations Professionals and University Faculty**

What is the historical significance of the Bush Library?

How is it significant in the 21<sup>st</sup> century? How will it continue to be significant in the future?

How is the Bush Library organization structured?

What is the meaning of the work of the Bush Library?

What meanings are imparted upon visitors after visiting?

In what ways does the Bush Library contribute to education?

What does it do to promote historical literacy?

How does it promote critical thinking?

What aspects of the Bush Library add to visitor knowledge?

What educational partnerships exist? How were they formed?

How are the Bush Library's educational programs relevant for today's educational climate?

How accessible are the Bush Library's resources?

What was the purpose of the renovation?

What challenges does the Bush Library face?

**Interview Questions for Bush Presidential Library General Staff**

What is your career background?

How long have you worked here?

How did you decide to accept this job?

Please describe your interest in history? Museums? Libraries? Presidents? Current events?

What does it mean to you to work at the Bush Library?

What is your typical day like?

What do you like best about your position?

What do you see as the position's greatest opportunity?

What do you see as the position's biggest challenge?

Would you please describe a memorable moment during your career here?

What do you like to do when you are not working?

What would you like me to remember the most about your work?

**Interview Questions for Bryan/ College Station Community Leaders and Members**

In what ways is your organization involved with the Bush Library?

In what ways has it economically added to the College Station community?

In what ways has it added to the development of College Station?

What do the Bush Library and Museum mean to the people of Bryan/College Station?

Have you visited the Bush Library in the past?

What was your favorite exhibit?



**Interview Protocol for the Executive Director, Bush Presidential Library Foundation**

\* Note: This protocol was used for the second interview.

How does presidential library fundraising work?

In what ways do presidential foundation's fundraising efforts continue to support the presidential library?

How do the presidential foundation and library staff work together to raise money for the presidential library?

How involved is former President Bush in the fundraising efforts?

In what ways does Texas A&M help with fundraising efforts?

In what ways do the Bryan/College Station communities aid with fundraising efforts?

How have you been affected by the Presidential Library Disclosure Bill?

Since NARA provides the operating funds for the library, why does the foundation continue to raise money for the library?

## APPENDIX G

### 1. A NEW WORLD POLITICAL AND ECONOMIC ORDER

President Bush laid the political foundations for a new world. He did this peacefully and with outstanding personal diplomacy. These are extraordinary presidential achievements. President George Bush's presidential decisions and achievements affected the global economy. He influenced global economic cooperation. Since President Bush's term ended, the global economy has continued to evolve. This section examines the current world affairs and economic situations in China, Germany, Europe, Russia and Middle East to see how President Bush's decisions led to the world in which we now live. In addition, it examines the new global and ecoterrorism threats.

#### **Increased Globalization**

Instead of being geographically and limited to one country, national societies have expanded to include other parts of the world. A global society is one where the political, economic, cultural and environmental activities of one world country or region are of interest to another country or region [1]. This societal integration resulted from technological advances in transportation, communication and information technology systems [1].

World finance, capital market and foreign trade have dramatically increased. World exports increased 20 times between the 1950s and 2001 [1]. The U.S. was the world's largest exporter during the 1950s and '60s [2]. Things changed as Japan and Europe entered the market. The U.S. trade deficit has been increasing since the 1970s [2].

The world's economic order has dramatically changed. Asian countries have surpassed the historic Western European leaders: Germany, United Kingdom and France. The U.S. still has the largest economy in the world. It is the most technologically sophisticated economy in the world. Table 1 lists the world's top five largest economies using the *CIA World Factbook* Country Comparisons-Gross Domestic Product (GDP), which is measured using Purchasing Power Parity (PPP) to account for living standards. As of March 19, 2009, this is the global economic order based on year 2008 GDP-PPP estimates.

TABLE 1  
WORLD'S LARGEST ECONOMIES

	<b>Country</b>	<b>GDP-PPP in trillions</b>
1	United States	\$14.6
2	China	\$7.8
3	Japan	\$4.5
4	India	\$3.3
5	Germany	\$2.9

After World War II the formation of the World Bank and International Monetary Fund increased globalization. They were established to help regulate international currency flow in terms of loans, payments and trade. The World Bank lends developing countries money to improve their economies [3]. Its membership includes 180 countries. The International Monetary Fund promotes international monetary cooperation [4]. It does not want a repeat of the currency devaluations, which occurred during the 1930s. The International Monetary Fund also promotes international trade. It has 185 member countries. The World Bank and the International Monetary Fund led the way for the creation of the World Trade Organization.

### **World Trade Organization**

The World Trade Organization came into existence shortly after President George Bush's administration. Over 90% of global trade occurs between World Trade Organization member countries [5]. The biggest trade reform in history occurred when the World Trade Organization (WTO) was formed in 1994. The World Trade Organization provides a negotiating forum for world trade agreements [6]. Global trade rules are created through negotiation. Agreements are signed by the countries around the world. There are 153 World Trade Organization member countries, including former Communist controlled countries. The World Trade Organization originated from the Uruguay Round of talks and negotiations of the former General Agreement on Tariffs and Trade (GATT) organization. The Uruguay Round of trade negotiations lasted from 1986 to 1994. The World Trade Organization replaced the GATT agreement [6].

## China

President Bush is viewed as an uncle to the new China by the Chinese leadership [7]. His career achievements in opening and maintaining the U.S. and China relationship are revered by the Chinese. President Bush and Henry Kissinger, Secretary of State during the Nixon administration, laid the foundation for the new modern China (Figure 1). When they recently returned to China for the Summer 2008 Olympic Games, they were given an imperial welcome. President Bush says even during the 1970s he saw the importance of China. Today, he sees the Beijing and Washington bilateral relationship as the most important in the world [7].



George Bush Presidential Library and Museum

Fig. 1. China Meeting. A meeting between George Bush (right) and Secretary of State Henry Kissinger (left) in the White House Oval Office. They are discussing President Gerald R. Ford's visit to China in 1975.

China was the exceptional host of the Summer 2008 Olympic Games in Beijing. It was a highly historic event, which helped China continue its integration into the international community. By hosting the Olympic Games in a spectacular way, China earned a lot of respect and goodwill. The world and the Chinese people viewed the games and China's efforts positively. They saw a civilized, sophisticated, wealthy, powerful and well organized China [8]. During the games, China won 51 gold medals [9]. The International Olympic Committee awarded the President of the Beijing

Organizing Committee President the highest honor, the Olympic order medal in gold. The other committee members were awarded silver, and the Citizens of Beijing received the Olympic Cup [9]. The Chinese city of Harbin is making a bid to host the Winter 2018 Olympic Games [10].

The United States has strong presence in China. In 2008 the United States opened a \$450 million dollar U.S. embassy in China [7]. It is the second largest U.S. embassy after the one in Iraq [7]. In November 2008 the U.S. Health and Human Services and Food and Drug Administration opened three offices in China [11]. They are located in conjunction with the U.S. embassy in Beijing and U.S. Consulates General in Guangzhou and Shanghai. The purpose is to ensure the safety of food, drugs, medical devices and feed exported to the U.S. from China [12]. This is a milestone achievement for the U.S. and China. They are the first U.S. Food and Drug Administration offices in China. Their establishment in China shows the U.S. imports a significant amount Chinese produced food and medical goods. With such great quantities of imported consumable goods, the U.S. is concerned about poor quality products leading to widespread health and safety problems in America.

The Chinese higher education system has internationalized. Chinese higher education has moved from being a political weapon to a self-cultivating and educational tool [13]. In addition to economic development emphasis, Chinese educational policy is moving towards life-long learning. Chinese and Western universities began working towards international cooperation in 1997. Now in the 21<sup>st</sup> century, China has official educational cooperation agreements with the U.S., Canada, Australia and New Zealand. In addition China has educational relationships with Europe, the Americas, Asia, Africa and Oceania [13].

China is the major shareholder in American finances [14]. Of our country's foreign investors, China owns the most U.S. Treasury bonds, which represent U.S. debt. The U.S. economy is dependent on foreign investors [15]. U.S. government debt is financed through the issuance and sale of U.S. Treasury bonds [15].

The U.S. federal deficit for year 2009 is projected to be the highest in U.S. history [16]. It is expected to be almost \$2 trillion [16]. In February 2009 a U.S. economic stimulus package costing \$787 billion was passed [17]. Its purpose is to revive the U.S. economy and keep the nation's largest banks from collapsing as a result of sub-prime mortgages.

The federal deficit is the result of the U.S. government's overspending habits. The U.S. government is spending more money than it earns in taxes. To pay off its debt, the U.S. government issues and sells short and long-term debt instruments, primarily U.S. Treasury bonds.

To fund the economic stimulus package and the federal deficit, the U.S. government needs to borrow money. Foreign investors are the lending sources for the needed money. The foreign investors are countries, like China, which have high savings rates. High savings rates are equated with high foreign exchange reserves.

U.S. leaders asked China to continue purchasing U.S. Treasury bonds [18]. China has the world's largest holding of foreign exchange reserves [15]. It has two trillion. Foreign exchange reserves are "the country's readily available, convertible

assets for supporting its currency and the balance of payments (imports versus exports)” [19]. By exporting more goods than it imports, China accumulates foreign exchange reserves. It is not overspending. It is making money by exporting its domestically made products.

China is the United State’s second largest trade partner [20]. The United States buys more imported goods from China than any other country [20]. Chinese exports to the U.S. have dramatically increased over the past decades. Computers and children’s toys are China’s top U.S. exports [23]. In 2006 the U.S. President George W. Bush and Chinese President Hu Jintao committed to developing a strategic economic dialogue between the U.S. and China. With both countries being major stakeholders in the international economy, the purpose is to encourage team work between them [11].

China is among the world’s largest trading countries [21]. After China joined the World Trade Organization in 2001, its exports and foreign direct investment grew dramatically. Before 1978 China hardly traded with other countries, and its imports were very low [22]. The 21<sup>st</sup> century is when China’s economic growth and export profits rapidly increased.

The following list shows some notable business and economic activities in China. These activities represent quite a change from China’s isolationist time period and closed market conditions.

1. China made a \$16 million operating profit from hosting the Summer 2008 Olympic Games [23].
2. The Chinese Trade Delegation went to Europe and signed deals potentially worth \$15 billion [24].
3. In 2009 the Coca-Cola Company built its largest research center in China. The \$90 million center is the company’s largest one in Asia. The Coca-Cola Company is awaiting Chinese regulatory approval for its proposed \$2.4 billion take over of Huiyuan Juice. The decision will set the precedent for mergers and acquisitions in China. The Coca-Cola Company’s recent investments in China are greater than its total investments since it entered the country in 1979 [24].
4. China passed anti-monopoly laws [24].
5. China is working towards increasing its innovation. The number of China-origin patents granted by the U.S. Patent and Trademark Office increased by 27% from 2004 to 2007. In terms of all patents granted between 2004 and 2007, there was zero growth [25].
6. U.S. venture capital funds flowed into China’s Internet companies in year 2008. During the first half of the year, investments increased by 85% [26].
7. China has 28 billionaires [27].

In the future the Chinese yuan may be among the world’s elite currencies. Over the past 30 years, China has significantly loosened controls of its currency in international exchange. Currently, China is considering allowing Chinese trading companies to use the yuan when buying and selling merchandise internationally. This

monetary policy action would bring China a step closer towards fully convertible currency [21].

The U.S and China are highly interdependent. When speaking at the dedication of the new U.S. embassy in Beijing on August 8, 2008, President George W. Bush said,

Today the United States and China have built a strong relationship, rooted in common interests. China has opened its economy and begun to unleash the entrepreneurial spirit of its people. America will continue to support China on the path toward a free economy [28].

Today, in 2009 the U.S. and China have the best relationship they have ever had in the past 20 years; thanks to the work of the Bush family during their presidential terms [29]. That would place the early beginnings of the 20 year time frame in the year 1989, the first year of the George Bush presidency. During President George Bush's term, he visited China in February 1989. It was an important stop on his first international trip as President [30]. President Bush was the first U.S. President to travel to Asia before Europe [30]. In a 1989 television interview with Chinese journalists, President George H.W. Bush said,

I view the relationship between China and the United States as highly significant, as one of the very most important relationships that we have. And so, it has a lot to do with bilateralism, with our trade and our cultural exchanges and what I said here about the children. But it's more than that. It really has, because of China's importance and ours, a lot to do with world peace [31].

The current U.S. and China relationship rests on the eight years President George W. Bush solidified it. During President George W. Bush's presidency, he visited China and met with top Chinese leaders four times [32]. President George W. Bush visited China more than any other U.S. President in our history. Bush's first meeting with the Chinese President, Jiang Zemin, in 2001 was very successful. At the time China was working towards entering the World Trade Organization. To acknowledge the Chinese effort, President George W. Bush said,

The economic future of my nation and this region are inseparable.

China is a great power. And America wants a constructive relationship with China. We welcome a China that is a full member of world community, that is at peace with its neighbors. We welcome and support China's accession into the World Trade Organization. We believe it's a very important development that will benefit our two peoples and the world.

In the long run, the advance of Chinese prosperity depends on China's full integration into the rules and norms of international institutions. And in the long run, economic freedom and political freedom will go hand in hand [33].

Marking the 30<sup>th</sup> anniversary of U.S. and China relations, President George W. Bush visited China in 2002. China was now a member of the World Trade Organization. President George W. Bush reminded the audience of the significance of China's membership in the World Trade Organization. President George W. Bush said,

China as a full member of the WTO will now be a full partner in the global trading system, and will have the right and responsibility to fashion and enforce the rules of open trade [34].

As a result of the Bushes' presidential work, the Obama administration has inherited a good U.S. position with China [29]. This relationship is based upon high levels of trust, understanding and professionalism [29].

## **Germany**

George Bush as Vice President under President Ronald Reagan and later as President worked diligently for the freedom of one Germany. During the Bush Presidency Germany was unified and holds country-wide elections [35]. The Soviet Union military occupation of East Germany is gone. The German government is parliamentary [35]. In the 2005 elections, Angela Merkel was elected as Chancellor [36]. She is Germany's first female Chancellor [36]. For the past two years she has been at the top of Forbes magazine's list of the *World's Most Powerful Women* [36]. Twenty years after the fall of the Berlin Wall separating East and West Germany, the living standards, infrastructure and economic market in the former East Germany area have improved significantly.

The U.S.'s big role in the historic reunification process strengthened U.S. and German relations [35]. The U.S. and Germany are trading partners, military allies and friends [35]. They work cooperatively in international peacekeeping, especially in Europe. Germany is a member of The North Atlantic Treaty Organization (NATO), the international military alliance of Western democratic countries. Germany supplies military troops for international peacekeeping efforts and strongly supports the U.S. anti-terrorism objective [35].

The German economy is among the largest in the world [37]. It is the largest most powerful economy in Europe and the European Union [38]. It is the largest contributor to the European Union budget [37]. Germany pushes economic cooperation and integration across Europe [38]. Germany is a member of the World Trade Organization.



Exports make up over a third of Germany's output [37]. They are responsible for more than half of the country's economic growth. Trade markets in the formerly Communist-controlled Eastern European countries have opened for Germany. The European Union is Germany's top trade partner for exports and imports [39]. Germany also trades with China and the Russian Federation [39].

The United States is Germany's second largest export customer after the European Union [39]. For year 2007 the U.S. purchases of German goods were almost double the German purchases of U.S. goods [37]. The U.S. purchases chemicals, machinery, motor vehicles and heavy electrical equipment [37]. Most of the U.S. and German trade is business and industry related [37].

### **European Union**

Beginning with President Reagan and continuing under President George Bush, a free Europe and collapse of the Cold War/Soviet Union united Europe. The year of 2009 marked the 20<sup>th</sup> anniversary of the fall of the divisive Berlin Wall and totalitarian Communist regime. The European Union, officially formed in 1992, is the culmination of various attempts to unite Europe over the past decades. The European Union is an intergovernmental and political organization. It has 27 member countries [40]. Eleven of the member countries were formerly Communist-controlled. Table 2 lists the 27 European Union members and highlights the former Communist controlled countries in bold text [41], [42]. Bulgaria, Czechoslovakia, East Germany, Hungary, Poland and Romania were among the East and Central European countries formerly controlled by the Soviet Union. They were considered Soviet satellite states and became part of the Soviet controlled bloc of European countries. Austria and Finland were controlled by the Soviet Union. Before the Soviet Union's collapse in 1991, Estonia, Latvia and Lithuania were absorbed into the Soviet Union and considered part of its country.

TABLE 2  
EUROPEAN UNION MEMBER COUNTRIES

<b>Austria</b>	<b>Germany</b>	Netherlands
Belgium	Greece	<b>Poland</b>
<b>Bulgaria</b>	<b>Hungary</b>	Portugal
Cyprus	Ireland	<b>Romania</b>
<b>Czech Republic</b>	Italy	<b>Slovakia</b>
Denmark	<b>Latvia</b>	<b>Slovenia</b>
<b>Estonia</b>	<b>Lithuania</b>	Spain
<b>Finland</b>	Luxembourg	Sweden
France	Malta	United Kingdom

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Notes:

Former Communist controlled countries are listed in bold type.

Austria became independent from the Soviet Union in 1955 when the Austrian State Treaty was signed ending Austria's occupation by the Soviet Union, U.S. Britain and France. In 1983 the Communist Party lost absolute control of the Austrian government.

Finland was under Russian rule from 1809 to 1917. With Russia as its core, the Soviet Union was formed in 1922. The Soviet Union invaded Finland in 1939 and took 10% of its land. After World War II through 1991, Finland was controlled by the Soviet Union economically and through a treaty signed in 1948.

Germany was divided. Only East Germany was under Communist control. West Germany was free, democratic and controlled by the U.S., Britain and France. Germany was united in 1990, and the four-country control of Germany ended.

In 1993 Czechoslovakia was divided into two countries: Czech Republic and Slovakia.

Yugoslavia fell apart in 1991. As the years passed, it was divided into seven countries: Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia and Slovenia.

The European Union member countries were obtained from the official European Union Web site: [http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm).

Information used to create the notes about the former Communist-controlled countries was obtained from the U.S. Department of State and *Microsoft Encarta Online Encyclopedia*.

Composed of 27 member countries, the European Union is the world's largest trade bloc [43]. This year, 2009, the euro celebrates its tenth anniversary of existence. The euro is the common currency for 15 member countries of the European Union [44]. After the U.S. dollar, the euro is the second largest trading currency in the world [45]. In conjunction with the euro, the European System of Central Banks was created. The European Central Bank, headquartered in Germany, sets the monetary policy and maintains price stability. It is the European version of the U.S. Federal Reserve but more independent [46].

## **Russia**

It all began when Bush was Vice President and President Reagan made the famous declaration, "Mr. Gorbachev, tear down this wall!" [47]. Under the Bush Presidency the Cold War with the West ceased, and the Soviet Union no longer exists. It collapsed in 1991. The terms Soviet Union and Russia were used interchangeably before the Soviet Union collapsed. The formal name for the Soviet Union was the Union of Soviet Socialist Republics.

After the fall of the Soviet Union's Communist central party system and totalitarian dictatorship, the term Soviet Union is no longer used. Russia no longer signifies the Soviet Union. Russia refers to the country formally called the Russian Federation. It is place where the Soviet Union and its empire began. Modern Russia is the largest country in the world, and it is almost twice the size of the United States [48].

After the Soviet Union's collapse, 30 countries emerged over time. Some of these countries were freed. Some were newly created or restored. At the Soviet Union's domination peak, it was the world's largest country and occupied one sixth of the earth's land [49]. In 1989 it ranked among the most populous countries after China and India [49].

Table 3 shows how large the Soviet Union Empire was. These are the 30 countries which emerged over time from the collapsed Soviet Union.

TABLE 3  
COUNTRIES EMERGING FROM THE SOVIET UNION'S DISSOLUTION

<b>Core Country</b>	<b>Past Parts of Soviet Union Central Asia</b>	<b>New or Restored Countries Eastern Europe</b>	<b>Freed Countries Europe</b>
Russian Federation	Armenia	Belarus	Albania
	Azerbaijan	Estonia	Bulgaria
	Georgia	Latvia	East Germany
	Kazakhstan	Lithuania	Czechoslovakia
	Kyrgyzstan	Moldova	Hungary
	Tajikistan	Ukraine	Poland
	Turkmenistan		Romania
	Uzbekistan		Yugoslavia

Notes:

The number of countries totals 30 when the divisions of Czechoslovakia and Yugoslavia are included instead of the former single country. Austria and Finland were excluded from this table, but they were Soviet Union controlled.

In 1993 Czechoslovakia was divided into two countries: Czech Republic and Slovakia.

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Finland was under Russian rule from 1809 to 1917. With Russia as its core, the Soviet Union was formed in 1922. The Soviet Union invaded Finland in 1939 and took 10% of its land. After World War II through 1991, Finland was controlled by the Soviet Union economically and through a treaty signed in 1948.

Present-day Russia is an independent state. It has a new government and constitution. The constitution governs the federal and presidential republic [50]. Presidential elections are held. Political parties exist [50]. Russia took the Soviet Union's place in the United Nations. Russia is joining international political alliances. Russia is a limited partner in the North Atlantic Treaty Organization, the Western democratic country international military alliance [51]. Private ownership of business is allowed. Private schools and home schooling are allowed. Educators have freedom of choice for textbook selection and teaching methods [50].

The U.S. and Russia are working together to keep terrorist groups from acquiring the existing nuclear weapons [51]. Russia is moving towards strategic arsenal reduction through the Cooperative Threat Reduction Program. The U.S. and Russia have partnered to fight terrorism and HIV/AIDS [51].

The Russian economy is operating as a free market system. Russia is a U.S. trade partner. It has expanded its trade to Western nations. Russia is trying to become a member of the World Trade Organization [52]. The Russian currency's role is more important. Russia is trying to develop a new finance, money and banking system [50]. Russia has the third largest foreign exchange reserves in the world [50].

### **North American Free Trade Agreement**

The North American Free Trade Agreement (NAFTA) created the second largest free trade zone in the world. It has the most environmental protections of any trade agreement ever signed. The North American Free Trade Agreement is a trade agreement between the U.S., Canada and Mexico. Tariffs and other trade barriers were gradually removed [53].

President George Bush developed the NAFTA trade agreement and achieved country leader acceptance of it. The North American Free Trade Agreement was signed by the national leaders in December 1992 during the President George Bush administration. It is one of his achievements. In creating NAFTA President Bush built upon a 1989 trade agreement between the U.S. and Canada [53]. NAFTA could not be enacted until all three country legislatures approved it. NAFTA was signed into law and enacted in 1994 under President William J. Clinton.

### **Oil**

There is global demand for oil. It is the economic life line for industrialized nations. Oil fuels the manufacturing and transportation industries of the industrialized world. Individuals need oil energy for heating, transportation and petroleum based products. Industrial-based economies are dependent on oil. The United States, China and Japan are the top three consumers of oil in the world.

U.S. foreign and military policy is influenced by guarding needed oil reserves [54]. The Middle East has the most proven oil reserves in the world. This is why the U.S. has a strong interest in what happens within the region. Table 4 shows the top six countries with proven oil reserves. With the exception of Canada, all of the countries are located in the Middle East.

TABLE 4  
WORLD'S PROVEN OIL RESERVES, YEAR 2007

<b>Country</b>	<b>Billions of Barrels</b>
1 Saudi Arabia	262.3
2 Canada	179.2
3 Iran	136.2
4 Iraq	115.0
5 Kuwait	101.5
6 United Arab Emirates	97.8

\* Data obtained from U.S. Dept. of Energy

The United States is dependent on imported oil. Each year the U.S. uses a quarter of the world's oil [54]. It is mostly used to fuel the transportation industry. Oil is the only fuel the U.S. transportation industry can use to operate. Oil contributes to other petroleum products, such as artificial heart valves, asphalt, propane and petrochemical feedstock for making plastic and rubber [54], [55]. Since the 1950s U.S. oil consumption and imports have increased [54].

## Middle East

Oil is the economic connection between the U.S. and the Middle East. The U.S. and Middle East economic ties are extremely important. Of the world's proven oil reserves, the Middle East has sixty two percent [54]. The U.S. has two percent of the world's proven reserves [54]. The U.S. economy is oil dependent. The Middle Eastern countries supply much of our oil needs. Saudi Arabia is our largest oil supplier from the Middle East. Table 5 shows the top seven oil exporting and importing countries. Notice there are four Middle Eastern countries among the top seven oil exporters.

TABLE 5  
2006 GLOBAL OIL MARKET

<b>Top Exporting</b>	<b>Top Importing</b>
1 <b>Saudi Arabia</b>	United States
2 Russia	Japan
3 Norway	China
4 <b>United Arab Emirates</b>	Germany
5 <b>Iran</b>	South Korea
6 <b>Kuwait</b>	France
7 Nigeria	India

\* Country rankings obtained from U.S. Dept. of Energy

The U.S. and Middle East alliance is critical to the U.S. economy. As the Middle East looks towards Asia for business investments and partnerships, it is important for the U.S. to maintain strong U.S. and Middle East relations. In terms of business investing, the U.S. lost its favored position after the Americans hostile reactions to Arabs in the U.S. after the tragic September 11, 2001 terrorist attacks [56]. The Middle East and Asia are integrating and forging large business partnerships [56]. Middle Eastern foreign direct investment in Asia is expected to double by 2020 [56].

## Kuwait

The independent nation of Kuwait was occupied by the Iraqi army of Saddam Hussein, but President George H.W. Bush formed the coalition of nations with the United Nations agreement to remove the Iraqis from Kuwait. Kuwait was liberated from the totalitarian dictatorship of Saddam Hussein. It is independent. The country has been reconstructed after the first Persian Gulf War. In 1993 Kuwait resumed pre-invasion oil production [57]. Kuwait has focused its foreign policy efforts on the countries within the multinational coalition, which liberated it [57]. It has aligned closer with its

neighbor countries in the Persian Gulf. During Operation Freedom, Kuwait established the Humanitarian Operations Center for Iraq to help with relief efforts. In 2006 Kuwaiti women were given the right to vote in parliamentary elections and the opportunity to hold a position within the parliament [57].

The U.S. is Kuwait's top protector [58]. The U.S. and Kuwait have entered into defense agreements since its liberation. The U.S. used Kuwait's land as a military launching point for the 2003 invasion of Iraq. U.S. military troops are stationed in Kuwait. In addition to its partnership with the U.S., Kuwait has entered into protection agreements with some Arab and European states [58]. As one of the smallest but richest countries in the world, Kuwait realizes it needs protection assistance.

The oil industry drives the Kuwaiti economy. Kuwait has nine percent of the world's proven oil reserves [59]. After Saudi Arabia, Canada, Iran and Iraq, Kuwait has the "fifth largest oil reserves in the world" [59]. Oil sales constitute 95% of Kuwait's export revenue. In addition to oil sales, some new economic activity has been generated as a result of Iraqi Freedom. Kuwait was the major transit and logistical hub for coalition operations.

Kuwait and the U.S. are trade partners. After its liberation, Kuwait became even more interested in U.S. products. As long as the U.S. keeps its current market policy, it has a competitive advantage in Kuwait as a supplier of high-tech goods [59]. The U.S. is Kuwait's prime source of imported goods. Kuwait is a new customer for U.S. military equipment, weapons and technical assistance. The U.S. and Kuwaiti foreign military sales and commercial sources contracts total \$8.4 billion [59].

Kuwait launched its first national economic development plan in 20 years [60]. The five-year plan from 2009 to 2014 includes a business city, railroad, metro system, harbor and major causeway linking Subiya to Kuwait City and Bubiyan Island. Subiya is located by the sea near Kuwait's border with Iraq. Bubiyan Island is the largest of Kuwait's island group. It is where Kuwait plans to build a harbor equipped for transporting large containers. Kuwait Bay located on the Persian Gulf's west coast is the only deepwater harbor in the region [61].

Kuwait plans to become a regional financial and trade center [60]. It envisions creating a modern-day Silk Road [56]. The historic Silk Road refers to the desert and oceanic trade routes between Middle East and Asia. The Kuwaiti government wants to link the Middle East, China, Central Asia and Israel. Due to Israel's technological advances, Kuwait is interested in changing outdated Arab thinking towards conducting business with Israel [62].

With its new Silk Road, Kuwait aims to increase its global influence [62]. The economic development plan creates new transportation and logistics routes. Silk City, Madinat Al Hareer, is the hub of activity [63]. It is located in Subiya, Kuwait close to the Persian Gulf and Iraq. The \$132 billion Silk City will have four districts: educational, financial, ecological and leisure [63]. The new Kuwaiti funded Silk Road is expected to be complete by 2023 [62].



## Iraq

With Operations Desert Shield and Desert Storm for Kuwait's freedom, George Bush forced Saddam Hussein's army back into Iraq and destroyed its war mongering capability. Iraq is free from 24 years of Saddam Hussein's dictatorship. President George W. Bush continued his father's efforts and brought Hussein's totalitarian regime to an end. In 2005 Iraq held its first political elections and drafted a constitution. Iraq's government is a federal system with a constitutional democracy.

The U.S. is spending billions of dollars to help restore Iraq. This year, 2009, the U.S. opened its largest embassy ever, and it is located in Iraq [64]. The \$700 million U.S. embassy is the largest in the world [64], [65]. Located on 104 acres, the U.S. embassy in Iraq is about the size of 80 football fields. The Iraqi leadership views it as a symbol of the U.S.'s deep commitment and friendship [64].

Operation Iraqi Freedom, the U.S. led war of 2003, damaged much of Iraq's economic infrastructure and stopped its oil production. The war resulted from Iraq's failure to comply with the United Nations Security Council's demands. After the first Persian Gulf War and the liberation of Kuwait, the UN Security Council placed limits on Iraq's weapon production. The UN Security Council ordered Iraq to stop producing weapons of mass destruction and long-range missiles. It also required Iraq to comply with UN verification inspections. For 12 years the Saddam Hussein regime ignored the UN requirements. Thus, a war was inevitable. Operation Iraqi Freedom successfully defeated Saddam Hussein and his regime [66].

In the global oil market, Iraq is positioned to be a key player. It has the fourth largest number of proven oil reserves in the world. Today in year 2009, Iraq's oil production is almost back to its pre-Operation Iraqi Freedom level [66]. It is still not at the capacity it had during its pre-Persian Gulf War time period of the late 1980s [66]. The wars are to blame, and the Iraqi oil equipment is getting old and needs to be upgraded [66]. One day after its economic recovery, Iraq will play a larger role in the global oil market.

In a historic business move, Iraq is allowing foreign oil companies to conduct business within the country. This is the first time in over 35 years Iraq has opened its country to international oil companies. Thirty five companies are bidding for the fee-based contracts. Iraq plans to retain the oil sales revenues [67].

Security gains are helping economic initiatives and investment. At the 2008 *Friends of Iraq* conference held in the United Arab Emirates, U.S. Ambassador to Iraq, Charles Ries, detailed Iraq's economic progress [64]. The following list includes the main highlights of Iraqi economic development progress:

1. The Iraqi Central Bank is making monetary and financial policy progress. The currency inflation rate is decreasing.
2. Re-opening of the Northern Oil Export pipeline to Turkey in 2007.
3. First *Business 2 Business Expo* held since 1991.
4. More than 300,000 new businesses have registered since 2003.
5. Banking and financial sectors are being restructured.

6. Agriculture is being revived.
7. Plans are being made to join the World Trade Organization.
8. Hydrocarbon legislation is being created.
9. *Friends of Iraq*, a multi-country team, is helping with economic transition.
10. Iraq is paying back its debt.

## **Saudi Arabia**

The Persian Gulf War in 1991, under the leadership of President George H.W. Bush, led the way for changes in Saudi Arabia's foreign policy and alignment with Western nations. King Fahd, who is now deceased, played a pivotal role in helping unite the other Arab countries to join the fight to free Kuwait. Fahd became the Arab coalition's personal spokesman [69]. He used his religious position as Custodian of the Two Holy Mosques to encourage the other Islamic and Arab countries to join the fight. This was a significant accomplishment as these countries have been anti-Western influences in the past. Saudi Arabia allowed its land to be used for launching the military attacks and provided the coalitions forces with fuel, shelter, food and water [69].

Saudi Arabia is opening itself more towards developing international relationships and participating in international political and trade organizations. After the Persian Gulf War in 1991, Saudi Arabia continued to establish foreign relations with the U.S. and other members of the multinational coalitions [69]. In particular, it has developed closer relationships with other oil-producing and oil-importing countries. By aligning itself with these countries, it increases its economic position, security and key position in the Middle East. Saudi Arabia and the Middle East have agreements for military weapons sales and training. This is a cooperative effort aimed at helping Saudi Arabia protect itself from attack. As the country with the most proven oil reserves and leading oil exporter, Saudi Arabia is a target for attack. In 2005 the first ever Counter Terrorism International Conference in Riyadh, Saudi Arabia was Saudi government sponsored [69].

Little by little, Saudi Arabia is reforming. Its Eighth Plan for the country addresses the inclusion of women in society, economic diversification and education [69]. It has increased privatization, tourism and emphasis on a knowledge-based economy. The fact Saudi Arabia pays for its citizens to attend foreign universities has brought an educated elite back to the country. When these graduates return, they are eager to implement political, social and economic reform [69].

Saudi Arabia's openness to international cooperation is reflected by the development of the King Abdullah University of Science and Technology. Plans for this \$10 billion university were overseen by the International Advisory Council [70], [71]. Higher education, business, science, technology and commercial research and development leaders from around the globe were members. Scheduled to open in September 2009, the King Abdullah University of Science and Technology will be an "international, graduate-level research university" [70]. It is coeducational and governed by a Board of Trustees as American universities typically are governed.

Saudi Arabia is the dominant country in the global oil market. It has the most proven oil reserves in the world. It is the world's number one oil producer. Saudi Arabia exports more oil than any other country in the world.

In a move not seen globally since the 1950s and '60s, Saudi Arabia is building four mega-cities of a large scale [72]. It is making efforts to move its economy beyond oil. The new Saudi cities focus on industry sectors and lifestyle. Their purpose is to increase employment and provide housing for the expected Saudi population boom. Table 6 lists the four economic cities and their associated industries.

TABLE 6  
SAUDI ARABIAN MEGA-CITIES

<b>Economic City Name</b>	<b>Industry</b>
King Abdullah	plastics
Jazan	silicon processing pharmaceuticals agri-technology textiles food processing
Prince Abdul Aziz bin Mousad	transportation logistics
Knowledge	scientific research and development

\* Information was obtained from *Fortune Magazine* article Going Beyond Oil by B. Gimbel and C. Feldman, 2008.

The King Abdullah Economic City is the largest of the planned cities. It centers on the plastics industry. Its Red Sea location is very attractive to people. The first 1,500 residential units sold out in the first few days of their offering. The King Abdullah Economic City is projected to be about the size of Washington, D.C. with a population of approximately two million people. The total construction time period is estimated at 20 years [72].

For the first time, Saudi Arabia is welcoming an American real estate development company to its country. In 2008 Capri Capital Partners, won a contract to build in the King Abdullah Economic City [73]. The company will build five star hotels, luxury condominiums, office towers and retail outlets. In addition Capri Capital Partners will create a management institute within the city to train Saudi workers for

jobs in the hotels and stores. The Capri Capital Partners' founding partner is introducing Saudi leaders to U.S. business leaders [73].

Saudi Arabia has developed a mining industry. Gold and valuable minerals are found in Saudi Arabia. Recently, the Saudi Arabian government opened its land for domestic and foreign commercial exploration and production [74]. The Saudi Arabian government created a mining company, Ma'aden, in 1997. Ten years later, half of the company's shares were offered to the public. Ma'aden has expanded to five gold mines and multibillion dollar projects. The objectives of the multibillion dollar projects are to become the world's largest exporter of fertilizer and aluminum. Both products have global uses. Saudi Arabia has partnered with Canadian aluminum company, Rio Tinto Alcan, a global leader [74], [75]. With its petroleum resources, Saudi Arabia has a competitive advantage in supplying the necessary energy for processing the minerals. The value of the mined minerals is obtained after processing [74].

### **Global Terrorism**

The September 11, 2001 terrorist attacks in the United States were the largest scale attacks of our east coast cities in our history. Four hijacked U.S. airliners were involved and 3,025 people, primarily U.S. citizens, were killed [76]. Two of the U.S. airliners crashed into the World Trade Center's twin towers completely destroying and collapsing the buildings. The third U.S. airliner crashed into the U.S. Pentagon building, which is the U.S. Department of Defense headquarters, causing severe damage to the building. The fourth U.S. airliner crashed into the ground in Pennsylvania due to the heroic efforts of the passengers, who regained control of the airliner. The hijackers who took control of these airliners were of Middle Eastern origin, financed and trained by heretic Muslim extremists [77].

These foreign terrorist attacks on the east coast of the U.S. continent occurred during President George W. Bush's first presidential term. As Commander in Chief, President George W. Bush exercised his responsibility of protecting the people and U.S. homeland with swift military action against the terrorist headquarters in Afghanistan controlled by Usama Bin Laden. Secondly, President George W. Bush took military action against Iraq because Saddam Hussein supplied funds, arms, training and political support to the heretic Muslim extremist organizations operating in Afghanistan. Saddam Hussein was also conducting domestic terrorist actions, including ethnic cleansing, against his Iraqi people, primarily the Kurds living in Northern Iraq and the Shia or Shi'ite Muslims with his reinvigorated Iraqi army [78]. Hussein was constantly supporting terrorist action against Israel and the total destruction of Israel. The U.S. has responsibility to militarily come to Israel's aid if so requested [75].

Terrorism is a global concern. No country is immune. Terrorism is intentional and can reach the magnitude of mass murder. Since international terrorism's beginning in 1961, the attacks have grown in size. The first U.S. airliner hijacking occurred in 1961 [76]. The flight was diverted to Cuba, but no one was killed. As the new global

threat, terrorism is worth discussing in more detail as it will continue to influence U.S. foreign policy.

## SIGNIFICANT TERRORIST INCIDENTS, 1961-2003

Based upon information from the United States Department of State's 2004 report, *Significant Terrorist Incidents, 1961-2003: A Brief Chronology*, I have categorized the terrorist acts according to U.S. Presidential administration to show how terrorism escalates when left uncontrolled. The list of terrorist attacks during President George W. Bush's administration is incomplete due to the report's end with 2003 data. As of year 2009, this report, which is available online, does not appear to have been updated [76]. My categorization of the terrorist acts begins with the President John F. Kennedy administration and ends with the President George W. Bush administration.

### **Global Terrorist Acts during the John F. Kennedy Presidency 1961-1963**

First U.S. Aircraft Hijacked, May 1, 1961

### **Global Terrorist Acts during the Lyndon B. Johnson Presidency 1963-1969**

Ambassador to Guatemala Assassinated, August 28, 1968

### **Global Terrorist Acts during the Richard M. Nixon Presidency 1969-1974**

Ambassador to Japan Attacked, July 30, 1969

Ambassador to Brazil Kidnapped, September 3, 1969

Attack on the Munich Airport, February 10, 1970

U.S. Agency for International Development Adviser Kidnapped, July 31, 1970

"Bloody Friday," July 21, 1972

Munich Olympic Massacre, September 5, 1972

### **Global Terrorist Acts during the Gerald R. Ford Presidency 1974-1977**

Ambassador to Sudan Assassinated, March 2, 1973

Attack and Hijacking at the Rome Airport, December 17, 1973.

Ambassador to Cyprus Assassinated, August 19, 1974

Domestic Terrorism, January 27-29, 1975

Ambassador kidnapped and Economic Counselor killed, June 16, 1976

Entebbe Hostage Crisis, June 27, 1976

Assassination of Former Chilean Diplomat, September 21, 1976

### **Global Terrorist Acts during the Jimmy Carter Presidency 1977-1981**

Kidnapping of Italian Prime Minister, March 16, 1978  
 Ambassador to Afghanistan Assassinated, February 14, 1979  
 Iran Hostage Crisis, November 4, 1979  
 Grand Mosque Seizure, November 20, 1979  
 Ambassador's car fired on in Beirut, August 27, 1980

### **Global Terrorist Acts during the Ronald Reagan Presidency 1981-1989**

U.S. Installation Bombing, August 31, 1981  
 Assassination of Egyptian President, October 6, 1981  
 Murder of Missionaries, December 4, 1981  
 Assassination of Lebanese President, September 14, 1982  
 Colombian Hostage-taking, April 8, 1983  
 Bombing of U.S. Embassy in Beirut, April 18, 1983  
 Naval Officer Assassinated in El Salvador, May 25, 1983  
 North Korean Hit Squad, October 9, 1983  
 Bombing of Marine Barracks, Beirut, October 23, 1983  
 Naval Officer Assassinated in Greece, November 15, 1983  
 Kidnapping of Embassy Official, March 16, 1984  
 Restaurant Bombing in Spain, April 12, 1984  
 Temple Seizure, June 5, 1984  
 Assassination of Indian Prime Minister, October 31, 1984  
 Kidnapping of U.S. Officials in Mexico, February 7, 1985  
 TWA Hijacking, June 14, 1985  
 Attack on a Restaurant in El Salvador, June 19, 1985  
 Air India Bombing, June 23, 1985  
 Soviet Diplomats Kidnapped, September 30, 1985  
 Achille Lauro Hijacking, October 7, 1985  
 Egyptian Airliner Hijacking, November 23, 1985  
 Aircraft Bombing in Greece, March 30, 1986  
 Berlin Discothèque Bombing, April 5, 1986  
 Kimpo Airport Bombing, September 14, 1986  
 Bus Attack, April 24, 1987  
 Downing of Airliner, November 29, 1987  
 Servicemen's Bar Attack, December 26, 1987  
 Kidnapping of William Higgins, February 17, 1988  
 Naples USO Attack, April 14, 1988  
 Attack on U.S. Diplomat in Greece, June 28, 1988  
 Pan Am 103 Bombing, December 21, 1988

### **Global Terrorist Acts during the George H. W. Bush Presidency 1989-1993**

Assassination of U.S. Army Officer, April 21, 1989  
 Bombing of UTA Flight 772, September 19, 1989  
 Assassination of German Bank Chairman, November 30, 1989  
 U.S. Embassy Bombed in Peru, January 15, 1990  
 U.S. Soldiers Assassinated in the Philippines, May 13, 1990  
 Attempted Iraqi Attacks on U.S. Posts, January 18-19, 1991  
 Sniper Attack on the U.S. Embassy in Bonn, February 13, 1991  
 Assassination of former Indian Prime Minister, May 21, 1991  
 Kidnapping of U.S. Businessmen in the Philippines, January 17-21, 1992  
 Bombing of the Israeli Embassy in Argentina, March 17, 1992

Notice the decrease in international terrorism during President George H.W. Bush's Presidency.

### **Global Terrorist Acts during the William J. Clinton Presidency 1993-2001**

Kidnappings of U.S. Citizens in Colombia, January 31, 1993  
 World Trade Center Bombing, February 26, 1993  
 Hebron Massacre, February 25, 1994  
 FARC Hostage-taking, September 23, 1994  
 Air France Hijacking, December 24, 1994  
 Attack on U.S. Diplomats in Pakistan, March 8, 1995  
 Tokyo Subway Station Attack, March 20, 1995  
 Bombing of the Federal Building in Oklahoma City, April 19, 1995  
 Kashmiri Hostage-taking, July 4, 1995  
 Jerusalem Bus Attack, August 21, 1995  
 Attack on U.S. Embassy in Moscow, September 13, 1995  
 Saudi Military Installation Attack, November 13, 1995  
 Egyptian Embassy Attack, November 19, 1995  
 Papuan Hostage Abduction, January 8, 1996  
 Kidnapping in Colombia, January 19, 1996  
 Tamil Tigers Attack, January 31, 1996  
 IRA Bombing, February 9, 1996  
 Athens Embassy Attack, February 15, 1996  
 ELN Kidnapping, February 16, 1996  
 HAMAS Bus Attack, February 26, 1996  
 Dizengoff Center Bombing, March 4, 1996  
 West Bank Attack, May 13, 1996  
 AID Worker Abduction, May 31, 1996  
 Zekharya Attack, June 9, 1996

Manchester Truck Bombing, June 15, 1996  
Khobar Towers Bombing, June 25, 1996  
ETA Bombing, July 20, 1996  
Bombing of Archbishop of Oran, August 1, 1996  
Sudanese Rebel Kidnapping, August 17, 1996  
PUK Kidnapping, September 13, 1996  
Assassination of South Korean Consul, October 1, 1996  
Red Cross Worker Kidnappings, November 1, 1996  
Paris Subway Explosion, December 3, 1996  
Abduction of US. Citizen by FARC, December 11, 1996  
Tupac Amaru Seizure of Diplomats, December 17, 1996  
Egyptian Letter Bombs, January 2-13, 1997  
Tajik Hostage Abductions, February 4-17, 1997  
Venezuelan Abduction, February 14, 1997  
Empire State Building Sniper Attack, February 23, 1997  
ELN Kidnapping, February 24, 1997  
FARC Kidnapping, March 7, 1997  
Hotel Nacional Bombing, July 12, 1997  
Israeli Shopping Mall Bombing, September 4, 1997  
OAS Abductions, October 23, 1997  
Yemeni Kidnappings, October 30, 1997  
Murder of U.S. Businessmen in Pakistan, November 12, 1997  
Tourist Killings in Egypt, November 17, 1997  
UN Observer Abductions, February 19, 1998  
FARC Abduction, March 21-23, 1998  
Somali Hostage-takings, April 15, 1998  
IRA Bombing, Banbridge, August 1, 1998  
U.S. Embassy Bombings in East Africa, August 7, 1998  
IRA Bombing, Omagh, August 15, 1998  
Colombian Pipeline Bombing, October 18, 1998  
Armed Kidnapping in Colombia, November 15, 1998  
Angolan Aircraft Downing, January 2, 1999  
Ugandan Rebel Attack, February 14, 1999  
Greek Embassy Seizure, February 16, 1999  
FARC Kidnappings, February 25, 1999  
Hutu Abductions, March 1, 1999  
ELN Hostage-taking, March 23, 1999  
ELN Hostage-taking, May 30, 1999  
Shell Platform Bombing, June 27, 1999  
AFRC Kidnappings, August 4, 1999  
Burmese Embassy Seizure, October 1, 1999  
PLA Kidnapping, December 23, 1999  
Indian Airlines Airbus Hijacking, December 24, 1999  
Car bombing in Spain, January 27, 2000



RUF Attacks on U.N. Mission Personnel, May 1, 2000  
 Diplomatic Assassination in Greece, June 8, 2000  
 ELN Kidnapping, June 27, 2000  
 Kidnappings in Kyrgyzstan, August 12, 2000  
 Church Bombing in Tajikistan, October 1, 2000  
 Helicopter Hijacking, October 12, 2000  
 Attack on U.S.S. Cole, October 12, 2000  
 Manila Bombing, December 30, 2000  
 Srinagar Airport Attack and Assassination Attempt, January 17, 2001

Notice the significant increase in international terrorist activity during the Clinton administration.

### **Global Terrorist Acts during the George W. Bush Presidency 2001-2009**

BBC Studios Bombing, March 4, 2001  
 Suicide Bombing in Israel, March 4, 2001  
 ETA Bombing, March 9, 2001  
 Airliner Hijacking in Istanbul, March 15, 2001  
 Bus Stop Bombing, April 22, 2001  
 Philippines Hostage Incident, May 27, 2001  
 Tel-Aviv Nightclub Bombing, June 1, 2001  
 HAMAS Restaurant Bombing, August 9, 2001  
 Suicide Bombing in Israel, September 9, 2001  
 Death of "the Lion of the Panjshir", September 9, 2001  
 Terrorist Attacks on U.S. Homeland, September 11, 2001  
 Attack on the Jammu and Kashmir Legislature, October 1, 2001  
 Anthrax Attacks, October-November 2001  
 Assassination of an Israeli Cabinet Minister, October 17, 2001  
 Attack on a Church in Pakistan, October 28, 2001  
 Suicide Bombings in Jerusalem, December 1, 2001  
 Suicide Bombing in Haifa, December 2, 2001  
 Attack on the Indian Parliament, December 13, 2001  
 Ambush on the West Bank, January 15, 2002  
 Shooting Incident in Israel, January 17, 2002  
 Drive-By Shooting at a U.S. Consulate, January 22, 2002  
 Bomb Explosion in Kashmir, January 22, 2002  
 Kidnapping of Daniel Pearl, January 23, 2002  
 Suicide Bombing in Jerusalem, January 27, 2002  
 Suicide Bombing in the West Bank, February 16, 2002

Suicide Bombing in the West Bank, March 7, 2002  
Suicide Bombing in Jerusalem, March 9, 2002  
Drive-By Shooting in Colombia, March 14, 2002  
Grenade Attack on a Church in Pakistan, March 17, 2002  
Car Bomb Explosion in Peru, March 20, 2002  
Suicide Bombing in Jerusalem, March 21, 2002  
Suicide Bombing in Israel, March 27, 2002  
Temple Bombing in Kashmir, March 30, 2002  
Suicide Bombing in the West Bank, March 31, 2002  
Armed attack on Kashmir, April 10, 2002  
Synagogue Bombing in Tunisia, April 11, 2002  
Suicide Bombing in Jerusalem, April 12, 2002  
Car Bombing in Pakistan, May 8, 2002  
Parade Bombing in Russia, May 9, 2002  
Attack on a Bus in India, May 14, 2002  
Bomb Attacks in Kashmir, May 17, 2002  
Hostage Rescue Attempt in the Philippines, June 7, 2002  
Car Bombing in Pakistan, June 14, 2002  
Suicide Bombing in Jerusalem, June 19, 2002  
Suicide Bombing in Tel Aviv, July 17, 2002  
Bombing at the Hebrew University, July 31, 2002  
Suicide Bombing in Israel, August 4, 2002  
Attack on a School in Pakistan, August 5, 2002  
Attack on Pilgrims in Kashmir, August 6, 2002  
Assassination in Kashmir, September 11, 2002  
Ambush on the West Bank, September 18, 2002  
Suicide Bomb Attack in Israel, September 19, 2002  
Attack on a French Tanker, October 6, 2002  
Car Bomb Explosion in Bali, October 12, 2002  
Chechen Rebels Seize a Moscow Theater, October 23-26, 2002  
Assassination of an AID Official, October 28, 2002  
Suicide Bombing in Jerusalem, November 21, 2002  
Attack on Temples in Kashmir, November 24, 2002  
Attacks on Israeli Tourists in Kenya, November 28, 2002  
Attack on a Bus in the Philippines, December 26, 2002  
Bombing of a Government Building in Chechnya, December 27, 2002  
Suicide Bombings in Tel Aviv, January 5, 2003  
Night Club Bombing in Colombia, February 7, 2003  
Assassination of a Kurdish Leader, February 8, 2003  
Suicide Bombing in Haifa, March 5, 2003  
Suicide Bombing in Netanya, March 30, 2003  
Unsuccessful Hostage Rescue Attempt in Colombia, May 5, 2003  
Truck Bomb Attacks in Saudi Arabia, May 12, 2003  
Truck Bombing in Chechnya, May 12, 2003

Attempted Assassination in Chechnya, May 12, 2003  
 Suicide Bomb Attacks in Morocco, May 16, 2003  
 Suicide Bomb Attack in Jerusalem, May 18, 2003  
 Suicide Bombing in Afula, May 19, 2003  
 Suicide Bombing in Jerusalem, June 11, 2003  
 Truck Bombing in Northern Ossetia, August 1, 2003  
 Hotel Bombing in Indonesia, August 5, 2003  
 Bombing of the Jordanian Embassy in Baghdad, August 7, 2003  
 Suicide Bombings in Israel and the West Bank, August 12, 2003  
 Bombing of the UN Headquarters in Baghdad, August 19, 2003  
 Suicide Bombing in Jerusalem, August 19, 2003  
 Car Bomb Kills Shi'ite Leader in Najaf, August 29, 2003  
 Suicide Bombings in Israel, September 9, 2003  
 Assassination of an Iraqi Governing Council Member, September 20, 2003  
 A Second Attack on the UN Headquarters in Baghdad, September 22, 2003  
 Suicide Bombing in Israel, October 4, 2003  
 Attacks in Iraq, October 9, 2003  
 Car Bombings in Baghdad, October 12, 2003  
 Bomb Attack on U.S. Diplomats in the Gaza Strip, October 15, 2003  
 Rocket Attack on the al-Rashid Hotel in Baghdad, October 26, 2003  
 Assassination of a Deputy Mayor in Baghdad, October 26, 2003  
 Wave of Car Bombings in Baghdad, October 27, 2003  
 Suicide Bombing in Riyadh, November 8, 2003  
 Truck Bombing in Nasiriyah, November 12, 2003  
 Synagogue Bombings in Istanbul, November 15, 2003  
 Grenade Attacks in Bogota, November 15, 2003  
 More Suicide Truck Bombings in Istanbul, November 20, 2003  
 Car Bombing in Kirkuk, November 20, 2003  
 Attacks on Other Coalition Personnel in Iraq, November 29-30, 2003  
 Train Bombing in Southern Russia, December 5, 2003  
 Suicide Bombing in Moscow, December 9, 2003  
 Suicide Car Bombings in Iraq, December 15, 2003  
 Office Bombing in Baghdad, December 19, 2003  
 Suicide Car Bombing in Irbil, December 24, 2003  
 Attempted Assassination in Rawalpindi, December 25, 2003  
 Suicide Bombing in Israel, December 25, 2003  
 Restaurant Bombing in Baghdad, December 31, 2003

Notice the correspondence of terrorist attacks to the time period leading to and during the Operation Iraqi Freedom war in 2003. The list of terrorist attacks during the President George W. Bush administration ends with data from year 2003 per the currently available U.S. Department of State report, which has not been updated since year 2004.

The growth in larger scale attacks began in the mid-1970s with the hijacking of an Air France airliner carrying 258 people [76]. The terrorist attack was thwarted by three Israeli commandos. At the end of the 1970s the Grand Mosque in Saudi Arabia was seized. Two hundred terrorists took control of this mosque and killed about 250 worshippers [76].

The end of the 1970s marked the first large scale attack on a U.S. Embassy. In 1979 the U.S. Embassy in Tehran, Iran was captured by Iranian extremists [76]. They held 66 Americans hostage. This terrorist attack took place during President Jimmy Carter's administration, and he failed to get all of the hostages released [83]. Fifty five of these hostages were held captive for about two years. They were released on the day of President Ronald Reagan's inauguration in January 1981.

Terrorist attacks led to an increase in deaths during the 1980s. Significant large scale terrorist attacks continued in the 1980s with suicide truck-bombs and airliner bombings. In April 1983 the U.S. Embassy in Beirut, Lebanon was bombed [76]. Sixty three people were killed by the 400 pound suicide-truck bomb. Among those killed were the U.S. Middle East region Central Intelligence Director. In addition 120 people were injured. The Islamic Jihad, a Muslim extremist group, claimed responsibility for the bombing [76].

The suicide truck bomb attacks continued. In October 1983, 242 Americans and 58 French troops were killed by a suicide truck-bomb terrorist attack on the military housing compound in Beirut, Lebanon [76]. The military compound was destroyed by the 1200-pound truck bomb. The Islamic Jihad claimed responsibility for the terrorist attack [76].

During the 1980s, terrorists attacked airliners. The largest scale terrorist attacks on airliners were the Air India and Pan American Airlines events. The Air India bombing killed 329 people [76]. The Pan American Airlines 103 crash in Lockerbie, Scotland killed 270 people [81]. The largest domestic terrorist attack during the 1990s was the bombing of the federal building in Oklahoma City. One hundred and sixty six people were killed [76].

The 21<sup>st</sup> century saw other large attacks in addition to the September 11<sup>th</sup> attack. Passenger trains in Madrid and London were bombed. There were 10 bombs found in the Madrid train bombing, which killed almost 200 people in year 2004 [82]. The U.S. also learned its military forces weren't immune from terrorist attacks. The U.S. military was attacked when a small boat carrying explosives crashed into the U.S.S. Cole, which was docked in Yemen, killing 17 sailors in year 2000 [76].

After the September 11<sup>th</sup> terrorist attack on the United States, the U.S. established the Global Coalition on Terrorism [76]. It is an international partnership with the long term goal of preventing future terrorist attacks. Several Middle Eastern countries, which had previously supported terrorists, have agreed to help [83]. Anti-terrorism goal is supported by all the big powers: U.S., Russia, China and Japan [83]. International anti-terrorism cooperation involves cooperating with law enforcement, intelligence sharing, making terrorist activity financing difficult, enacting economic sanctions and securing borders and airports [84]. Many countries have passed national laws to prevent and punish terrorism [84]. In addition new government agencies were

created. The U.S. has created the Department of Homeland Security and National Counterterrorism Center [84].

Table 7 shows more U.S. citizens have died as large scale terrorism has grown.

TABLE 7  
GROWTH IN INTERNATIONAL TERRORISM AGAINST AMERICANS

<b>Year Terrorist Attack</b>	<b>Americans Killed</b>
1961 U.S. airliner hijacked	0
1979 U.S. Embassy in Tehran, Iran captured	0
1983 U.S. Embassy in Beirut, Lebanon bombed	63
1983 U.S. military housing compound bombed	242
2001 4 U.S. airliners hijacked and used for death.	3,025
Attacks occurred on U.S. soil.	
World Trade Center in NY was destroyed.	
U.S. Pentagon in Washington, D.C. was damaged.	

### **Ecoterrorism**

The United Nations passed Resolution 47/37, Protection of the Environment in Times of Armed Conflict, as the result of the environmental damage inflicted during the Persian Gulf War [85], [86]. The world's largest oil spill occurred during the Persian Gulf War in January 1991 [87]. It was an intentional attack on Kuwait by the Iraqi military troops. Over 500 oil wells, refineries and storage tanks were affected [87]. The Kuwaiti oil spill was 25 times larger than the accidental Exxon Valdez oil spill in Alaska in 1989 [87]. The Persian Gulf and the shoreline were flooded with oil. No one was prepared for an oil spill this massive. The U.S. environmental experts and others from around the world rushed to help clean up the oil spill and minimize further environmental damage. The area is recovering, but there was some irreparable damage, particularly to the wildlife and natural habitat.

Ecoterrorism has changed modern warfare threats and the environmental impact of war. In addition to the oil spill, the Iraqi military set fire to the oil in mid-February 1991. At the disasters' peak, six billion barrels of oil were burning each day [87]. These fires were the worst ever in world history. They created such air pollution and black clouds the victims and international aid workers thought they were experiencing hell, the realm of destruction and suffering led by evil. The photographs taken by the news media confirmed the startling descriptions. U.S. and international experts provided assistance in the containment, public health threat assessments and recovery.

Not only does ecoterrorism happen from the actions of external enemies, it can happen through internal civil war. The country of Iraq suffered ecoterrorism from its own government. The holocaustic dictator, Saddam Hussein, tried to eliminate the country's Marsh Arab culture [88]. He ordered the swamps of a natural agricultural area drained. The drainage ruined the soil's fertility. Food could not be grown. After the wars, the United States Agency for International Development and the United States Department of Agriculture are working with the Iraqis to restore the agriculture capabilities of the land [88].

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## APPENDIX H

### 1. GEORGE BUSH'S CAREER

#### 1.1 GEORGE BUSH'S CAREER

In this section I chronicle George Bush's career beginning with his U.S. military service and ending with his U.S. presidency. My hypothesis evolved from my research about George Bush's career as I answered my first research questions, which asked how his career influenced the world and content of his presidential library. Answering this question shows the educational value of studying President George Bush. Through the physical existence and content of the Bush Presidential Library and Museum, President Bush's career is available for study. It is through the study of President Bush's career, one sees the great contributions he made to the current world affairs and global economics.

#### 1.2 RESEARCH HYPOTHESIS ONE

##### **Objective One**

To determine whether or not President George Bush's pre-presidential career added professional value to his U.S. presidency, aligned with his presidential roles and influenced his decisions.

##### **Hypothesis One**

H1<sub>A</sub>: President George Bush's pre-presidential career added professional value to his U.S. presidency, aligned with his presidential roles and influenced his presidential achievements.

President George Bush's public service career inspired others. U.S. Congressman, Robert Jones Portman, described President George Bush's public service career during the George Bush Center for Intelligence dedication ceremony on April 26, 1999. He said,

Throughout his remarkable career, George Bush has exemplified the highest values and principles of American public service. I am proud to count myself among the many young people who learned from his example that honor, decency, and integrity are not only consistent with public service but essential to it.



George Bush's career reached its highest peak when he became U.S. President. He served a four-year term beginning in January 1989 and ending in January 1993. George Bush was the leader of the modern free world. The major events of modern 21<sup>st</sup> century global history occurred during Bush's Presidency: the collapse of Communism, reunification of Germany, Soviet Union's collapse, China's emergence and the liberation of Kuwait. After the Soviet Union collapsed, China was the only Communist-controlled world power left.

Bush's pre-presidential career provided him with unequaled knowledge and experience. It provided him with an excellent foundation for the U.S. Presidency. It influenced his U.S. presidential decision-making and diplomatic relationships with global leaders. Bush's career influenced the content of his presidential library by making it more interesting and adding exhibit content showing other public service careers besides the U.S. presidency. Studying and analyzing President Bush's career is very educational and shows the ascendance of a great world leader. My discussion of his career begins with its chronological beginning and culminates with his U.S. Presidency. George Bush's career achievements are as follow:

1. Young U.S. Navy Pilot
2. Yale University Graduate
3. Businessman, international oil industry
4. U.S. Congressman, House of Representatives
5. U.S. Ambassador to the United Nations
6. Chairman, Republican National Committee
7. Chief, U.S. Liaison Office to China
8. Director, Central Intelligence Agency
9. U.S. Vice President
10. U.S. President

## Young U.S. Navy Pilot 1942-1955



George Bush Presidential Library and Museum

Fig. 1. Young War Hero. Lieutenant George Bush was the youngest U.S. Naval pilot serving at the time.

Influenced by the Japan's attack on the United States at Pearl Harbor, Hawaii during World War II, George Bush (Fig. 1) joined the Navy after graduating from high school [1]. At 18 years old, Bush was the youngest pilot in the U.S. Navy [1]. Bush was trained in photographic intelligence. He was a reconnaissance pilot. He flew a torpedo bomber, the TBM Avenger, equipped with cameras [2]. Bush was part of Air Group 51, which was based on the *U.S.S. San Jacinto*, a naval aircraft carrier ship [3]. In 1944 during the height of the war between the U.S. and Japan, Bush flew 58 combat missions [3]. His bombing missions were very dangerous as he regularly flew into enemy antiaircraft fire.

While on assignment to block Japan from receiving knowledge about the U.S. military forces, Bush flew into anti-aircraft fire as usual, but this time his plane was hit [1]. Bush still continued his mission and dropped the bombs on the Chi Chi Jima radio

communications center [1]. Chi Chi Jima, Father Island, is part of a Japanese-owned island chain known as the Bonin Islands or Ogasawara-jima [4]. Located southwest of Japan and North of Iwo Jima, Chi Chi Jima was Japan's Pacific communication center during World War II.

After completing his bomb run, George Bush flew over the ocean and used his radio to tell his two crewmen to exit the damaged airplane. He did not receive a response from them so he assumed they jumped out of the plane. Bush bailed out of the plane, hit his head and tore his parachute. He landed in the ocean and floated in a small raft. A U.S. pilot saw Bush in his raft and fired at the Japanese ships coming to capture Bush [4]. Two hours later Bush was rescued by the *U.S.S. Finback* submarine crew [4], [5].

Lieutenant, Junior Grade, Bush was awarded the Distinguished Flying Cross medal for heroism in aviation. The accompanying letter addressed to Lieutenant George Bush from the U.S. President, Harry S Truman, said,

For heroism and extraordinary achievement in aerial flight as Pilot of a Torpedo Plane in Torpedo Squadron FIFTY ONE, attached to the *U.S.S. San Jacinto*, in action against enemy Japanese forces in the vicinity of the Bonin Islands, on September 2, 1944. Leading one section of a four-plane division in a strike against a radio station, Lieutenant, Junior Grade, Bush pressed home an attack in the face of intense antiaircraft fire. Although his plane was hit and set afire at the beginning of his dive, he continued his plunge toward the target and succeeded in scoring damaging bomb hits before bailing out of the craft. His courage and devotion to duty were in keeping with the highest traditions of the United States Naval Reserve [6]

In addition to receiving the Distinguished Flying Cross medal, Lieutenant George Bush received three Air Medals and the Presidential Unit award given to the *U.S.S. San Jacinto*. These medals are on display at the George Bush Presidential Library and Museum in College Station, Texas. The two gold stars on the single Air Medal represent the second and third Air Medals Lieutenant George Bush received for his distinguished military aviation service [6]. After his service during World War II and graduation from Yale University, Bush continued to serve in the U.S. Naval Reserve.

### *Value to the Bush Presidency*

George Bush's distinguished military service taught him the value of human life, severity of war and how the military operates. It prepared him for his presidential role as Commander in Chief of the U.S. Armed Forces. During his presidency, President Bush led the Persian Gulf War to liberate Kuwait from capture by the Iraqi leader, Saddam Hussein. As Commander in Chief the President determines troop stationing, where they are sent and weapon use [7]. The President gives all military generals and admirals their orders [7]. Within the scope of the Commander in Chief Role, the President approves military plans, controls the economy and has the power to limit American civil rights in

the U.S. [8]. When making military decisions, the President must consider strategic, operational, economic, diplomatic and environmental issues [8].

Bush's aviation and aerial photographic reconnaissance training helped him during the Persian Gulf War. It gave him greater aptitude and understanding of the military operations. Fig. 2 shows President Bush looking an aerial photograph of Baghdad, Iraq.



George Bush Presidential Library and Museum

Fig. 2. Persian Gulf War meeting. President Bush met with his advisors to discuss the Persian Gulf War. They are looking at an aerial photograph of Baghdad, Iraq.

## **Yale University Graduate 1945-1948**

As a university graduate, George Bush became part of the new university-educated generation who would build the future American economic and technological foundation [9]. Bush attended college at the time of the Servicemen's Readjustment Act, which is commonly known as the GI Bill. Through government financial support, the GI Bill made college more affordable to the returning servicemen and women. College enrollments doubled [10]. As a returning serviceman, George Bush completed an accelerated degree program lasting two and a half years. George Bush earned his bachelor's degree in economics with academic honors from Yale University.

### *7.2.2.1 Value to the Bush Presidency*

George Bush's economics degree gave him knowledge of the economy, analytical and problem-solving skills and world political awareness. These skills are applicable to government and business environments. As Chief Executive of the United States, President George Bush was responsible for the nation's budget. His economics knowledge provided him with knowledge about how organizations and people work with resource constraints. It gave him the ability to work with and understand numbers. In addition, his economics degree proved valuable in foreign policy issues, especially free trade. It led to his development of the North American Free Trade Agreement.

## **Businessman 1948-1966**

Texas was where adventurous young men could become millionaires. Between 1948 and 1949, the media portrayed Texas as the place for ambitious, risk-taking young men to make their fortunes. Many Northerners arrived in Texas. Most of them were men from the eastern United States. They came from wealthy families and were looking for an opportunity to earn their way independently from their families' resources. George Bush was one of those men [11].

George Bush rose from the lower career ranks of the oil industry. After graduating from college at age 24, George Bush and his wife, Barbara, moved to West Texas. Bush began working in the oil industry at its lowest levels. At Dressier Industries, he started by doing general custodial and maintenance work, such as sweeping floors and painting machines. Quickly, Bush moved up to a sales department position selling drilling bits.

True to his ambitious and independent nature, Bush started his own business. At age 26 George Bush and John Overby formed the Bush-Overby Company. Based in Midland, Texas the Bush-Overby Company traded oil leases. Persuaded by a neighbor, Hugh Liedtke, that finding the oil itself led to the money, Bush partnered with him and formed Zapata Petroleum. They struck oil 71 times [11].



George Bush Presidential Library and Museum

Fig. 3. George Bush at Work. George Bush (left) is working in an oil field in Midland, Texas.

By age 35 George Bush (Fig. 3) was the Chief Executive Officer of his own company, Zapata Offshore [11]. Initially, Zapata Offshore was a subsidiary of Zapata Petroleum. Bush started the subsidiary and oversaw it. When Bush's Zapata Offshore began worldwide operations and became very successful, he and Liedtke separated Zapata Petroleum on friendly terms. Bush took his Zapata Offshore while Liedtke kept Zapata Petroleum, which later became Pennzoil, one of the largest independent Texas oil companies.

George Bush was a first mover, calculated risk taker and international adventurer. He started his company, Zapata Off-Shore, with two experimental offshore oil rigs (Fig. 4). During the mid-1950s the technology was very new. The objective was to find oil underwater. This was totally new territory for oil exploration. Bush leased his offshore oil rigs to large oil companies around the world. Bush's rigs were part of the first group to drill in the Gulf of Mexico. Bush's offshore oil rigs operated in Kuwait, Qatar, Iran, Libya, Mexico, Trinidad, Venezuela, Japan and Borneo [12]. He had business negotiations in Lebanon, England, France, Italy, Holland and Australia

[12]. Bush traveled internationally. Through Bush's international business career, he already had established contacts in the Middle East and all over the world. His international business experience provided him with a foundation for developing professional relationships around the world.



George Bush Presidential Library and Museum

Fig. 4. Off-Shore Oil Rig. Pictured is an off-shore oil rig from George Bush's company, Zapata Off-Shore.

### *Value to the Bush Presidency*

During his presidential term, President Bush was the manager of the U.S. economy. His decisions affected businesses and individuals. President Bush had to make decisions about national economic development, international trade, government spending and taxes. In addition, he regulated industries for safety and environmental concerns. Americans expected President Bush to keep employment high, markets healthy and maintain national economic prosperity.

Helping American businesses was a priority for President Bush. He passed laws to assist small and large businesses. For small businesses President Bush passed the following laws:

1. Small Business Research and Development Enhancement Act of 1992
  - a. This law ensures start-up and development funds are available for small high-tech companies [13]. It secured these funds for seven years.
2. Small Business Credit and Business Opportunity Enhancement Act of 1992
  - a. This law helped more small business owners get loans. It restructured the U.S. Small Business Administration's private investment division to increase "authorized levels of SBA's guaranteed business loan programs"[14].

To stimulate the general American business environment, President Bush passed the following laws:

1. Fair Labor Standards Amendments of 1989
  - a. This law included a training wage for teenagers and expanded small businesses exemptions [15].
2. Customs and Trade Act of 1990
  - a. This law approved the "historic trade agreements" with the Soviet Union and Czechoslovakia, made the Caribbean Initiative permanent and created a "new structure for U.S. customs user fees" [16].
3. Food, Agriculture, Conservation, and Trade Act of 1990
  - a. This was a farm bill. Its purpose was to help the American farmer. It allowed farmers to follow the market instead of the government and make their own production decisions [17].



#### 4. Civil Rights Act of 1991

- a. This law helped to reduce employment discrimination and established some additional punishments [18].

President Bush often interacted with American business leaders. His 18 years as a businessman and his economics degree helped him understand the markets and concerns of large and small businesses. Over his four years in office, President Bush met with several business associations from national to local levels to address their concerns. In conducting my research at the George Bush Presidential Library and Museum, I learned President Bush interacted with business leaders and associations a lot. Some of the business organizations President Bush spoke to were:

1. American Electronics Association
2. National Association of Manufacturers
3. National Grocers Association
4. National Association of Homebuilders
5. National Retail Federation
6. Fortune 500 Forum
7. Mexican and American Business Leaders
8. American Business Groups in Seoul, Korea
9. United States Chamber of Commerce
10. California Chamber of Commerce
11. San Diego Chamber of Commerce

President Bush identified with U.S. business leaders and shared their concerns. His career as a businessman helped him relate to these significant stakeholders in the U.S. economy. He had to be attentive to the nation's and stakeholders' interests and concerns. When analyzing President Bush's speeches to the business organizations, I can clearly identify his business knowledge and personal identification with American business leaders. Here are some of President Bush's remarks:

*American Electronics Association*

As technologies, economies, and geopolitics change almost weekly, your industries stand at a threshold of tremendous opportunity. Our first priority is to encourage productivity gains, savings, long-term investment in high-tech industries, by lowering the cost of capital [19].

*Fortune 500 Forum*

**I think that our system works best when independent enterprises take their cue from the market, not from Washington.**

Closer to home, we've won fast track authority for a North American free trade agreement linking the United States, Canada, and Mexico.

Finally, we've got to make certain that American business competes on an equal footing, and that means a government committed to the principles of free and fair trade... You know firsthand that exports have become a driving force in our economy. Strong exports cushioned our economic downturn. Total gross exports last year accounted for virtually all of our growth. And I know that many of you, especially in the service sector and in agriculture, pay a price for being closed out of foreign markets. We're pushing hard in the Uruguay round to bring down trade barriers, to open more markets to American goods and services [20].

## U.S. Congressman 1966-1970



George Bush Presidential Library and Museum

Fig. 5. Congressman. U.S. Congressman George Bush standing in front of the U.S. Capitol Building in Washington, D.C.

For four years George Bush (Fig. 5) served as a U.S. Congressman and gained valuable law making experience. From 1966 to 1970 George Bush served two consecutive terms in the House of Representatives, the lower legislative body of the U.S. Congress. The House of Representative represents the people and has authority over taxes and government spending [21]. Bush represented Texas's 7<sup>th</sup> Congressional district, which served downtown Houston and the Western half of Harris County [22]. When Bush won the first election in November 1966, he became the first Republican to ever represent Houston in the U.S. Congress [22]. During the 20<sup>th</sup> century, Bush was the second Republican who represented Texas to serve in the House of Representatives [22].

George Bush served on one of the most important legislative committees in the U.S. Congress, the House Ways and Means Committee. Through an extremely rare

appointment, first year legislator George Bush joined the Ways and Means Committee. Bush joined in January 1967 shortly after he was elected. No freshman legislators had been appointed to the Ways and Means committee since 1959, and the trend continued until 1973 [23]. The Chairman, Wilbur Mills, was highly selective and required demonstrated ability and reelection potential. Most of his professional staff previously worked in specialized tax and finance capacities within the executive branch. With 22 to 25 members and no subcommittees, the Ways and Means Committee was small and exclusive.

The Ways and Means Committee analyzes the U.S. President's budget and the government agencies' requests for funds [24]. It reviews the U.S. President's budgetary proposals, makes changes, drafts the laws and proposes them to the House of Representatives. The U.S. President cannot make tax and spending decisions without approval from the House of Representatives. During the 1960s when Bush served, the Ways and Means Committee dealt with routine and major trade issues, tax revenue and Social Security. Serving on the Ways and Means Committee can be a presidential career stepping stone. George Bush is the eighth U.S. President to have served on the Ways and Means Committee during his pre-presidential career.

When Bush served on the committee, Social Security benefits were increased by 13%, and the Tax Reform Act of 1969 passed [23]. The Tax Reform Act of 1969 significantly changed America's existing tax laws at the time. It was the most progressive and extensive tax change to date. The Ways and Means Committee faced the condition of a large federal deficit, which was at its highest level since World War II. The federal government needed to generate revenue. The Tax Reform Act of 1969 increased the tax obligations of those earning more than \$100,000 while lowering the taxes of those in lower income brackets.

George Bush worked under the most influential leader in Congressional history, and this experience enhanced Bush's leadership skills. The Chairman of the Ways and Means Committee, Wilbur Mills, was that man. Working with Mills gave Bush the opportunity to work with and watch a legislative and political power in action. Mills success was based on his coalition creation, consensus-building pattern, technical skills and personal diplomacy [23]. He had an extremely high rate of successful law passage. As a tax scholar he was always technically correct. He worked hard to achieve bipartisan unity through consensus-building. He maintained an open atmosphere conducive for dialogue and could compromise when needed. Bush's leadership traits resemble those of Mills.

### *Value to the Bush Presidency*

As Chief Executive of the U.S., this presidential role includes identifying national problems and developing laws to help solve them. It also includes overseeing the legislative process and the U.S. Congress. Even though the Democratic Party dominated the U.S. Congress during President Bush's term in office, he did successfully pass laws. He had first-hand experience with the legislative process. His legislative experience greatly assisted the passage of President Bush's laws.

President Bush's service on the Ways and Means Committee gave him experience analyzing the U.S. President's budget. He gained valuable financial and budgetary analysis and legislation expertise. In the Chief Executive role President Bush was responsible for developing the nation's budget, monitoring government spending and determining whether or not to ask the House of Representatives within the U.S. Congress for approval to raise taxes. Without their approval, the U.S. President cannot raise taxes.

### **U.S. Ambassador to the United Nations 1971-1973**

The United Nations is a global association of governments working together for the common goals of international peace, security, economic development, law and social equity [25]. Within the United Nations, reaching decisions is difficult [25]. Each country has its own ideas and values. Individual countries have the option of accepting or rejecting the United Nations' actions. In accepting a decision, a country would need to provide the funds and put the decision into action. A slow consensus-building process is used to reach decisions [26].

George Bush built an international reputation through his work experience in the United Nations organization. As the U.S. Ambassador to the United Nations, George Bush met many diplomats, leaders, emerging leaders and professional staff from around the world. Bush entertained often and even reached out to the smaller lesser known countries. He met people from the Middle East, China and Africa [12]. These countries are significant in that they appear in foreign policy issues during the Bush Presidency. He made precedent setting efforts to reach out to the African diplomats and leaders [12].

The United Nations arena gave Bush a training ground for learning about foreign policy issues. The People's Republic of China replaced Taiwan in the United Nations systems. India and Pakistan went to war. Terrorism surfaced when the Israeli athletes were killed at the Olympic Games in Munich, Germany. White separatists were threatening to create a system of apartheid in Rhodesia, Africa [12]. Apartheid is an official racial segregation policy. Non-Whites are economically, politically and legally discriminated against.

### *Value to Bush's Presidency*

One of President Bush's presidential responsibilities was being the chief diplomat. He was America's leader and a world leader. He promoted democracy and human rights internationally. He protected U.S. security and economic interests. Holding true to his early thoughts about Africa's importance, President Bush tried to end the apartheid rule in South Africa. Apartheid rule in South Africa ended during President Bush's term.

As Chief Diplomat President Bush was a world leader and the national spokesman for the U.S. In this capacity he has the power to sign international treaties, develop legislation related to foreign policy, make ambassadorial appointments and even refuse to recognize new foreign governments [27]. In addition President Bush could make executive agreements with foreign leaders. Executive agreements do not require U.S. Senate approval.

Prior to his term as U.S. Ambassador to the United Nations, George Bush was given an introduction to the world. He was sent on a trip to several countries around the world. During his service as U.S. Ambassador to the United Nations, he regularly hosted foreign diplomats and leaders from large and small countries. He gained experience in the proper international and social conduct for foreign diplomatic relations. He developed an international professional network, which he would draw upon during his U.S. Presidency. Many of his international counterparts had risen in the ranks of their countries' leadership, too.

### **Chairman, Republican National Committee 1973-1974**

During Bush's service as Chairman of the Republican National Party he made personal friendships which would help his future political campaigns [9]. Appointed to the position by President Richard M. Nixon during the time of the Watergate burglary scandals, Bush faced challenges. Two big challenges were trying to maintain the party's image and keeping it from disbanding. He traveled all over the U.S. to comfort state chairpersons and committee members during this stressful time [9]. The Supreme Court ordered Nixon to provide the tape recording of the events. More information about the scandal was released. Bush no longer felt he could represent the President and political party. He resigned from the position.

### *Value to Bush's Presidency*

Bush's experience as Chairman of the Republican National Committee helped him with his successful U.S. presidential campaign. Holding this position provided Bush with national visibility as he traveled around the country. It gave him the opportunity to meet people who would be influential in his future political campaigns and career. It gave him additional experience working under stressful conditions and public scrutiny while trying to maintain a positive political party image. He gained

campaign experience by working to promote the Republican Party and its political leaders.

As U.S. President, President Bush served as the political party chief. In this position he was expected to develop his party's official position on important issues [27]. He used these ideological positions to appeal to the American people and try to get members from his political party elected to U.S. Congress. If the U.S. President has his political party holding the majority control of Congress, then it is easier for him to pass his preferred legislation. Despite his efforts the U.S. President cannot control how his political party members vote in the U.S. Congress; whether or not they support his legislation. From his leadership of the Republican National Committee, Bush learned how to formulate official stances and campaign rhetoric.

### **China: Historical Background Information**

On January 1, 2009 the U.S. and China celebrated 30 years of formal ties [28]. Things were not always that way. For thirty years the U.S. and China had no formal ties. China isolated itself from the West. Once the Chinese Communist Party founded the People's Republic of China, the Western influence was no longer welcome in China. The U.S. embassy was moved from mainland China to the island of Taiwan in 1949. The move was largely a result of the hostile environment and the U.S.'s refusal to officially recognize and accept the Communist party leadership [29]. The hostile Chinese environmental conditions caused the U.S. to remove its personnel from mainland China in 1950.

China closed itself to the Western world. Why did this happen?

As the world's oldest uninterrupted major civilization, China was ruled by dynasties until the last dynasty, the Qing, weakened [30]. Nineteenth century China suffered from poverty, rebellions and social unrest. At that time Britain and China were engaged in the illegal trading of opium. The First Opium War was fought. China lost. Britain and other Western countries began establishing their presence in China while acquiring trade privileges. The Western countries had superior military technology and economic resources so China was powerless. The Qing Dynasty ignored the Western threat and the Chinese people's pleas for reform. The Qing Dynasty was overthrown in 1911.

The Communism movement arose as a backlash from the imperialism China experienced. During the 1920s, the Chinese people began to have ideas about creating a new China based on the Soviet model, which they viewed as successful after the Russian Revolution of 1917. Two political parties were formed. Each was based on the communist ideology. Sun Yat-sen was a Christian, physician and Communist revolutionary, who sought help from the Soviet Union, and formed the Chinese Nationalist People's Party [31]. Influenced by the Communist International agents from Moscow, the Chinese Communist Party was formed in 1921. Both parties aligned. After Sun Yat-sen's death there was disharmony among the parties, and violence forced the remaining Chinese Communist Party members to flee to Shaanxi, China's

northernmost province. With a new leader named Mao Zedong, the Chinese Communist Party reorganized.

When Japan invaded China, the two Chinese communist parties united. China's war with Japan lasted 14 years. When the war ended in 1945, the fighting between China's two communist parties resumed. In the end the Chinese Communist party won. With the Chinese Communist Party's occupation of most of China, Mao Zedong declared and founded the People's Republic of China in 1949 in Beijing.

China's Communist leader Mao Zedong held power for almost thirty years. He ruled from 1949 to his death in 1976. Under Mao's rule, the Communist party controlled and affected all aspects of Chinese life. The government controlled the economy and economic activity. All industry and agriculture was government controlled. The Communist government decided what would be produced, how it would be distributed and set the prices for the produced goods and services. Free self-expression of thoughts, criticisms and ideas was not allowed. The arts and cultural activities declined. In 1949 at the time of Communist China's formal beginning the average life expectancy was 45 years old [32]. From 1949 to 1974 "barefoot doctors" tried to bring health education and medical care to the poor rural areas, which encompassed most of China [32].

From 1949 to the mid-1970s China was closed [32]. Hardly a foreign visitor entered. The U.S. did not have formal diplomatic relations with China. China was not a major player in the global economy or world trade. Instead it pursued an isolationist and self-sufficiency policy. Mao Zedong implemented a series of programs known as five year plans, and they failed. Two examples are the Great Leap Forward and Cultural Revolution.

The Great Leap Forward from 1958 to 1960 was China's attempt to emulate Britain and become self-sufficient by increasing agricultural and industrial production. This plan failed. China lacked the appropriate infrastructure and technical knowledge to succeed. Under the collective farm ownership, there still was not enough food. In the two years from 1959 to 1962 over 20 million Chinese people died of starvation [33]. China was in a state of emergency. The number of deaths from 1960 to 1961 made this famine the worst in global history [30].



The Cultural Revolution (1966-1976) was catastrophic and led to political and social anarchy [30]. Mao Zedong removed the Chinese leaders who did not agree with his political views from office. All schools and universities were closed by the Chinese government between 1966 and 1969 [32]. After Mao realized his plan was not working, he reopened the primary and secondary schools. The higher education institutions were closed until 1970 to 1972 when they reopened [32]. The universities were closed for as long as six years.

Intellectuals were forced to do agricultural and manual labor [32]. Communist leader Mao thought this would reduce the socioeconomic and class differences between the city and country populations. He wanted to equalize the two populations. He failed. The consequence was China was behind in educational progress as a result of the Cultural Revolution.

### *“Ping Pong Diplomacy”*

Table tennis is given credit for getting the U.S. and China to interact and move towards diplomatic relationships. China invited the U.S. table tennis team to come to Beijing in 1971 [28]. The Americans were offered an all-expense paid trip [34]. No Americans had been allowed to enter China since the Communist government took control of the country in 1949 [34]. The U.S. table tennis team was the first group of Americans to visit. They were treated like dignitaries. During their visit the Chinese President announced China’s interest in becoming friends with the U.S.

Three months later in July 1971 U.S. Secretary Henry Kissinger made a secret low-profile trip to China to assess the conditions for a U.S. Presidential visit. The following year in 1972, U.S. President Nixon visited China. In 1973 the U.S. and China began informal diplomatic relations. The U.S. established the U.S. Liaison Office in Beijing in 1973, and China established a similar office in Washington, D.C.

China’s Communist leader Mao Zedong died in 1976. After his death Chinese Communist leaders began to realize the Communist (Socialist) system was not working. In 1977 Deng Xiaoping returned to power after being ousted by Mao and became China’s leader. Deng was a moderate reformer who wanted to use economic growth to decrease poverty. He is credited with China’s economic growth and diplomatic opening. He supported the coexistence of Communism and the free market. In 2004 China’s constitution was amended to legally protect private property ownership [32].

**Chief, U.S. Liaison Office to China 1974-1975: Modern China's Uncle**

George Bush Presidential Library and Museum

Fig. 6. George and Barbara Bush in China.

To George Bush (Fig. 6) the U.S. and China relationship was international diplomacy's future. This was a unique cutting-edge assignment, and the People's Republic of China was the new discovery. At age fifty George Bush began work in a country where poverty was rampant, and U.S.-China relations were just beginning to unthaw. The U.S.'s relationship with China was in the process of being reconciled. There was not a formal U.S. Embassy on mainland China. The U.S. Liaison Office informally served the functions a U.S. Embassy would. Bush was the second American

Liaison to China after David Bruce, the well-known career diplomat who opened the China office and previously served in the United Kingdom, West Germany and France.

Little did Bush know then he would become president, and his China experience would be invaluable for sustaining U.S. and China relations through crisis. Going to China was Bush's opportunity to learn, study and prepare for a future high-level government position. At the time Bush envisioned himself as one day becoming Secretary of State [12]. He and Mrs. Bush took Chinese lessons about five days a week. Bush could carry on a basic conversation in Chinese. While in China he toured agricultural collectives, schools, factories, historic sites, Dalian, Manchuria and the oil fields near Harbin. Bush became concerned about the Chinese people's lack of freedom and worker safety.

From his United Nations work experience, Bush already had made Chinese friends. He also had some name recognition and a good reputation among the Chinese [12]. They welcomed him. Upon his arrival to China, Bush's goal was to continue to make more contacts and build friendships. Bush became much more involved in the diplomatic social scene than his predecessor. In his dissertation, *His Biggest Asset: George Bush's Pre-Vice Presidential Career, 1970-1977*, historian Nathan Timothy Ray says,

Through his efforts to meet others, he [Bush] almost single-handedly raised the profile of the U.S. Liaison Office in the Beijing diplomatic community, giving both his Chinese hosts and other foreign nationals a glimpse of the best qualities that the United States and its citizens had to offer.

On a regular basis, George Bush was mingling among the highest level Chinese government and diplomatic officials. He even strengthened the U.S.'s relationship with Africa by regularly visiting the African embassies in China to learn more about the Chinese [12]. Bush moved diplomacy out of the formal realm and into the informal more personal realm. He hosted small informal gatherings where people could honestly talk about politics. While working in Beijing Bush had time to think about U.S. and Asian policy within the Cold War context [12].

### *Value to the Bush Presidency*

As Chief of the U.S. Liaison Office in Beijing, Bush met some of the upcoming Chinese leaders. He met Deng Xiaoping. As U.S. Vice President and U.S. President George Bush built upon his relationship with Deng and achieved great success in U.S. and China relations. His relationship with Deng was extremely valuable for maintaining U.S. and China relations during the Tiananmen Square crisis in 1989 when China violently suppressed a student-led protest. Thousands were killed.

Bush's experience as the informal U.S. diplomat to China prepared him for his Chief Diplomat role as U.S. President. He became more attuned to cultural differences and preferences. He entertained other foreign and Chinese diplomats on a regular basis. He worked to promote the U.S. as a diplomatic friend to other nations.

## **Central Intelligence Agency: Background Information**

During its first 40 years of operation, the CIA focused on protecting the U.S. from its global rival, the Soviet Union [35]. Created in 1947 the Central Intelligence Agency (CIA) is part of the U.S. government's executive branch [35]. Its goal is to protect U.S. from foreign threats. The CIA Director must assess long and short-term security threats. To assess threats, the CIA must gather information, which is referred to as intelligence [35]. Gathering intelligence about potential threats involves the process of spying, otherwise known as espionage. Some of the CIA's espionage activities are kept secret. Secrecy was especially important during the Cold War period of nuclear weapon stock piling by the U.S. and Soviet Union. As technology advanced satellite reconnaissance became a very important intelligence gathering tool. Reconnaissance means to closely look at an area by flying over it and collect information about it during the flight.

Before year 2004 the Director of the Central Intelligence Agency oversaw the Central Intelligence Agency and the Intelligence Community. The mid-1970s Intelligence Community included:

1. Central Intelligence Agency
2. National Security Agency
3. Defense Intelligence Agency
4. Department of Defense Reconnaissance Offices
5. Intelligence elements of the military services
6. Federal Bureau of Investigations (FBI)
7. Department of State
8. Department of Treasury
9. Energy Research and Development Agency

Bush oversaw the intelligence gathering activities and products of nine government entities [36].

### **Director, Central Intelligence Agency 1976-1977**

During his term, George Bush overcame challenges. He was Director of the Central Intelligence Agency during the Cold War when the U.S. and Soviet Union were rivals. He began his position during the aftermath of President Richard M. Nixon's resignation and the public scrutiny of past American intelligence gathering activities. Congress and the American people wanted the Central Intelligence Agency to become more accountable and transparent. That was a huge challenge because much of the Central Intelligence Agency's work was kept secret to protect the United States from its overseas enemies.

Bush's background as political leader helped him navigate the challenges. As a past Congressman, he was comfortable initiating dialogue with Congressional leaders. In his role as Director of the Central Intelligence Agency, he served as its spokesman to

Congress and the U.S. President. Bush was well-prepared for handling any Congressional oversight and legislation.

As the Central Intelligence Director, Bush's intelligence program decision body ranked just below the President and his National Security Council [36]. He received more presidential interaction and support than any other Central Intelligence Agency director in the past [36]. His position gained new prominence during President Gerald R. Ford's administration. Bush met with President Gerald R. Ford on a regular basis to keep him informed of Central Intelligence Agency's activities. Ford issued Executive Order 11905 regarding U.S. Foreign Intelligence Activities. This elevated and strengthened Bush's role and the agency's intelligence activities. It created a formalized structure within the agency for foreign intelligence activities. The executive order also established the Intelligence Oversight Board, located in the executive branch, to monitor and report abuses [36].

Bush successfully completed the first Central Intelligence Agency reorganization since 1947 [36]. He did it without any chaos and controversy despite the fact he released 12 of the 16 senior administrators from their positions. He did this during his first six months on the job [12]. Bush selected the senior officers and created a new staffing structure for his 196 employees [36].

Expensive satellite reconnaissance activities were a key intelligence issue during Bush's directorship of the Central Intelligence Agency. Bush approved a budget allocation of \$250 million for new information collection technology programs [12]. This budgetary allocation included funds for two radar imaging satellite systems [37], [12]. Bush supported continuing intelligence gathering technological advances. This was very important during this time of nuclear weapons concerns. Satellites were being launched into orbit to collect information in the form of photographs.

The threat of nuclear war loomed large. The Cold War centered upon the nuclear weaponry build up of the U.S. and Soviet Union. Prior to Bush's term as director, fifteen years of space reconnaissance had already been done [38]. Yet, the U.S. still had a goal of moving from film-based to digital imagery systems. Digital images would provide the intelligence gathering staff and military leaders with real-time image access. The new satellite technology was essential for monitoring nuclear weapons testing and increasing global stability. From 1976 to 1986 the U.S. was the only country with this satellite technology [38].

In the last month, December 1976, of Bush's term, a breakthrough in satellite photo reconnaissance occurred. The KH-11 was launched. It was the first photo reconnaissance satellite to provide digital images in close to real time [38]. Even though the images weren't quite received in real time, they were received quickly, and this was a tremendous achievement. When taking photographs, the KH-11 could distinguish between military and civilian personnel [38].

Bush is known for improving the Central Intelligence Agency's image. As director, Bush led with positive confidence [36]. His leadership attitude example helped CIA employees stay calm and overcome the negative publicity which initially surrounded their work [36]. At this point in his professional life, Bush had experience campaigning for people and objectives. He effectively used the media as a vehicle to

promote the Central Intelligence Agency and its staff. He also used the media to help re-establish the public's understanding for the need for intelligence gathering activities.

At the CIA Bush was known for his inclusive leadership style, open communication and team-oriented approach. Bush's leadership style improved Central Intelligence Agency employee morale and operations in general. The boost he gave to the agency's image helped, but truly his leadership style was the key factor. Bush went beyond the norm to show how much he valued and supported his staff. He acquired a fourth star military service rank for his Deputy to the Director of Central Intelligence for the Intelligence Community, who was a Vice Admiral [36]. Some of Bush's leadership style may have been influenced from his experience working on the Ways and Means Committee in the Congressional House of Representatives. For four years he worked under the legendary Arthur Mills, who was known for his team and consensus building activities and personal diplomacy as much as his legislative success.

### *Value to Bush's Presidency*

President George Bush understood the importance of intelligence gathering activities. That was his mission as a young U.S. Navy reconnaissance pilot. When he was the Director of the Central Intelligence Agency, he oversaw the production of intelligence reports to the executive branch. As U.S. President he became an intelligence report consumer. At the dedication and naming of the Central Intelligence Agency headquarters to the George Bush Center for Intelligence, the CIA leadership said they knew President Bush read all of their Intelligence Briefings.

As Commander in Chief, satellite reconnaissance activity was valuable to him. For the first time ever, satellites became fully integrated into modern American warfare during the Persian Gulf War [38]. President Bush saw satellite reconnaissance technology in action. Satellite technology was used to create new maps of the war territory [38]. The existing maps were outdated. Satellite imaging intelligence technology was used to plan aerial combat and ensure minimal civilian casualties. It helped protect hospitals and mosques from attack [38]. It greatly contributed to the U.S. military victory [38].

In his presidential role as Commander in Chief, President Bush interacted with high-level military and U.S. Department of Defense officials. Bush's CIA director position gave him experience working with high-level officials in the executive branch and Department of Defense. Bush reported to the National Security Council every other week when implementing Executive Order 11905 [36]. While preparing the consolidated national intelligence budget, he interacted with U.S. Pentagon officials [36]. As chair of the Committee on Foreign Intelligence, Bush worked with two important members of the president's staff. They were the Deputy Secretary of Defense and the Deputy National Security Advisor [36].

President Bush's foreign policy and National Security Council staff selection may have been shaped in part by his experience at the CIA. Bush's experience as CIA director gave him a new understanding of foreign relations. This led him to think about the assembly and operation of the president's foreign policy staff [9]. Bush learned how

the U.S. national security system was structured. He gained experience overseeing the budget of the Central Intelligence Agency, which is a large executive level organization.

### **George Bush Center for Intelligence Dedication 1999**

President George Bush received a very special honor for his extraordinary service to the Central Intelligence Agency. On April 26, 1999 the Central Intelligence Agency headquarters in Langley, Virginia was named the George Bush Center for Intelligence. Prior to giving his acceptance speech, President Bush was introduced by Director of Central Intelligence, George Tenet. The following are excerpts from Director Tenet's speech. He said,

You have been a champion of scientific intelligence – a leader who deeply appreciated the crucial role that technology plays in protecting our national security.

You have always understood how vitally important it is for our national leaders to be able to make their decisions based on the most complete information and the best analysis possible. As DCI, as Vice President and as President you read every single Daily Brief that the Intelligence Directorate produced. Even if they doubted that anybody else in the government was reading their stuff, they could always count on you!

Thanks in great measure to your leadership, our country no longer confronts the worldwide threat from a rival superpower that we did during the Cold War. But as the 21st century approaches, we must contend with a host of other dangerous challenges – challenges of unprecedented complexity and scope [39].

President George Bush spoke at the dedication ceremony. The following are excerpts from his speech. He said,

I left here some 22 years ago after a limited tenure, and my stay here had a major impact on me. The CIA became part of my heartbeat back then, and it's never gone away. In my opinion, of the many agencies comprising the Executive Branch, the men and women of CIA - many of whom I'm privileged to say are here - exemplified the best about public service, here service to country comes first. You're ever vigilant, always looking out for the nation's best interests, but rarely getting the credit that you deserve. You never sit at the head table; never get singled out. You are there out of love of country...

Your mission is different now than it was back then. The Soviet Union is no more. Some people think, "What do we need intelligence for?" My answer to that is we have plenty of enemies. Plenty of enemies abound. Unpredictable leaders willing to export instability or to commit crimes against humanity. Proliferation

of weapons of mass destruction, terrorism, narco-trafficking, people killing each other, fundamentalists killing each other in the name of God. These and more. Many more...

It has been said that "patriotism is not a frenzied burst of emotion, but rather the quiet and steady dedication of a lifetime." To me, this sums up CIA - Duty, Honor, Country. This timeless creative service motivates those who serve at Langley and in intelligence all across the world.

It is an honor to stand here and be counted among you. Thank you very, very much. [40].

### **U.S. Vice President 1981-1989**

George Bush served as U.S. Vice President for eight years under President Ronald Reagan. The Ronald Reagan presidency and the subsequent George Bush presidency are the two most important U.S. presidencies in modern history. Reagan gave the U.S. a new sense of direction, strong confidence and economic prosperity. Important world events occurred during the Reagan administration. The Cold War between the U.S. and Soviet Union continued. Nuclear weapons limits and reductions were the constant focus of U.S. and Soviet Union discussions. The U.S. and China relationship was maturing thanks to President Reagan and Vice President Bush's efforts to maintain and improve it.

The experience Bush gained as U.S. Vice President solidified and expanded his diplomatic talents and relationships with world leaders. During his Vice Presidency, Bush represented the U.S. and President Reagan at state funerals for world leaders and on special missions to meet with world leaders. From 1981 to 1987 Vice President Bush traveled to 73 countries for substantive and ceremonial presidential assignments [41].

President Reagan's foreign policy successes were largely the product of Vice President Bush's unequalled knowledge, experience and hard work. Serving as U.S. Vice President, George Bush met very important world leaders and participated in high level meetings with them. Some notable examples of leaders whom he interacted with are: Mikhail Gorbachev (Soviet Union leader), Margaret Thatcher (British Prime Minister), Li Xianien (Chinese President) and he reconnected with Deng Xiaoping (De facto Ruler of China), whom Bush had known from his service as Chief of the U.S. Liaison Office to China [41]. In addition to these prominent leaders, Vice President Bush met many other world leaders.

Vice President Bush paved the way for President Reagan's meetings with the world leaders. At certain points during the Reagan administration, Vice President Bush was sent to resolve misunderstandings in the U.S. relationships with the Soviet Union and China. In his book, *A World Transformed*, Bush mentions some of these situations. Vice President Bush served as the mediator between the countries involved and informant to President Ronald Reagan.

George Bush was an accomplished diplomat, public servant and businessman. He was very capable and loyal to President Reagan. President Reagan sent him on many



substantive diplomatic assignments. Prior to his presidency, Reagan did not have any international diplomatic experience. Thus, Vice President Bush served to compensate for Reagan's weakness in the global and diplomatic aspects of presidential leadership.

During his vice presidential visit to China to open a U.S. Consulate General Office, Bush saw how China was modernizing [41]. The government leaders were wearing Western style business suits. Three hundred people were employed by the U.S. Embassy in comparison to the staff of thirty he had when he was Chief of the U.S. Liaison Office in the mid-1970s. He observed Deng's change in perspective on Taiwan and acceptance of its status as part of China operating under a different governmental system.

Not only was China changing, but American's attitudes towards China were also changing. In the 1980s under the Reagan and Bush presidential leadership team, the world saw the growth and emergence of China. Three years, after his presidential term began, President Reagan described some of China's affects on the lives of the American people in his remarks at Fudan University, China in 1984.

I wonder if you're aware of the many ways China has touched American life? The signs of your influence and success abound. If I were spending this afternoon in Washington, I might look out the window and see a man and woman strolling along Pennsylvania Avenue wearing Chinese silk. They might be on their way to our National Portrait Gallery to see the Chinese art exhibit. And from there, perhaps they would stroll to our National Gallery to see the new building designed by the Chinese American architect, I.M. Pei. After that, they might end their day dining in a restaurant that serves Chinese cuisine [42].

Middle East terrorism, war and unrest were topics of great concern during Bush's Vice Presidency. He was sent to Beirut, Lebanon after the terrorist attack on a U.S. military housing compound killing 242 Americans. Seeing first-hand the terrorisms' senseless destruction made this the most difficult Vice Presidential trip for Bush [135]. He was reminded of the U.S. ambassador's murder, which occurred when Bush was the Central Intelligence Director in 1976. Vice President Bush became even more aware of terrorism's threat and potential for more death and destruction if the Middle Eastern instability continues.

Government regulations were dramatically reduced by Vice President Bush. Immediately, President Reagan assigned Bush to lead the Task Force on Regulatory Relief. It supported President Reagan's campaign promise to eliminate unnecessary government regulation and interference. Achieving these objectives required reducing taxes and government spending. Both required U.S. Congressional approval. Bush used his Congressional knowledge and experience to become an effective presence [43].

Bush's past U.S. Congressional experience, service on the Ways and Means Committee and business experience gave him the necessary expertise. Bush's achievements were easily seen when the number of government regulations published in *The Federal Register* was systematically reduced by Vice President Bush. The Federal Register is the U.S. government's daily newspaper, which contains executive orders,

proposed rules and public notices, federal agency regulations and other presidential documents [44]. It is read by business regulators, government officials, attorneys and the public.

President Reagan praised Vice President Bush's government deregulation achievements during his Address before a Joint Session of Congress on the State of the Union in January 1984. He said,

Under the leadership of Vice President Bush, we have reduced the growth of Federal regulations by more than 25 percent and cut well over 300 million hours of government-required paperwork each year. This will save the public more than \$150 billion over the next 10 years [45].

Vice President Bush took national action to fight the war on illegal drugs. He was very responsive to the concerns of the American people. This is evident in his willingness to ask President Reagan for support to create and lead the South Florida Task Force. The purpose of the South Florida Task Force was to prevent illegal drug smugglers and drugs from entering the U.S. [43]. The South Florida Task Force was created at the request of private citizens, who were concerned about the increased drug traffic in Miami, Florida. The South Florida Task Force was a cooperative effort between the Executive Branch of government (White House and other government agencies) and civilian agencies. It involved the U.S. Secretaries of Defense, Transportation and State and U.S. Coast Guard. Vice President Bush successfully led the domestic war against illegal drugs.

President Reagan's domestic policy benefited from Bush's expertise and his existing professional network of contacts within the U.S. Congress. Bush still had friends in Congress, and he tirelessly used those professional contacts to promote President Reagan's domestic policies [43]. Bush's past service as U.S. Congressman greatly benefited President Reagan and the American people. Vice President Bush got tax reduction laws passed. He helped reduce the amount of taxes American's paid.

#### *Value to the Bush Presidency*

Bush's eight years of service as Vice President during the Reagan administration provided tremendous value to him as U.S. President. The diplomatic relationships he cultivated during his Vice Presidency opened doors for serious world affairs discussions and negotiations with global leaders. President George Bush brought the Cold War between the U.S. and Soviet Union to an end. The established diplomatic relationship Bush had developed with Mikhail Gorbachev, leader of the Soviet Union, built the necessary foundation for the difficult negotiations, especially about weapons and military force. It also established the personal connection between the two leaders and allowed for open honest discussions about their countries' situations and world affairs. The experience Bush gained as U.S. Vice President solidified and expanded his diplomatic talents and relationships with world leaders.

During his vice presidency, Bush received all of the same foreign policy and intelligence briefings as President Reagan [43]. When Bush was the Central Intelligence Agency Director he prepared the intelligence reports for U.S. President Ford. Now, Bush was receiving them. The receipt of presidential information prepared Bush for the types of information he would receive as U.S. President. Bush became a presidential information expert and knew exactly what information he needed, how to get it and how to use it.

All of Bush's experience attending Presidential Cabinet meetings totaled 10 years and prepared him for presiding over the Presidential Cabinet as U.S. President. Bush's experiences as Vice President, Central Intelligence Agency Director and U.S. Ambassador to the United Nations got him accustomed to attending Cabinet meeting with the U.S. President and other high level U.S. government officials. As Vice President Bush was a member of the National Security Council and Presidential Cabinet member. In the President's absence Vice President Bush would preside over the Cabinet meetings. As Central Intelligence Agency Director he was a member of the National Security Council and Presidential Cabinet. The U.S. Ambassador to the United Nations position gave Bush his first Presidential Cabinet membership, which in the Nixon administration.

Vice President Bush had special access to President Ronald Reagan. The two regularly met for lunch on Thursdays in the White House [41]. This gave Bush opportunities to discuss vital matters with President Reagan and view the U.S. Presidency at a more personal level. Bush's exposure to U.S. Presidents began earlier in his career when he worked with Presidents Nixon and Ford. Reaching the Vice Presidency was a high point for Bush and also a point where he probably began to feel quite at home in the White House atmosphere. This experience reaffirmed and built upon his familiarity with the U.S. Presidential role, functions and setting. The experience Bush gained as U.S. Vice President solidified and expanded his diplomatic talents and relationships with world leaders.

Vice President Bush gained valuable domestic policy experience. He successfully led two important domestic policy task forces: the Task Force on Regulatory Relief and South Florida Task Force. Bush achieved tangible results leading the Task Force on Regulatory Relief and gained more experience in analyzing tax decreases and the executive budget process.

Through his leadership of the South Florida Task Force, Bush gained additional experience working with a team of government executives and learned about the drug threat to the U.S. and its casualties. He learned first hand how U.S. drug enforcement agents are killed in the line of duty. One year after the establishment of the South Florida Task Force, Vice President Bush presented medals to the families of Bureau of Alcohol, Tobacco, and Firearms agents who were killed fighting the war on international drugs.

**U.S. President, George Bush, 1989-1993 (Fig. 7 and Fig. 8)**



George Bush Presidential Library and Museum

Fig. 7. George Bush, 41<sup>st</sup> President of the United States.



George Bush Presidential Library and Museum

Fig. 8. U.S. Capitol Building. The U.S. Capitol Building is decorated for President George Bush's inauguration celebration.

President George Bush strategically shaped our global landscape through the decisions he made. Four dramatic world changing events occurred during Bush's presidency: the continued opening of China, the fall of the Berlin Wall, reunification of Germany, end of the Cold War and the liberation of Kuwait from the Iraqi dictator Saddam Hussein. Had someone else been President our world and international economy would be quite different and probably disastrous.

*Tiananmen Square, China 1989*

President George Bush understood the Chinese leadership's mentality, values and culture. His work experience as the U.S. Liaison Office Chief, U.S. Ambassador to the United Nations and U.S. Vice-President gave him this knowledge. His immersion in China serving as the U.S. Liaison Office Chief truly gave him a first-hand understanding of the leadership, culture and country. Over the years, many of the Chinese leaders he met continued to rise in power paralleling his own rise to the U.S. Presidency.

President Bush's existing high-level Chinese government personal contacts and his China work experiences were invaluable to him for sustaining U.S. and China relations through a crisis. During his first six months as U.S. President, Bush faced the Tiananmen Square crisis in China. The Tiananmen Square crisis involved a student led pro-democracy protest, which lasted seven weeks. The protest was unplanned. The events leading up to the Tiananmen Square crisis began with Chinese students mourning the death of Hu Yaobang, the former Communist Party General Secretary [46]. To mourn and honor Yaobang, they brought wreaths to Tiananmen Square.

Yaobang was remembered as a Chinese revolutionary who supported democracy and wanted quick change. Yaobang helped Deng Xiaoping gain power, and he was mentored by Xiaoping, the Chinese Communist Party leader. During the mid-1980s Yaobang oversaw China's daily operations and began the opening of its political system and economic markets [47]. He was one of the first Chinese Communist Party leaders to wear a Western style suit and tie [47]. Between 1986 and 1987 Chinese students organized pro-democracy demonstrations during a time of high inflation and social unrest. The Chinese Communist Party leaders blamed Hu Yaobang. Surrounded by secrecy, Hu Yaobang resigned in 1987. He was disgraced. It is said Deng Xiaoping did not like Hu Yaobang's fast pace of democratic change [31].

The Chinese students' mourning evolved into a pro-democracy protest. Initially, the Chinese students bearing floral wreaths came to Tiananmen Square on April 15, 1989 to mourn the death of Hu Yaobang, the former Communist Party General Secretary [46]. After mourning Hu Yaobang, the students chose to stay in Tiananmen Square, which is in central Beijing. They had a list of demands for the Chinese government leaders [48]. The students asked for government reform.

The number of protestors grew to about a million people in May 1989 [48]. The Chinese government and the city of Beijing could not function when Mikhail Gorbachev, the Soviet Union head of state, made his first official visit to China on May 15, 1989 [48]. It had been 30 years since a leader of the Soviet Union had visited China [48]. China and Soviet relations were beginning to improve.

The world watched as the Tiananmen Square funeral event became a large-scale display attempting to force Chinese government reform. In an unprecedented historic act, the foreign media filmed and broadcast the Chinese protest all over the world. This was a first in Chinese history [49]. The Western and foreign press were stationed in China awaiting Gorbachev's historic visit. Instead of capturing it, the media focused on the protest, which had grown once the Chinese realized the media was interested [48]. Eventually, the protest decreased in size, but peaceful government attempts to stop it did not work. The Chinese government leadership was frustrated [48].

Although the protest was peaceful, the Chinese government leaders declared martial law when the protestors refused to disband and stop the demonstration. On June 4, 1989 the Chinese army shot and killed thousands of unarmed protestors, primarily from the academic community. The Tiananmen Square crisis became known as a massacre. This protest involved the most fatalities in China's history.

President Bush had to decide how the United States should respond to the Chinese leadership's violence in ending the protest. In his book, *A World Transformed*, President Bush discusses his decision-making process in detail. His book is the only data source able to accurately capture what he was thinking amidst the crisis. President Bush says he wanted to show the Chinese government military force was unacceptable but did not want to harm the Chinese people. He wanted to target his response towards those responsible for it. The Chinese Communist Party leadership ordered the brutal suppression, and the People's Liberation Army, the Chinese army, carried out the order.

President Bush did not want to lose China. After all, he worked so hard in building the relationships with the Chinese Communist Party leaders. Looking back at his earlier career and work experience in China, he knew he did not want to ruin the relationship President Richard M. Nixon re-established in 1972, and Bush himself continued as U.S. Liaison Office Chief. As U.S. Vice President, Bush continued nurturing the U.S. and China relationship. President Ronald Reagan called upon Bush to stabilize U.S. and China relations. Bush made an official visit to China. He reassured Deng Xiaoping that the U.S. accepted the People's Republic of China despite the language used in Ronald Reagan's presidential speeches. To the Chinese the language used by American politicians seemed insincere and lacking in meaning.

Even as U.S. President, Bush was still working on improving U.S. and China relations. Before Gorbachev's visit to China and the Tiananmen Square tragedy, President Bush visited China. In February 1989 President Bush met with high-level Chinese Communist Party leaders. At the meeting China's Premier, Li Peng, told President Bush he was interested in more U.S. investment in China but did not want U.S. interference in China's internal policies. Premier Peng also thanked President Bush for the U.S. support of a reforming China. President Bush also spoke with Deng Xiaoping, whom he has known since his U.S. Liaison Office days. Their meeting style resembled the informal honest political discussions Bush had pushed for during his leadership of the U.S. Liaison Office. Deng openly spoke about China's internal and foreign policy struggles and said he considered President Bush a friend.

In formulating his decision, President Bush recognized the strategic and diplomatic value of the U.S. and China relationship. He also personally valued it. He saw the U.S. and China relationship as hope for China's reform. President Bush truly believed China was slowly changing.

### *Fall of the Berlin Wall 1989*

During World War II, the Allied Powers defeated Germany. The Allied Powers were the United States, the United Kingdom, Union of Soviet Socialist Republics and France. After the war Germany was divided into four parts. Each Allied Power occupied a region of Germany. Thus, each country ruled over a part of Germany although it actually wasn't that separate. The United States, United Kingdom and France merged their parts and ruled them with a parliamentary democracy. This merger and governmental agreement created what was known as West Germany. The Soviet Union chose to create a Communist controlled state with their part. This Communist-controlled section became known as East Germany. The country of Germany was divided into the democratic West Germany and the Communist-controlled East Germany separated by Berlin Wall.

The Berlin Wall symbolized the Cold War. In 1961 the concrete and steel Berlin Wall dividing West and East Germany was built. Its purpose was to keep the East German people from escaping to West Germany where the living conditions and economic opportunities were better. The Berlin Wall was not decorative. It was guarded and fortified to keep people from escaping. East Germans who tried to escape were killed. There were tank traps and ditches on the East side to make escaping impossible. The Berlin Wall was 12 feet in height and 103 miles in length [50]. Very few East Germans escaped. The Berlin Wall also kept Allied Forces from entering East Germany.

Hungary stood up to the East German and Soviet Communist regimes on September 10, 1989 by purposely opening its borders [48]. This pushed the East German country to the verge of collapse. In one day 10,000 East Germans escaped. Hungary's symbolic statement was the result of democratic reforms occurring under new government leadership within the country. Earlier in the summer of 1989, Hungary already had opened its borders near Austria. East Germans left their country using the claim of summer vacation and escaped to West Germany through Hungary. Thousands of people escaped through Hungary. With Hungary's help the Berlin Wall became meaningless during the summer of 1989.

The Berlin Wall fell on November 9, 1989.

In President Bush's Thanksgiving address to the American people and world, he described the Berlin Wall. He said,

The world was haunted by the images of watchtowers, guard dogs, and machineguns. In fact, many of you had not even been born when the Berlin Wall was erected in 1961. But now the world has a new image, reflecting a new reality: that of Germans, East and West, pulling each other to the top of the wall,



a human bridge between nations; entire peoples all across Eastern Europe bravely taking to the streets, demanding liberty, pursuing democracy. This is not the end of the book of history, but it's a joyful end to one of history's saddest chapters.

Just yesterday, the West German Foreign Minister gave me a piece of the Berlin Wall, and it's on my desk as a reminder of the power of freedom to bring down the walls between people [51].

### President Bush's Role

President Bush believed the best response was a constructive one. In the case of the Berlin Wall, he was hesitant to respond too quickly. Reflecting on how the Chinese Communist Party ordered the use of force to quash the protest in Tiananmen Square, President Bush was cautious and judicious in how he responded. He did not want to see similar bloodshed in Germany. President Bush had to anticipate Mikhail Gorbachev's, the leader of the Soviet Union, response. He also did not want to upset the East German people's self-determination process.

In his response to the unfolding drama, President Bush stayed calm, steady and composed under pressure. Even though he was not ready to respond, President Bush allowed his Press Secretary to call a spontaneous news conference in his office. The atmosphere was informal but far from relaxed. The media barged in up to the point where news reporters were pushing against President Bush's desk. President Bush said,

I welcome the decision by the East German leadership to open the borders to those wishing to emigrate or travel. And this, if it's implemented fully, certainly conforms with the Helsinki Final Act, which the GDR [German Democratic Republic] signed. And if the GDR goes forward now, this wall built in '61 will have very little relevance. And it clearly is a good development in terms of human rights. And I must say that after discussing this here with the Secretary of State and the national security adviser, I am very pleased with this development.

We are handling it in a way where we are not trying to give anybody a hard time. We're saluting those who can move forward with democracy. We are encouraging the concept of a Europe whole and free. And so, we just welcome it [52].

Prior to the fall of the Berlin Wall, President Bush and Gorbachev scheduled a December meeting off the coast of Malta, the island colony near Sicily. A news reporter asked President Bush how he thought the recent events would affect the meeting. President Bush said,

When you see citizens wanting to go and flee what has been an oppressive society, clearly that is a message that Mr. Gorbachev will understand. He sees it not only in Eastern Europe, but he sees it inside the Soviet Union. And so, we'll have a good, lively -- before these developments took place, I have said that we would be discussing the rapid change inside Eastern Europe [52].

President Bush chose his words very carefully. In doing so, President Bush preserved diplomatic relations between the United States and the Soviet Union. Even though the Soviet Union and United States were not best friends, President Bush did not want to antagonize the leadership. President Bush's National Security Advisor, Brent Scowcroft and West German Chancellor Helmut Kohl agreed President Bush chose the best strategy.

### *Cold War Ends*

The Cold War refers to the historical rivalry between the United States and Soviet Union. Both were international superpowers at the time. The U.S. represented democracy and capitalism. The Soviet Union represented dictatorship, the Soviet-controlled bloc of Eastern European countries and Communism. The countries depicted each other as enemies. The Cold War began in the mid-1940s and continued to 1989.

Cold War is a diplomatic term for a type of war [53]. It is when the competing countries do not directly fight each other [53]. Instead, they used other means to fight for their political beliefs. An example is the Vietnam War. South Vietnam was anti-Communist so the United States helped it. The Soviet Union and Communist China helped North Vietnam, which was pro-Communism.

The Nuclear Arms Race defined the Cold War. The U.S. and Soviet Union competed in the number of advanced military weapons each country had. The emphasis was on nuclear technology. Both countries stockpiled their nuclear weapons. It was believed which ever country had more nuclear weapons than the other was most powerful.

International foreign policy was heavily influenced by the Cold War. The Cold War created two international military alliances: The North Atlantic Treaty Organization (NATO) in 1949 and the Warsaw-Pact in 1955. NATO was and still is an alliance of North American and European countries. The Warsaw-Pact was the Soviet Union's response to NATO. The Warsaw-Pact consisted of Soviet-controlled Communist states. The Warsaw-Pact was dissolved with the fall of the Soviet Union.

## President Bush's Role

President Bush's calm diplomatic reaction to the fall of the Berlin Wall helped end the Cold War. President Bush preserved the U.S. and Soviet Union relations. This set productive conditions for his future meetings with Gorbachev. It eased the potential tension.

President Bush's open and honest diplomatic relationship with Gorbachev led to the end of the Cold War. President Bush had more interaction with a Soviet Union leader than any other previous U.S. President [48]. President Bush and Mikhail Gorbachev, the leader of the Soviet Union, interacted and met many times. Their diplomatic relationship evolved to a first name basis over the years [48]. The Bush and Gorbachev relationship dates back to George Bush's Vice Presidency. Bush first met Gorbachev in 1985 when they were attending the funeral of Konstantin Chernenko, Gorbachev's predecessor.

President Bush used his personal diplomacy and consensus building tactics to normalize U.S. and Soviet Union relations. Before the fall of the Berlin Wall, President Bush and Gorbachev had agreed to a future meeting to discuss U.S. and Soviet relations. There was a lot of political and public interest in what would be discussed at the meeting.

While speaking at the Biannual Convention of the American Federation of Labor and Congress of Industrial Organization, President Bush addressed the interest by stating,

At Malta, I will work to advance that process of reform and democracy. And I also want to know what President Gorbachev thinks of the challenges that he faces at home and of the new course that he has set out for Soviet policy in Eastern Europe... I also want to talk with President Gorbachev about the opportunities to move beyond containment in U.S.-Soviet relations, to find areas of mutual advantage in our relationship.

The key to freedom rests in our hands. With that key, nothing is impossible. The door to democracy will remain unlocked, to each according to his ability to dream [54].

As a man of action and ambition, President Bush had a plan. On Thanksgiving Day in 1989, President Bush addressed the American people. He spoke about his intentions regarding the Cold War.

I am reaching out to President Gorbachev, asking him to work with me to bring down the last barriers to a new world of freedom. Let us move beyond containment and once and for all end the cold war.

More recently, quiet diplomacy, working behind the scenes, has achieved results. We can now dare to imagine a new world, with a new Europe, rising on the foundations of democracy.

America wants President Gorbachev's reforms, known as perestroika, to succeed. And America wants the Soviets to join us in moving beyond containment to a new partnership [51].

Clearly stating America's support of Gorbachev's reforms was very important to President Bush. When he served as Vice President under Ronald Reagan, Bush was sent to tell Gorbachev the U.S. supports a reforming Soviet Union. In his own presidential address, President Bush wanted to reinforce this so there were no doubts. President Bush spoke of freedom's power to bring down walls between people. This seems to foreshadow his future meeting with Gorbachev.

In concluding his speech, President Bush's theory of action and follow-through support in reaching normalized relations was evident. He references the future meeting and says,

Off the island nation of Malta, Mikhail Gorbachev and I will begin the work of years.

Peace is not the work of a single day, nor will it be the consequence of a single act; and yet every constructive act contributes to its growth [51].

President Bush saw a change in Gorbachev. Less than a month after the fall of the Berlin Wall, President Bush and Mikhail Gorbachev met. President Bush made remarks at a news conference in Brussels, the capital of Belgium. After the conference, President Bush responded to questions from media reporters. In responding to a reporter's question about how his view of Gorbachev has changed over the past year, President Bush said,

As I watched the way in which Mr. Gorbachev has handled the changes in Eastern Europe, it deserves new thinking. It absolutely mandates new thinking. And when I see his willingness to give support to a CFE agreement that calls for him to disproportionately reduce his forces and that is there on the table, I think

that mandates new thinking. When I hear him talk about peaceful change and the right of countries in the Warsaw Pact to choose, that deserves new thinking.

And so, I approach this -- and I think in step with our allies -- with a certain respect for what he's doing. And thus we want to try to meet him on some of the areas where he needs help. I'm thinking of a few suggestions I had in the economic area. But I also believe that the West must remain strong and together and try to be helpful where we can in a united way, but not be imprudent [55].

By maintaining a humble, helpful attitude during the fall of Communism and the Berlin Wall, President George Bush allowed the changes to unfold naturally. His low-key approach maintained and strengthened the U.S. and Soviet Union relationship. President Bush did not bask in the Soviet Union Communist system's failures. Instead he offered his continued support and help. This made an incredible difference in how peacefully the changes unfolded. President Bush's actions acknowledged his respect for Gorbachev's power and judgment as the leader of the Soviet Union. The leadership approach President Bush took during the fall of Communism helped to reinforce his diplomatic relationship with Mikhail Gorbachev. Their diplomatic relationship led to over very important changes, such as the military force reduction in Europe and nuclear arms reduction agreements. The freed of the Eastern European countries from Soviet Communist control, the fall of the Berlin Wall, military force and nuclear weapons reductions agreements and the collapse of the Soviet Union led to the end of the Cold War.

### *Persian Gulf War 1990-1991*

President George Bush led a multinational coalition of forces to free the small oil-rich country of Kuwait in the Persian Gulf from the cruel capture by Iraqi dictator Saddam Hussein. The war began on August 2, 1990 when Iraq invaded Kuwait. Five days later U.S. military forces arrived in Saudi Arabia. Operation Desert Shield began. Operation Desert Shield was the first military operation of the Persian Gulf War. Operation Desert Storm was the second military operation.

Operation Desert Shield was aimed at protecting Saudi Arabia from capture by Hussein. At this point in history Iraq had the largest military force in the Middle East. The protection of the oil-rich Persian Gulf countries, especially Saudi Arabia, was a concern. None of the countries at risk had enough military force to defend themselves. Kuwait was the first country seized, but others were at risk, too. This is why President Bush was concerned and organized an international effort to prevent Hussein's further expansion and to liberate Kuwait.

Operation Desert Storm was the large scale battle to liberate Kuwait. It included military units from all over the world. On January 17, 1991, Operation Desert Storm and the air war attacks began. Iraq attacked Israel on January 17, 1991 [56]. Beginning in mid-January when the Coalition forces attacked and continuing through out the war, Iraq spilled massive amounts of oil into the Persian Gulf creating an oil slick. The oil covered thousands of shoreline miles and threatened the region's desalination plants, which provided drinking water for the people. The environment and ecosystem were devastated. This was the worst oil spill in history. Iraq was destroying Kuwait's oil resources and production capacity.

In addition to releasing the thick oil into the Persian Gulf where it suffocated living creatures and plants, the Iraqi military created oil fires. These began in January but peaked in February as the war drew to an end. The majority of the oil fires were ignited as the Iraqi troops were forced out of Kuwait. Heavy black smoke filled the air. The air pollution became a great health concern. At the oil fires' peak 4 to 6 million barrels of crude oil burned each day [57]. It took oil well fire fighting specialists and workers from 37 countries to extinguish the oil fires. The last oil fire was extinguished in April 1991, two months after the end of the Persian Gulf War. The last Kuwaiti oil well was capped in November 1991.

Saddam Hussein, the ruthless Iraqi dictator, wanted to destroy Kuwait's oil storage and production. He also thought the oil fires and spill might deter military attacks by the multinational coalition. Neither the oil fires nor spills could stop the multinational coalition. The oil spill and fires were examples of ecoterrorism, modern warfare's new threat.

Amidst the battles and devastation in Kuwait, Iraq attacked Saudi Arabia on January 29, 1991. During the war President Bush met with his National Security Council advisors several times a day. Fig. 9 shows President Bush meeting with his advisors on the day Saudi Arabia was attacked.



George Bush Presidential Library and Museum

Fig. 9. National Security Council Briefing. President Bush and his National advisors met in his Oval Office in the White House to discuss the Persian Gulf War. The date this photograph was taken is January 29, 1991.

## Saddam Hussein

Saddam Hussein was the aggressive dictator of Iraq. Hussein controlled Iraq from 1979 to 2003. He ruled the country for 24 years. He remained in power after the Persian Gulf War but was defeated by President George W. Bush's Operation Iraqi Freedom in 2003. He was captured by U.S. Military forces, brought to trial on charges against humanity, found guilty and executed by the democratic Iraqi government.

Prior to the Persian Gulf War, Iraq had the largest military force in the Middle East [58]. Saddam Hussein was known to be violent and cruel. He did not tolerate any internal opposition from his people and delivered cruel punishments or death to anyone who did not support his rule. He killed his daughters' husbands [59]. The couples fled Iraq but returned believing they would be forgiven. .

Hussein conducted large scale genocide on Iraqi citizens: the Kurdish people and Shia Muslims. He ordered the systematic killing of the Kurdish people living in Northern Iraq where Iraq's best oil fields are located. The Kurdish did not speak Arabic, and they practiced a different form of Islam [60]. They live in Northern Iraq along the border to Iran. They aligned with Iran. Iraq fought a war against Iran. Hussein wanted to eliminate the Kurdish people. Some examples of his genocide are the capture and disappearance of 8,000 male members of the Kurdish Barzani tribe and chemical weapons killing of an estimated 182,000 Kurdish people. Another chemical weapons attack on the Kurdish people killed approximately 5,000 Kurdish people in one day [63].

The Shia Muslim population of Iraq was persecuted by Saddam Hussein. Iraq is a Muslim country. The Shia Muslims compose 60% to 65% of Iraq's population [61]. Even though they were the majority, Saddam Hussein's Sunni Muslim Ba'ath regime persecuted them. The Sunni Muslims composed about 35% to 40% of Iraq's population and were among the country's elite group. The Shia and Sunni Muslims represent two different sects of Islam. They have different views about which historical Islamic figure is the leader of Islam as well as some other religious differences.

Saddam's targeting of the Shia Muslims began in the 1970s when he removed Shia Muslim businessmen from the country. Shia religious and political leaders were killed. Hussein's attacks on the Shia Muslims escalated in the 1980s with the killing of Shia Muslims in the Dujail village [62]. Even though the Shia Muslims composed most of his military force and fought for him in the war between Iran and Iraq, Hussein still persecuted them.

Besides murdering and torturing the Shia Muslims, Hussein seized their land and financial assets. The Shia Muslims became impoverished and had the worst living conditions in Iraq. Saddam Hussein even destroyed their fertile southern marsh land when they rebelled against him after the Persian Gulf War, This had devastating effects not only on them but on Iraq's agricultural economy. Now, during the reconstruction effort in Iraq the U.S. Department of Agriculture is working to try to restore this land.

Hussein considered the Shia Muslims' characteristics anti-Arab even though they were Arabs [60]. The Shia Muslim men were forced to divorce their wives, who were perceived to be Iranians, and marry Arab wives [60]. Saddam feared the Shia Muslims would try to overthrow his government as the Shia did in Iran during the Islamic



Revolution. After the Persian Gulf War, the Shia Muslims in Southern Iraq and the Kurdish people in Northern Iraq rebelled against Hussein. They had assumed the U.S. would help them overthrow Hussein, but the U.S. did not help. Quickly and violently Hussein stopped the revolt and killed thousands of Shia Muslims and Kurds. Over 250 mass graves sites have been found in Iraq.

Hussein and his regime committed more atrocities. At the time of Hussein's war crimes trial, 500 or more charges could have been brought against him [62]. The Iraqi government chose to limit the charges to 12 to make the trial process quicker and less complex.

The conditions leading up to the Iraq's invasion of Kuwait were:

1. After the war between Iraq and Iran, Iraq was in debt. The war was costly, and Iraq owed billions of dollars to Kuwait for helping during the Iran-Iraq War and for oil purchases [64].
2. Iraq accused Kuwait of exceeding the Oil Producing and Exporting Countries (OPEC) oil production quota.
3. Iraq believed Kuwait was part of Southern Iraq and belonged to Iraq. This was a belief it had since 1961 when Britain gave Kuwait its independence.

### Operation Desert Storm

The Persian Gulf War was "the world's largest military operation since World War II" [65]. Thirty four countries, including the United States, united to wage war on Iraq [66]. Additional, countries offered financial support, use of facilities and medical services. Over half a million American troops were used in the Persian Gulf War [66]. Thirty five thousand women served in the Gulf War [67]. The American death toll for the Persian Gulf War was low [68]. Coalition force combat lasted approximately six weeks. It was a memorable time in media and communications history as live reports came from both the Gulf and enemy sides [69].

Iraq's invasion of Kuwait on August 2, 1990 triggered the Persian Gulf War. Four days after Iraqi's invasions, trade embargos were imposed by the United Nations Security Council [70]. On August 6, 1990 Saudia Arabia asked the United States for protection against possible Iraqi invasion. The U.S. agreed, and Operation Desert Shield began on August 7, 1990. Economic embargos were enforced against Iraq. Saddam Hussein tried to annex Kuwait. The U.N. outlawed any Iraqi attempt to annex Kuwait.

On January 12, 1991 President Bush was given the power by the U.S. Congress to go to war [71]. Five days later Operation Desert Storm began. For the first 33 days the war was being fought from the air [65]. In addition to the battle between armed forces, there was an environmental war waging. Iraq captured a U.S. service woman. This is the first capture of a U.S. service woman [56]. On February 24, 1991, General

Norman Schwarzkopf led the ground war campaign. A few days later a cease-fire is declared, and Kuwait is freed on February 28, 1991.

### President Bush's Role

The Persian Gulf War has been identified as Bush's war [72]. Bush had 80% of the public support at the beginning of the Gulf War [73]. Using his diplomatic skills, experience and personal contact network, Bush created international alliances for the Gulf War. The Gulf War is seen as successful because it met its principal objective, which was to free Kuwait [74]. At times public support for Bush's political and foreign policy actions reached between 80% and 90% [75], [76].

President George Bush identified the Persian Gulf War as his proudest international achievement [77]. He stopped Iraqi dictator Saddam Hussein from capturing any more countries, and the U.S. led the Coalition forces, which freed Kuwait. At the time the war began, Iraq had the fourth largest army in the world. President Bush said despite initial Congressional opposition he forged ahead to do what was right: save a helpless country from inhumane tyranny.

The Persian Gulf War was globally historic for many reasons. A multinational coalition this size was not seen before in world history. The alliances were historic. There was an unprecedented display of U.S. and Muslim World country cooperation. Israel was asked not to participate in order to maintain the Muslim World countries' cooperation in the U.S. led Persian Gulf War. It was a modern war, which was quickly fought and ended with a low death toll in comparison the early historic wars. The Persian Gulf War was the first modern war to use the newest military equipment and weapons. It was the first time the American people saw images from the battlefields as the media broadcast images in real time.

President Bush's leadership during the Persian Gulf War secured the U.S. and Saudi security commitment [78]. Saudi Arabia allowed the U.S. military forces to launch their attack from its land. This is historic and progressive. In the past the Arab world did not allow or encourage U.S. use of its land to stage military attacks. The Arab world did not want U.S. military presence in its countries. The Arab leaders feared the U.S. stay in their countries after the military operations were completed. After Kuwait was invaded by Iraq, Saudi Arabia felt threatened and asked for U.S. military help.

President Bush maintained the trust between the U.S. and allied, Muslim World countries. After the war ended, he quickly withdrew U.S. troops from the involved Persian Gulf countries. He was faithful to his objective, which was to liberate Kuwait. He did not extend the war to try to eliminate Saddam Hussein. He did not try to invade and occupy Iraq. Those were not the terms of the agreement he had made with the allied Muslim World countries. Had President Bush altered the terms of his original agreement the Muslim World countries' trust in the United States would disappear. All of his diplomatic efforts would have been in vain.

During his leadership of the Persian Gulf War, President Bush wanted to set an example of how future wars would be fought. In his book, *A World Transformed*, President Bush said he built his model on these principles:

1. The generation of broad domestic support; the support of the American people.
2. Aggressor countries must not profit from their aggression.
3. The U.S. should not attempt war alone.
4. Obtain United Nations approval in order to gain international support.
5. When the war objectives have been met and the war is over, stop fighting. Do not kill just to kill.

President Bush followed these principles when he led the Persian Gulf War.

In generating support for his war effort, President Bush sought broad domestic appeal. He knew Americans would require justification for risking the lives of U.S. servicemen and women. President Bush worked hard to gain domestic support for the Persian Gulf War, and he was successful. His speeches to the American people helped him describe the evil enemy, Saddam Hussein, and his capture of Kuwait.

President Bush's leadership during the Persian Gulf War boosted the United States' international reputation. President Bush used his diplomatic skills to organize the multinational coalition. He was the leader. The U.S. led the war effort, and its leadership status continued through the war's end.

The U.S. leadership position was supported by U.S. military superiority. Thanks to the modern U.S. military technology the Persian Gulf War ended quickly. The world saw the U.S. military prowess. The U.S. military and its equipment functioned well. The Iraqis had Soviet weaponry, and it did not perform well. As the media broadcast the war activities live, the world saw the U.S. military superiority. This was a shift from the Cold War when the U.S. and Soviet Union were perceived to have equal and competitive weapons capabilities. The world had changed.

The Persian Gulf War and Operation Desert Storm changed the way modern war was fought with the use of highly advanced technology. The U.S. military superiority resulted from President Reagan's large U.S. defense investments and President Bush's continued U.S. defense budget support. Advanced military equipment, such as stealth military aircraft, was used. Much of the Persian Gulf War was air combat. Stealth airplanes, such as Lockheed Martins F-117A Stealth fighter plane was invaluable and invisible to radar detection. By the time the ground war occurred Hussein's military forces were very weak. Laser guided bombs and "smart" weapons were examples of some of the new military technology, which was used to fight the war [79]. New weapons and technology helped make the Persian Gulf War successful.

## **Conclusions**

The results confirm my hypothesis:

H1<sub>A</sub>: President George Bush's pre-presidential career aligned with his presidential roles, added professional value to his U.S. presidency and influenced his presidential achievements.

President Bush and the world greatly benefited from his pre-presidential career. His pre-presidential career aligned with his U.S. presidential roles. Each of his jobs corresponds to a presidential role. It added tremendous professional value to his U.S. presidency and greatly influenced his presidential achievements. His U.S. presidency was successful because it was based on the foundation of his pre-presidential career.

Table 1 shows how President George Bush's career aligned with his presidential roles.

TABLE 1  
PRESIDENTIAL ROLE AND CAREER ALIGNMENT

<b>U.S. Presidential Role</b>	<b>George Bush's Career</b>
Commander in Chief U.S. Armed Forces	U.S. Navy pilot, World War II Received medals; heroic Reconnaissance pilot Photographic intelligence collection  Director, Central Intelligence Agency
National Security Chief U.S. safety	Director, Central Intelligence Agency
Chief Executive government leadership U.S. budget legislation; U.S. Congress	U.S. Congressman Ways and Means Committee
Manager of the Economy U.S. economy prosperity and jobs	Businessman, international oil industry Yale University graduate economics degree
Chief Diplomat world leader national spokesman	Chief, U.S. Liaison Office in Beijing, China
Ceremonial Head of State symbolic	U.S. Ambassador to the United Nations
National Leader promote nation's principles provide inspiration provide comfort attend celebrations attend dedications	Diplomatic career U.S. Ambassador to the United Nations Chief, U.S. Liaison Office
Party Leader political party	Chairman, Republican National Committee

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## APPENDIX I

### 1. PRE-PRESIDENTIAL CAREER ANALYSIS

This section evolved from my first research question, which asked how President Bush's career influenced the world and content of his presidential library. Answering that question led me to wonder about the pre-presidential careers of the other U.S. presidents who have presidential libraries. How might their pre-presidential careers be different from George Bush's pre-presidential career?

#### **Objective One**

To compare President George Bush's career to those who have or will have U.S. presidential libraries.

H1<sub>A</sub>: President George Bush was the only U.S. President within the range of Hoover to Obama to have a pre-presidential career, which prepared him for each of his U.S. presidential roles.

To compare, contrast and distinguish President George H.W. Bush's career from past U.S. Presidents and the current U.S. President, I have created a series of tables beginning with Herbert Hoover and ending with Barack Obama. I selected this range because each of these U.S. Presidents has or will have a presidential library. Plus, the U.S. Presidents prior to President George H.W. Bush set the world conditions George H.W. Bush confronted as he served as the U.S. Vice President under President Ronald Reagan for eight years and as the U.S. Presidency for four years.

The U.S. Presidents following George Bush are of interest in the fact one is his son, George W. Bush. The others have or will have presidential libraries, but theirs will not reflect the same extraordinary presidential preparations George Bush gained. George Bush was the free world leader or partner in free world leadership for 12 years, as U.S. President and as Vice President under President Ronald Reagan. The Ronald Reagan and George Bush presidencies are the most significant in modern history with the reunification of Germany, collapse of the Soviet Union, emergence of China and U.S. influence in the Arab nations. The other U.S. presidential libraries will neither reflect the highly developed statesmanship skills used by George Bush to navigate the world torrents nor the accompanying world changing accomplishments. Last but not least, the U.S. Presidents following George Bush enjoyed greater national security due to the end of the Cold War and the Soviet Union's collapse.

Each table (Table 1 to Table 14) represents a U.S. President, his pre-presidential career and the world events occurring during his presidency. The world events list is not exhaustive. It highlights the major world events, which occurred. I chose to emphasize world events to target U.S. foreign policy and presidential achievements. Beneath each table I provide some commentary and perspective. As I created these tables I collected information from The White House web site, which contains U.S. President biographical snapshots, Microsoft Corporation's *Encarta Online Encyclopedia* database and the U.S. Department of State country database. The majority of the encyclopedia articles in the *Encarta Online Encyclopedia* are written by university professors and other subject matter experts. These articles are reputable and cannot be altered by the public.

The purpose of this analysis was to determine whether or not any of these past U.S. Presidents can match President George H.W. Bush's career and presidential accomplishments. The analysis results reveal the educational and historic value and scope of each U.S. President's presidential library content. Presidential libraries reflect the U.S. Presidential careers and accomplishments. This analysis shows the significance of the presidential library contents.



TABLE 1  
 GEORGE H.W. BUSH 1989-1993

<b>Career</b>	
<b>12 year continuum</b>	U.S. President, 4 year term
	U.S. Vice President, Reagan administration, 8 year term
	Director, Central Intelligence Agency
	Chief, U.S. Liaison Office, People's Republic of China
	Chairman, Republican National Committee
	U.S. Ambassador to the United Nations
	U.S. Congressman, House of Representatives
	Businessman, oil industry, 18 years
	U.S. Navy pilot, distinguished heroic service, received highest medals
<b>World Events during Presidency</b>	
	U.S. President Bush visits China, February 1989
	U.S. President Bush speaks on Chinese television, 1989; historic first time event
	Tiananmen Square tragedy, China, 1989
	Collapse of Communism in Eastern Europe, 1989
	Berlin Wall dividing E. and W. Germany falls, 1989
	Malta Summit, U.S. President Bush and Soviet Leader Gorbachev, 1989
	Ta'if Agreement ends Lebanese Civil War
	South Africa, apartheid rule ends, 1990
	North American Free Trade Agreement; U.S. Pres. Bush leads negotiations, 1990
	North Atlantic Treaty Organization (NATO), 1990
	U.S. President Bush changes military protection focus to political so Soviet Union will accept united Germany in the future.
	Iraq invades Kuwait, 1990; Persian Gulf War begins
	U.S. military sent to Saudi Arabia, 1990
	Germany united, 1990
	Treaty on Conventional Armed Forces in Europe, 1990
	U.S. President Bush signs treaty reducing forces in Eastern Europe.
	Persian Gulf War, Operation Desert Storm, 1991
	U.S. President Bush led multinational coalition.
	Kuwait Liberated, 1991
	START I, Strategic Arms Reduction Treaty, signed, 1991; U.S. and Soviet Union
	Middle East Peace Conference, 1991; U.S., Soviet Union, Arab countries, Israel
	Soviet Union collapses, 1991
	Cold War ends
	Operation Restore Hope, Somalia, 1992
	North American Free Trade Agreement signed, 1992
	START II, Strategic Arms Reduction Treaty, signed, 1993; U.S. and Soviet Union
	Continuing historic arms agreements; possible due to START I

President Bush's career prepared him for each of his presidential roles. It provided him with international and domestic professional development opportunities. It gave him a variety of high level responsibilities. His eight years of public service as the U.S. Vice President in the Reagan administration solidified and expanded his diplomatic talents and relationships with world leaders. Of the U.S. Presidents being studied, President Bush and President Nixon were the only two to have served two terms as U.S. Vice President. President George Bush's career is very unique in the fact most individuals would only have the opportunity to hold one or two of these career positions not all of them.

During President Bush's presidency world events did not just happen. He actively played an instrumental facilitating role in forming them and their outcomes. An unprecedented number of major world changing events occurred during President Bush's presidency. The majority of them were globally historic and advantageous in the promotion and maintenance of democracy and world peace. It is amazing to realize all of this happened in four years, but these events evolved over time and reached their fruition during President Bush's presidency. He guided them so their outcomes would be globally beneficial and peaceful.

Communism and the Soviet Union collapsed. Captive countries were freed from Soviet Communist control. East and Central Europe were restored. Germany was united. The Cold War between the U.S. and Soviet Union ended. President Bush successfully negotiated and signed three military and weapons reductions treaties between the U.S. and Soviet Union. These were globally significant historic events.

The U.S., European, Middle Eastern and other countries united to save and free Kuwait from Iraq's capture. The multinational coalition was organized and led by U.S. President George Bush. It was an unprecedented display of international cooperation. Former Communist countries were working with non-Communist countries. Arabs were partnered with the U.S., which was and still is the defender and strong supporter of Israel. Historically, there has been tension and conflict between the Arab Muslim countries and Israel.

TABLE 2  
HERBERT HOOVER 1929-1933

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	U.S. stock market crash of 1929
U.S. Secretary of Commerce	U.S. Great Depression; economic collapse
Chairman/Founder, American Relief Admin.	Immigration Act of 1924
Member, Supreme Economic Council	Kellogg-Briand Pact
Belgian Relief Administrator	Smoot-Tawley Tariff Act, 1930
War Relief Administrator - Europe	King of Siam (Thailand) visits U.S.
Author - engineering textbook, papers	Japan invades Manchuria, 1931
Consulting Engineer/Businessman	
Chief Engineer - Chinese government	
Mining Engineer - Europe, China, Australia	

The Immigration Act of 1924 established country quotas.

The Kellogg-Briand Pact bans war as a national policy tool. It was signed by the world's established countries. It did little to stop future aggression and war.

The Smoot-Tawley Tariff Act increased U.S. tariffs on imports to a historically high level. Foreign countries responded by increasing their tariffs. U.S. international trade decreased.

Manchuria is located in northeast China.

Although Hoover's career is impressive and international in scope, which was rare for that time, it is different from George Bush's in the fact Hoover did not appear to have built diplomatic ties and personal relationships with current and future world leaders. Hoover and Bush share a similarity in their entrepreneurial business ventures, which provided them with international travel and business experience. Of my selected U.S. President range, Hoover and Bush appear to be the only ones to have pre-presidential international business experience.

The majority of Hoover's career was spent as a mining engineer, businessman and public service administrator. The U.S. Ambassador asked Hoover to help with the war relief efforts in Europe. An interesting point about Hoover's career was he worked in China at the end of the 19<sup>th</sup> century and beginning of the 20<sup>th</sup> century. He and his wife were in China during the Boxer Rebellion when the Chinese nationals attacked foreigners living in Beijing. Hoover and his wife risked their lives to help the victims. While in China, Hoover did not engage in any diplomatic activities.

TABLE 3  
FRANKLIN D. ROOSEVELT 1933-1945

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	U.S. Great Depression, 1929-1940s
Governor of New York	U.S. banking crisis
Illness - Polio at age 39	U.S. adapts neutrality policy for foreign affairs.
Assistant Secretary of the Navy	U.S. no longer protects private American interests in Latin America.
New York Senator	Mexico took control of foreign-oil properties.
	Japan attacked China.
	Italy took control of Ethiopia.
	Germany took Austria and Czechoslovakia.
	Germany took control of Poland.
	German aligned with Soviet Union.
	U.S. allows weapons sales to Western Allies.
	Nazi threat; Germany's leader Adolf Hitler
	Soviet Union expands borders; 1939-1940
	Seizes other nearby countries.
	World War II began in 1939.
	Soviet Union aligns with Germany, 1939.
	Germany invades Soviet Union, June 1941.
	Japan attacked U.S., Pearl Harbor, December 1941
	U.S. enters World War II
	U.S., Britain, Soviet Union - align against Germany
	U.S. develops atomic bomb, 1942; nuclear weapon

Roosevelt acquired executive and military management experience during his public service career. He did not acquire any international diplomatic experience. As Assistant Secretary of the Navy, Roosevelt worked under Secretary of the Navy, Josephus Daniels, who believed the U.S. should isolate itself from other nations. Initially, during Roosevelt's presidency, the U.S. foreign policy stressed neutrality. Many Americans were upset with the U.S. involvement in World War I (1914-1918).

Ten million people were killed during World War I. It was the First World War, and the most destructive in European history. It was a battle between the Allied and Central powers. The U.S. joined forces with the Allied powers, which included Britain and France. World War I began with the assassination of the heir to the Austria-Hungary throne, Archduke Francis Ferdinand, by someone from Serbia.

As Roosevelt's presidency continued, the world became a dangerous place as the Communists and Nazis sought to take control of other countries. In addition, Japan was seeking to dominate Asia and control China. After Japan attacked the U.S. at Pearl Harbor, Hawaii in 1941, the U.S. entered World War II (1939-1945). The war began in Europe as Britain (United Kingdom) and France aligned to fight against Nazi-controlled Germany. The Nazi regime led by Adolf Hitler sought to expand Germany and eliminate the Jewish race. Eventually, World War II became global as many world countries, including the U.S., became involved. After World War II the United States and the Union of Soviet Socialist Republics, U.S.S.R. or Soviet Union, emerged as the two world powers. The U.S. was the first to develop nuclear weapons.

TABLE 4  
HARRY S. TRUMAN 1945-1953

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	U.S. builds first nuclear reactor, 1944
U.S. Vice President, Roosevelt admin., 82 days	Victory in Europe Day (V-E Day), May 1945
U.S. Senator	Germany surrenders.
Judge, Jackson County	Atomic bomb used by U.S. in Japan, August 1945
Salesman, Automobile Club memberships	Japan surrenders.
Judge, Jackson County	World War II ended.
Businessman - Men's clothing store	Soviet military occupies North Korea, 1945
U.S. Army, World War I, Captain Field Artillery	Germany is divided, 1945. Soviet control of East.
Partner, oil drilling company, Oklahoma base	U.S., Britain and France control West.
U.S. Postmaster	Soviet Union captures Eastern Europe.
Farmer - 10 years	Cold War begins, U.S. v. U.S.S.R.
Missouri National Guard	United Nations founded, 1945
Bookkeeper, Union National Bank	European Recovery Program, 1947
Clerk, National Bank of Commerce	Israel founded, 1948
Mail clerk, Kansas City Star	Arab-Israeli War, 1948
Timekeeper, Santa Fe Railroad	Arab countries, Israel, Palestinian refugees
	North Atlantic Treaty Organization formed, 1949
	People's Republic of China founded, 1949
	Soviet Union explodes atomic weapon, 1949
	U.S. and Soviet nuclear power plants, 1950
	Korean War (1950-1953); North v. South Korea
	U.S. tests first hydrogen bomb, 1952
	Soviet Union tests first hydrogen bomb, 1953
	The Big Three - U.S., Soviet Union. and Britain

Even though Truman held a variety of jobs prior to his U.S. Presidency, none of the positions are particularly prestigious except when he reaches the U.S. Senate level and beyond it to the U.S. Presidency. Truman's career reveals he was not involved in international activities or diplomatic circles until he reached the U.S. Vice President and President positions. He worked in business and U.S. public service capacities. His service as the U.S. Vice President was too short to prepare or develop a foundation for the U.S. President position.

The world events, which occurred during his presidency, show the evolution of the international conditions future U.S. Presidents would face, especially President George Bush. It was during Truman's administration when the Cold War between the U.S. and Soviet Union of Socialist Republics began and continued with both countries testing their hydrogen bombs, which are nuclear weapons. The Cold War describes the competition for world dominance between the U.S. and Soviet Union. It relied heavily upon building up advanced military weapons, particularly nuclear weapons.

During Truman's administration Eastern Europe became Communist-controlled and formed what former British Prime Minister Sir Winston Churchill called the Iron Curtain. The Communist-controlled Eastern European countries formed a barrier between the Communist-controlled East and democratic West. Communist control was official in China when the Chinese Communist Party formally took control of the country.

Truman's presidency influenced the world conditions, which George Bush would later confront. The U.S. presidential foreign policy began to reflect world changes as well as the strategic necessity of U.S. involvement in global activities. The U.S. became a founding member of the United Nations, an international peacekeeping organization, and North Atlantic Treaty Organization (NATO), which was a group of Western countries united militarily to protect themselves from Soviet aggression and expansion.

TABLE 5  
DWIGHT D. EISENHOWER 1953-1961

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	Cold War continues; U.S. v. Soviet Union
Military Commander, NATO forces	U.S. wants to avoid nuclear war.
President, Columbia University	Germany still divided
Supreme Commander, U.S. forces	E. Europe still Communist controlled
U.S. Military leader, World War II	Korean War ends, 1953.
	U.S. Atoms for Peace program; use for nuclear energy
	Radioactive material dangers recognized; nuclear, 1954
	Vietnam divided into two states, 1954
	Soviet countries align, Warsaw Pact, 1955
	Atoms for Peace Conference, 1955
	1956 Revolution in Hungary
	Egypt, Suez Canal conflict, 1956
	Soviets launch first space satellite, 1957
	Soviet nuclear weapons plant accident, 1957
	Cuba under Communist control, 1959
	Vietnam War begins, 1959-1975
	Soviet Union shoots down U.S. spy plane.
	Big Four Powers - U.S., U.S.S.R., U.K, France

Eisenhower's career is built upon his U.S. military service and leadership. He was not an international diplomat. Eisenhower's career provided him with the military training to be Commander and Chief of the U.S. Armed Forces. This was particularly important as the Cold War was a military arms race. Nuclear war was a threat. Communist expansion was the driving force behind the Cold War. To promote its political ideology, the Soviet Union financially and militarily supported the expansion of Communism into other countries, such as Cuba and Korea. With the Communist controlled government in Cuba, the threat of Communism came physically closer to the U.S. for the first time in history.

Eisenhower did not involve himself in trying to end Communism. He thought its bad political system would crush itself. He did not assist in Hungary when the Hungarians tried to resist Communism. He also was concerned U.S. assistance to Hungary might lead to a nuclear war. The U.S. became involved in protecting South Vietnam from Communist North Vietnam. The U.S. thought if Vietnam fell to Communist control, then the rest of Southeast Asia would succumb.

Eisenhower was the first U.S. President to involve the U.S. in Middle Eastern policies. He ordered a U.S. trade ban to help Egypt when it was invaded by the United Kingdom, France and Israel. The issue was control of the Suez Canal, which was valuable for connecting ocean trade routes. The world was shocked the U.S. would help Egypt, which was not aligned with the Western nations in NATO or the Communist controlled countries.

TABLE 6  
JOHN F. KENNEDY 1961-1963

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	U.S. failed to overthrow Communism in Cuba
Author, Pulitzer Prize winner	by assisting Cuba exiles.
Health problems - back injuries	Soviet Union puts nuclear missiles in Cuba.
U.S. Senator	Germany still divided.
U.S. Congressman	Berlin Wall built, 1961.
U.S. Navy service, World War II	Soviets first to put astronaut in outer space, 1961
	Soviets still control E. Europe
	U.S. helps Latin America; recovery plan
	to prevent Soviet capture.
	Vietnam War continues.
	Soviets remove nuclear missiles from Cuba, 1962
	Nuclear test ban treaty signed, 1963
	U.S., Soviet Union and United Kingdom signed.

Kennedy's pre-presidential career focused on domestic public service. Prior to his presidency he did not have any international diplomatic experience or business world experience. He appears to be a politician's man as he probably was most comfortable in the political arena. There is much media and scholarly attention focused on the Kennedy Presidency. Yet, his presidential accomplishments, especially in the areas of foreign policy, are not particularly notable. Thus, it is ironic the amount of attention his presidency receives. Yet, his life was cut short tragically by an assassin.

The world conditions stayed the same although the Cold War escalated with the building of the Berlin Wall and Cuban missile crisis. Kennedy did achieve the signing of a nuclear test ban treaty between the U.S., Soviet Union and United Kingdom. He also began cultural, economic and trade exchange programs with the Soviet Union.



TABLE 7  
LYNDON B. JOHNSON 1963-1969

Career	World Events during Presidency
U.S. President	U.S. President John F. Kennedy was assassinated.
U.S. Vice President	Vietnam War continues
U.S. Senator	China, atomic bomb, 1964; nuclear weapon
Lieutenant Commander, U.S. Navy	U.S. military combat troops sent to Vietnam, 1965
U.S. Congressman	Communist aggression continues
Teacher	Berlin Wall divides East and West Germany. Soviets still control Eastern Europe. Arab-Israeli War, 1967
	China, hydrogen bomb, 1967; nuclear weapon
	U.S.-Soviet Union sign nuclear weapons treaties
	Passenger flights between U.S.-Soviet Union, 1968
	Soviet Union invades Czechoslovakia, 1968
	Prague Spring - revolt against Communist rule
	Soviet Union troops permanently stationed.
	Czechoslovakia was Soviet controlled prior to event.

Of my selected U.S. President range, Johnson is the second to have served as U.S. Vice President prior to his own presidency. He became U.S. President after President Kennedy was assassinated. Johnson's pre-presidential career shows a shift from the backgrounds of Hoover through Kennedy. Johnson served as U.S. Vice President in the Kennedy administration. This position exposed him to foreign leaders and countries. He visited over 30 countries on behalf of the U.S. and President Kennedy.

There is a significance difference in the U.S. Vice Presidential service of George Bush and Lyndon B. Johnson. It is George Bush had prior international diplomatic experience. Johnson did not. Bush had already traveled internationally through his oil business. Johnson was a beginner compared to George Bush.

U.S. foreign policy continued along the theme of avoiding nuclear war with the Soviet Union while trying to prevent its expansion. In wars between other countries the U.S. and Soviet Union are indirectly involved as they took sides with the opposing countries. During the Arab-Israel war, the Soviet Union sided with the Arabs while the U.S. sided with Israel. Johnson managed to avoid a nuclear war although the threat still continued to be eminent. The first establishment of passenger flights between New York City and Moscow in 1968 shows the side-effects of the Cold War and Communism. Prior to this there were no passenger flights between the two countries.

TABLE 8  
RICHARD M. NIXON 1969-1974

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	U.S.-China relations opened, 1972
U.S. Vice President, 8 years	U.S. President Nixon visits China, 1972
U.S. Senator	Shanghai Communique signed.
U.S. Congressman	U.S. Liaison Office in China opened.
Lieutenant Commander, U.S. Navy	Informal diplomatic U.S.-China relations begin.
Lawyer	U.S.-China trade agreement signed
	U.S. President Nixon visits Soviet Union - a first
	U.S.-Soviet Union trade agreement signed
	U.S.-Soviet Union agreement to limit antiballistic missiles.
	Vietnam War continues.
	U.S. invades Cambodia, 1970.
	U.S. helps South Vietnam invade Laos, 1971.
	U.S. heavily bombs North Vietnam, 1972.
	Cease-fire agreement Treaty of Paris, Vietnam, 1973
	Arab-Israeli War, 1973

Nixon's pre-presidential career follows the common pattern of domestic public service seen in past U.S. Presidents. Nixon's eight year experience as U.S. Vice President helped prepare him for his presidential foreign policy achievements. He opened previously isolated China to U.S. diplomatic relations and trade. This occurred at a time when U.S. recognition and cooperation with Communist controlled China was controversial among Americans. The U.S. foreign and military policies stressed the prevention of Soviet and Communist expansion. Nixon's opening of China paved the way for George Bush's diplomatic and presidential career. It also changed the world balance by beginning the U.S. association and economic involvement with the Communist-controlled country of China. President Nixon visited the Soviet Union and China. President Nixon resigned from the U.S. Presidency after the Watergate political scandal, which involved the burglary of the Democratic National Committee headquarters during Nixon's presidential re-election campaign. Upon Nixon's resignation, Vice President Gerald R. Ford ascended to the U.S. Presidency.

TABLE 9  
GERALD R. FORD 1974-1977

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	U.S. President Richard M. Nixon resigned.
U.S. Congressman	U.S. President Ford visits China, 1975
Lawyer	Vietnam War ended, 1975
Lieutenant Commander, U.S. Navy	Communists took S. Vietnam
Assistant football coach, Yale Univ.	Communists took Cambodia
	Helsinki Accords, 1975
	Tensions btwn. Israel and Egypt
	Lebanese Civil War, 1975-1991
	Syrian troops in Lebanon, 1976-2005
	Panama Canal -U.S. Controlled
	Conflicts with Panama

Ford's pre-presidential career was based on domestic public service. For 25 years he served as a U.S. Congressman. He did not have international diplomatic experience. The world was still tense. The Soviet Union had a larger weapon arsenal than the U.S. during the mid-1970s. Amidst controversy the Helsinki Accords were signed to increase cooperation between Communist and non-Communist countries in Europe. The signing of these agreements meant the U.S. officially recognized Germany was divided and Poland's borders changed. Not much progress in world affairs appears to have taken place during this time period.

TABLE 10  
JIMMY CARTER 1977-1981

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	Panama Canal treaty, 1977; control returned to Panama
Governor, Georgia	Egyptian President visits Israel, 1977
State Senate, Georgia	Israel-Egypt peace agreement, 1978
Local School Board	Second U.S.-China Joint Communiqué signed, 1979
Farmer	U.S. and China begin formal diplomatic relations.
U.S. Navy, officer	Chinese Vice Premier visits U.S., 1979; historic
	U.S. Vice President Mondale visits China, 1979
	Soviet Union invades Afghanistan, 1979
	U.S. Embassy, Iran - captured, 1979
	Terrorism
	U.S. Three Mile Island, nuclear power plant accident, 1979

Carter's pre-presidential career pales in comparison to the past U.S. Presidents' careers. Much of his experience is at the state level. He did not have international diplomatic or business experience. World affairs were still volatile during his presidency. He did not do anything to improve U.S. and Soviet Union relations. He did continue the work of Nixon and Ford in normalizing U.S. and China relations. Helping to orchestrate a peace agreement between Israel and Egypt over the Suez Canal and returning control of the Panama Canal to Panama were President Carter's main foreign policy achievements. He failed to free the U.S. hostages captured in the terrorist attack on the U.S. Embassy in Iran.

TABLE 11  
RONALD REAGAN 1981-1989

Career	World Events during Presidency
U.S. President, 8 years	U.S. hostages in Iran freed, 1981
Governor, California	U.S.-China sign communique, 1982
Television host	U.S. stops selling arms to Taiwan.
Spokesman for conservatism	Top Chinese leaders visit U.S., 1984, 1985
President, Screen Actors Guild	U.S. President Reagan visits China, 1984
Actor, 53 films	U.S. Vice President Bush visits China, 1985
Radio sports announcer	U.S.-China sign nuclear cooperation agreement.
	U.S.-China, educational & cultural exchanges
	Lebanese Civil War 1975-1991
	U.S. Marines sent to Lebanon, 1982
	U.S. Embassy, Lebanon is bombed, 1983
	U.S. military housing in Lebanon is bombed, 1983
	U.S. Embassy annex, Lebanon is bombed, 1984
	Soviet Chernobyl nuclear power plant accident, 1986
	International Terrorist attacks
	U.S. bombs Libya; response to terrorism
	Iran-Iraq War, 1980-1988
	Arab states, U.S. and Soviet Union help Iraq.
	Kuwait asks U.S. for protection help.
	U.S. Navy escorts ships, Persian Gulf
	Oil flow continues.
	Intermediate Forces Nuclear Treaty 1987
	U.S.-Soviet Union sign.
	Strategic Defense Initiative - Star Wars
	U.S. and Soviet Union coexist.
	Anti-Communist groups in Central America
	U.S. economic recovery by tax reduction
	Increased U.S. defense and technology spending

Reagan's pre-presidential career is highly unusual for a U.S. President. Much of his time was spent in the entertainment industry until he became Governor of California. Reagan did not have any international diplomatic training. **It is obvious why he selected George Bush as his Vice President. George Bush was an accomplished diplomat, public servant and businessman. President Reagan sent him on many international assignments to represent the United States in foreign policy matters and engage in discussions with important foreign leaders, such as the Soviet Union leader, Mikhail Gorbachev.**

In his book, *A World Transformed*, Bush mentions some of his Vice Presidential assignments under President Reagan. He was given substantial diplomatic assignments. Bush was sent to meet with Soviet, Chinese and other world leaders to discuss the current world situation, explain the United States position and build the diplomatic relationships. At certain points during the Reagan administration, Vice President Bush was sent to resolve misunderstandings in the U.S. relationships with the Soviet Union and China. Vice President Bush served as the mediator between the countries involved and informant to President Ronald Reagan. Vice President Bush paved the way for President Reagan's meetings with the world leaders.

**President Reagan's presidential success is greatly shared with Vice President George Bush. Vice President Bush was critical to the Reagan presidency. He provided the foreign policy guidance, international business skills and strong diplomatic relationships, skills and experience President Ronald Reagan lacked.** The U.S.-China agreements and continued diplomatic relationship were undoubtedly pursued by Vice President Bush. The U.S. involvement in protecting Kuwait and the oil cargo was supported by Bush, who had traveled to Kuwait during his years as a highly successful oilman with an international business. Vice President Bush and President Ronald Reagan had regular lunch meetings once a week in addition to their normal work schedules. These meetings gave them time to discuss professional matters.

**The Cold War, threat of Communist expansion and Vice President Bush's past leadership of the Central Intelligence Agency heavily influenced President Ronald Reagan's U.S. defense policy.** President Reagan increased U.S. military defense and advanced technology development spending. The U.S. had to protect itself from nuclear war and war in general. Given Vice President George Bush's professional experience as Director of the Central Intelligence Agency and distinguished U.S. military service during World War II, he knew the United States had enemies. He knew intelligence gathering activities and U.S. military resources and support were vital.

Important world events occurred during the Reagan administration. The Cold War between the U.S. and Soviet Union continued. Nuclear weapons limits and reductions were the constant focus of U.S. and Soviet Union discussions. The Soviet Union was still viewed by the U.S. as the "evil empire". The threat of nuclear war still was present. Reagan proposed the Strategic Defense Initiative (SDI) Program, which was a defense research program known as "Star Wars" because it included space-based weapons designed to intercept incoming nuclear missiles. Awareness of the SDI program stalled U.S. and Soviet Union weapons limitations and reduction negotiations. Neither the U.S. nor Soviet Union appeared ready to end the Cold War because each country was still a threat to the other.

The Reagan administration was dedicated to working towards normalizing U.S. and China relations. This was undoubtedly encouraged by Vice President George Bush, who represented the U.S. diplomatically in China during the mid-1970s and believed the relationship between the U.S. and China was highly important for the future. Reagan and Bush made great strides in building the U.S. and China relationship.

**Many people look upon President Ronald Reagan as the best U.S. President in modern times, but would he have been as effective without Vice President George Bush at his side?**

President George Bush was the 41<sup>st</sup> U.S. President. He served from 1989 to 1993. His table was presented at the beginning of this section. Therefore, it is not duplicated again here.

TABLE 12  
WILLIAM J. CLINTON 1993-2001

<b>Career</b>	<b>World Events during Presidency</b>
U.S. President	International terrorism
Attorney General, Arkansas	Somolia Civil War continues - Africa
Faculty, Univ. Arkansas Law School	Bosnia Civil War, 1993 - Yugoslavia
Presidential campaign coordinator	Haitian refugee crisis, 1993 - Carribean
Political campaign worker	North American Free Trade Agreement, 1994
	World Trade Organization formed, 1994
	Rwanda Civil War, 1994 - Africa
	Nuclear Weapons Proliferation Prevention Act, 1994
	U.S. loans Mexico money; economic crisis, 1995
	U.S.-Mexico tension - drugs and immigration
	Lebanon-Israel at war, 1996
	NATO countries attack Serbia and Kosovo, 1998
	First NATO European country attack; historic
	U.S. attacks Iraq - weapons inspection failure
	U.S. attacks Afghanistan - terrorism response
	U.S. attacks Sudan - terrorism response
	U.S. Embassies in Africa bombed, 1998
	U.S. Cuban refugee policy changed.
	U.S. policy relaxed towards Communist Cuba.
	U.S. agrees to help Communist North Korea
	build light water nuclear reactors.
	Asian countries built nuclear power plants, late 1990s.
	Japan, China, Taiwan, South Korea
	Chinese President visits U.S., 1998
	U.S. President Clinton visits China, 1998
	U.S.-China trade normalized, 2000
	India and Pakistan, nuclear weapons, 1998
	India tests nuclear weapons, 1998, violating agreements
	Afghanistan- Taliban rose to power in the mid-1990s

Clinton's pre-presidential career is based upon his state level legislative experience as Governor of Arkansas, which is not as large of a state as Texas or California. He did not have any international diplomatic experience. He did not have any business world experience. His career experience is very narrow in scope.

The weaknesses in his pre-presidential career preparation are shown when he called upon former President Jimmy Carter to help him attempt to negotiate Middle Eastern peace. The attempt failed. President Clinton also asked former U.S. President Carter to help negotiate an agreement to the nuclear weapon crisis with Communist-controlled North Korea. The result was an agreement in which the U.S. would help North Korea build light-water nuclear reactors. This was to prevent North Korea from using the waste of its old nuclear reactors for nuclear weapon production.

No high profile globally historic or diplomatic events originated from or occurred during the Clinton presidency. The world was very unstable. Much of the world events involved Third World and emerging countries. Civil wars and terrorism were rampant. Nuclear weapon capabilities have proliferated to Third World countries. Even though Clinton made some military air strikes against Iraq for failing to comply with United Nations order weapons inspections, Iraq refused to comply with United Nations ordered weapons inspections.

U.S. foreign policy took a highly unusual turn when it reversed decades of anti-Communism policy. Clinton agreed to cooperate with Communist-controlled North Korea and Cuba. This appears to negate the hard work of previous U.S. Presidents who fought to either contain or abolish Communism. Ever since the former Soviet Union began its aggressive expansionary campaign to take over the world, the U.S. worked to stop the spread of the Communist central party system or dictatorial control. The U.S. cooperation with North Korea was intended to reduce the threat of nuclear weapon production, but the effort failed.



TABLE 13  
 GEORGE W. BUSH 2001-2009

**Career**

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U.S. President  
 Governor of Texas  
 Businessman  
 Texas Air Nat. Guard pilot

Son of U.S. President George H.W. Bush  
 Surrounded by public service and diplomacy while growing up  
 Helped with father's political campaigns

**World Events**

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Terrorist attacks  
 September 11, 2001 - U.S.  
 Muslim extremist groups  
 U.S. invaded Afghanistan, Oct. 2001, targeted terrorist groups  
 U.S. military presence in Afghanistan  
 Operation Iraqi Freedom war, 2003  
 U.S.-Iraq war  
 Iraqi leader Hussein ousted.  
 U.S. military presence in Iraq  
 Severe acute respiratory syndrome (SARS); 32 countries, 2003  
 Historic U.S.-India partnership  
 U.S. President Bush lifts U.S. sanctions against India  
 U.S. President Bush meets Indian Prime Minister, 2001  
 U.S.-India cooperation; various agreements including technology  
 U.S.-India, Next Steps Strategic Partnership  
 Indian Prime Minister visits U.S., 2005  
 U.S. President Bush visits India, 2006  
 U.S.-India, nuclear cooperation, 123 Agreement, 2008  
 Cooperation in the civil nuclear energy sector  
 Best U.S.-China relationship  
 U.S. President Bush visits China, 2001, 2002, 2005, 2008  
 Chinese Leaders visit U.S., 2002, 2003, 2005, 2006  
 Chinese President visits U.S. three times  
 G-20 Summit; Chinese President attends, U.S. Pres. Bush invitation  
 North Korea, nuclear weapons, 2006  
 Eastern Europe dismantling and reducing nuclear weapons  
 Lebanon-Israel at war, 2006

President George W. Bush's pre-presidential career is not as strong as his father's, President George H.W. Bush. However, he gained much from being the son of U.S. President George Bush. With George Bush as his father, he was the son of a U.S. President, U.S. Vice President, Director of the Central Intelligence Agency, U.S. Liaison Chief to China, Head of the Republican National Committee, U.S. Ambassador to the United Nations, U.S. Congressman, successful businessman/entrepreneur and distinguished World War II veteran. His father imparted knowledge, experience, integrity and values to his son, George W. Bush. World politics, diplomacy and public service were engrained in him. They were part of his life as the son of George and Barbara Bush. Throughout the years of President George Bush's public service career, George W. Bush may have met the foreign leaders, who were his father's friends, colleagues and international counterparts.

Prior to his own public service career, George W. Bush was surrounded by public service for about 30 years, the span of his father's career in public office. As a member of the Bush family, George W. Bush was surrounded the U.S. Presidency, Vice Presidency, diplomacy, public service and business experiences of his parents, George and Barbara Bush. He had many unique opportunities, including spending time in China during the mid-1970s with his parents. After completing his Master of Business Administration from Harvard University, George W. Bush spent the summer of 1975 living in China [1].

For the twelve years his father served as U.S. President and Vice President, George W. Bush had access to the White House and was exposed to presidential life. George W. Bush assisted with his father's political campaigns, including his successful U.S. Presidential campaign. While assisting with his father's political campaigns George W. Bush had the opportunity to travel extensively and interact with high level political figures.

Thanks to his family background, George W. Bush had more practical knowledge and experiences related to the U.S. Presidency, diplomacy, world events, and public service than any other U.S. President in modern history. Being the son of U.S. President George H.W. Bush has given him exposure to high level political and diplomatic activities. It also gave him the unique opportunity to have the successful leader of the free world, President George H.W. Bush to consult with on U.S. and world matters of concern. Having this type of support and mentorship is highly significant for a U.S. President. President George W. Bush's foreign policy strategy and concern for U.S. national security and defense parallel those of his father, President George H.W. Bush.

President George W. Bush improved world conditions when he ordered the U.S. invasion of Afghanistan. This was in response to the September 11<sup>th</sup> terrorist attacks in the U.S. The governing Taliban regime supported the al-Qaeda international terrorism organization, which is said to have been responsible for the terrorist attacks. The al-Qaeda terrorist organization is based in Afghanistan. After the fall of the Taliban regime, the U.S. led reconstruction efforts. Afghanistan held democratic elections in year 2004.

After the September 11<sup>th</sup> terrorist attacks, President George W. Bush organized a global coalition to combat international terrorism. Progress has been made in demoting the al-Qaida terrorist network, eliminating safe havens, capturing and killing leaders and interrupting existing support (Bush national plan). President George W. Bush achieved international cooperation in reducing financial support to terrorist organizations. In addition, President George W. Bush developed a national strategy for fighting terrorism and protecting the U.S. President George W. Bush established the U.S. Department of Homeland Security, the Director of National Intelligence executive position and the National Counterterrorism Center. The U.S. military has also been expanded to include more Special Operations Forces for terrorist warfare activities.

President George W. Bush continued his father's effort in the Middle East by bringing freedom and democracy to Iraq. President George W. Bush saved the Iraqi people and the world from the cruel dictatorship of Saddam Hussein. President George W. Bush led the reconstruction efforts in Iraq and ensured U.S. financial commitment and cooperation.

The world events during President George W. Bush's administration involved major countries and global events. President George W. Bush continued opening U.S. and China relations as his father had done before him. The U.S. and China are highly interdependent. China is a major global economic player. In 2006 President George W. Bush signed the U.S.-China Science and Technology Agreement. This is one of the U.S.'s longest term agreements with China [2]. It involves more than eleven U.S. federal agencies and their many branches in the participation of cooperation exchanges.

President George W. Bush took an interest in India similar to the interest his father took in China. U.S. and India relations were strained during the Cold War. India did not side with either the U.S. or the Soviet Union but was a leader among the non-aligned countries. India and the U.S. are the largest democracies in the world. President George W. Bush took initiative in building U.S. and India relations.

TABLE 14  
BARACK OBAMA 2009-

<b>Barack Obama 2009 - ?</b>	
<b>Career</b>	<b>World Events</b>
U.S. President	Global financial crisis
U.S. Senator, less than 3 years	U.S. financial crisis
State legislator, 7 years	International terrorism
Lecturer, University of Chicago Law School	U.S. to withdraw troops from Iraq
Lawyer	Mexico, drug cartel violence
Director, community development	To be determined

Obama's pre-presidential career is very weak in comparison to several of the past U.S. Presidents. Barely completing three years in the U.S. Senate, he resigned after being elected to the U.S. Presidency. Obama does not have any international or military experience of any kind. He does not have business world experience. These areas of experience relate directly to presidential roles he must fill.

As U.S. President he is the Chief Diplomat, Chief Executive of our nation and Commander in Chief of the U.S. Armed Forces in addition to his other presidential responsibilities. His weak career resume is of great concern. He had trouble filling cabinet positions in his administration. Obama is recycling personnel from former President Clinton's administration, including Hillary Clinton, the former First Lady as U.S. Secretary of State.

The U.S. is experiencing the greatest financial crisis since the Great Depression in the 1930s. The U.S. deficit is at an all time high. The global economy is suffering, too. Terrorism's threat is rampant. Communist controlled countries with nuclear weapons still exist, and Third World countries are developing nuclear technology. As I write this in March 2009, it is too early in the Obama administration to comment upon his response to world events.

### **U.S. Presidential Career Analysis Summary and Conclusions**

None of the U.S. Presidents in the selected range experienced the break through world events and achievements as President George Bush did during his presidential term. From Hoover to George W. Bush, each U.S. President experienced variations in world events. Through the successive years prior to President George H.W. Bush, there were continuing themes, such as the Cold War, Communist control of East and Central Europe, division of Germany, Communist control of China, nonexistent or weak U.S.-China relations, unrest in the Middle East and fighting in Third World countries resulting from clashes between Communist and anti-Communist groups trying to gain government control. The spread of nuclear technology and weapons to Russia, China, India, Pakistan and North Korea in the past and potentially Iran and terrorists in the future are the contemporary threats.

Before President George Bush, none of the U.S. Presidents made huge strides in changing the world conditions. After President George Bush's term the world was greatly improved. There was not a lot to be done at the time. President George Bush laid the foundation for much of the subsequent U.S. Presidents' successes. The world continued to change and experience different types of unrest, primarily terrorism, from the past Cold War. President George W. Bush carried on the diplomatic bridges between nations as built by his father, President George Bush. President George W. Bush kept the United States safe and actively engaged in global diplomacy.

The results support my hypothesis:

H1<sub>A</sub>: President George Bush was the only U.S. President within the range of Hoover to Obama to have a pre-presidential career, which prepared him for each of his U.S. presidential roles.

Based upon the U.S. Presidential career and world events information presented in the tables, George Bush's career background seems to show international diplomacy, variety and depth. During the end of the 1980s and early 1990s the magnitude and consequences of the world events Bush faced as U.S. President were great. Aside from the unique events which occurred, President Bush had to make serious decisions in how the U.S. would respond to the world events without endangering existing or future diplomatic relations. If President George Bush made one wrong decision, then it could have unraveled and even ended years' worth of diplomatic work from himself and others before him. For President Bush the stakes were high. He was faced with existing world conditions, which had taken years to surface but were greatly anticipated. The decisions President George Bush made would affect the world order and generations of people to come. Only a highly experienced executive diplomat could have handled the situations President Bush faced.

## REFERENCES

- [1] G. Bush and V. Gold, *Looking Forward*. New York, NY: Doubleday, 1987.
- [2] U.S. Department of State, Bureau of East Asian and Pacific Affairs, "China," *U.S. Department of State*, January 2009. [Online]. Available: <http://www.state.gov/r/Pa/ei/bgn/18902.htm>. [Accessed February 27, 2009].

## APPENDIX J

### 1. BENEFITS TO SCHOLARS

The three tables in this appendix illustrate the benefits scholars receive from the Bush Presidential Library and the Bush Presidential Foundation. Table 1 lists some examples of books written about former President George Bush using primary sources. Specialized books, dissertations and other academic research papers about President Bush, his administration and the globally historically significant events unfolding at the time would not be written if it weren't for the Bush Presidential Library archival collection.

Table 2 shows the dissertations and theses written about President George Bush. Seven out of the ten dissertations were written by Texas A&M University students.

Table 3 lists the guest speakers and includes a career highlight for each speaker. Over the years many significant global leaders have spoken to Texas A&M University students, the academic community and local community members. Without the Bush Presidential Library Foundation and President Bush's international diplomatic network, these prominent global leaders would not be visiting Texas A&M University. The Bush Presidential Library Foundation staff's work in bringing these world leaders to speak at Texas A&M University tremendously benefits the academic and local communities.

TABLE 1  
PRIMARY SOURCES WERE USED TO WRITE THESE BOOKS

Year	Book Title
1988	Looking Forward: The George Bush Story
1997	George Bush: The Life of a Lone Star Yankee
1997	George Herbert Walker Bush: A Photographic Profile
1998	<b>A World Transformed</b> written by President Bush and Brent Scowcroft
1999	Read My Lips No New Taxes
2000	The Presidency of George Bush
2001	Heartbeat: George Bush in His Own Words
2006	My Father, My President: A Personal Account of the Life of George H.W. Bush
*2006	The Rhetorical Presidency of George H.W. Bush
2007	George H.W. Bush: The American President's Series: The 41st President, 1989-1993
2008	Out of the Shadow: George H.W. Bush and the End of the Cold War
*2008	China Diary of George H.W. Bush: The Making of a Global President

\* *Written or edited by a Texas A&M University professor*



TABLE 2  
DISSERTATIONS ABOUT PRESIDENT GEORGE BUSH

<b>Year</b>	<b>Dissertation Title</b>
2009	The George Bush Presidential Library Center at Texas A&M University
2008	Reneging on the "read my lips" tax pledge: was George H.W. Bush's reversal on taxes the death-knell of his presidency
2007	Part of something larger than ourselves: George H.W. Bush and the rhetoric of the first United States war in the Persian Gulf
2007	The role of ethos and parrhesia in the presidential reelection discourse of George Herbert Walker Bush
2002	His biggest asset: George Bush's pre-vice presidential career, 1970-1977
2002	Thundering silence: the rhetorical reconstruction of George Herbert Walker Bush's foreign policy discourse
2001	From the shadow of Reagan: George Bush and the end of the Cold War
2001	Leadership perception: The relationship between the use of transformational and transactional words in selected speeches by President George H.W. Bush and his standing in the Gallup Popularity Polls
1999	The United States and international education during the George Bush administration: A comparative perspective with Lyndon Johnson
1999	Presenting the president: exploring the relationship between presidents, public approval, and the media
<b>Master's Theses</b>	
2005	Patterns in the daily diary of the 41 <sup>st</sup> President, George Bush
1994	The presidency and environmental policymaking: a critical assessment of George Bush

Seven out of the ten dissertations were written by Texas A&M University students. The thesis, *Patterns in the Daily Diary of the 41<sup>st</sup> President, George Bush*, was written by a Texas A&M University student.

TABLE 3  
SOME LEADERS WHO SPOKE AT THE BUSH PRESIDENTIAL LIBRARY CENTER

<b>Speaker</b>	<b>Career Highlight</b>
George Bush	41st U.S. President
Barbara Bush	First Lady and Mother of a U.S. President
Colin Powell	Secretary of State
James A. Baker, III	senior government positions in 3 presidential admin. Secretary of State, Secretary of Treasury White House Chief of Staff and Senior Counselor
Tony Blair	Prime Minister of United Kingdom Labour Party Leader
John Major	Prime Minister of United Kingdom
Mikhail Gorbachev	President of Union of Soviet Socialist Republics
Jiang Zemin	President of People's Republic of China
Lech Walesa	First democratically elected President of Poland Nobel Peace Prize Winner
Ban Ki-moon	Secretary General of the United Nations Minister of Foreign Trade Affairs and Trade, Korea
John D. Negroponte	U.S. Representative to the United Nations
Elain Chao	U.S. Secretary of Labor
Karl Rove	Senior Advisor and Assistant to 43rd U.S. President
Antonin Scalia	Associate Justice, U.S. Supreme Court
David McCullough	Pulitzer Prize winning historian/author
Jeffrey Roth	Writer, Director and Film Producer Movie about Apollo astronauts <i>The Wonder of It All</i>
Bob Costas	Emmy-award winning sportscaster

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