



Dear Educator,

We appreciate your interest in visiting the George Bush Presidential Library and Museum. We look forward to welcoming you. Please note that due to increased security measures, upon arrival at The Museum it is necessary that your students leave all nonessential items on the bus to facilitate their entry. The students should not bring the following:

- ✘ backpacks
- ✘ wireless telephones
- ✘ electronic devices

In addition, we ask that students not bring food or gum.

To make your visit more enjoyable, we are sending this packet with materials to help prepare your students. Enclosed please find:

- ☆ "Easy Recipe for a Great Visit"
- ☆ "Things You Should Know Before You Go"
- ☆ "Guidelines For Chaperones"

To provide a better understanding of the Administration of President George Bush, the 41st President, we are also including the following materials:

- ☆ "Biography of President George Bush"
- ☆ "Biography of Barbara Pierce Bush"
- ☆ "Accomplishments of the Bush Administration"
- ☆ "Roles of the President of the United States"
- ☆ "Presidential Libraries & Museums"
- ☆ "George Bush Presidential Library Archival Holdings"

If you have chosen a Museum Interactive Learning Program, the pre-visit and follow-up materials are also enclosed. For assistance in reservations, please e-mail Monica Lerma, Education Specialist, at monica.lerma@nara.gov, or should you need to call, she may be reached at (979) 691-4006.

If I can be of further assistance, my e-mail is shirley.hammond@nara.gov, or I may be reached at (979) 691-4013. It is our hope that your visit will be an especially memorable educational experience that will broaden your students' understanding of American History and that there will be many future visits!

Very Best Wishes,

Shirley K. Hammond
Education Director

Easy Recipe for a Great Visit to the George Bush Presidential Library and Museum

Mix the following ingredients in equal measure. Serve to students, teachers and chaperones. Enjoy!

Planning Before your visit, discuss with your students: the purpose of the trip, museum behavior, proper safety and proper clothing. Instruct your chaperones. Use the pre-visit materials sent to you. Prepare students for instruction by docents. Confirm transportation arrangements. Make student nametags. Plan to arrive on time.

Learning Become a learner for the day! Listen to docents, ask questions when appropriate and remember the tour is for the students.

Reviewing After the visit, reinforce what has been learned. Review with oral or written activities, games, or vocabulary exercises. You may want to use creative skills to review the visit by having students present sketches or plays, write stories, create exhibits, or draw murals. Follow through with the suggested post-visit activity to reinforce the Museum Classroom experience.

MUSEUM MANNERS

- ✓ No backpacks, electronic games or cell phones may be brought into the Museum.
- ✓ Please have students empty their pockets on the bus to facilitate clearing security measures.
- ✓ No gum, food or drink.
- ✓ Ask questions, offer observations and make comments!
- ✓ Digital photograph is allowed only without a flash.
- ✓ Stay with the docent.
- ✓ Respect other visitors.

CHAPERONE INFORMATION (Please share this with all of your chaperones)

- ✓ We strongly recommend one chaperone for every 10 students. (These adults are admitted free; additional adults must pay the regular admission fee.)
- ✓ Chaperones and teachers must stay with their group at all times.
- ✓ Chaperones and teachers are responsible for discipline and are asked to remove any student causing disruption.
- ✓ Chaperones and teachers are asked to follow any instructions given by museum staff, docents or security personnel.
- ✓ Chaperones are also learners for the day. Remind them that the tour is for students and side conversations are not appropriate. They should not wander away to look at exhibits on their own.
- ✓ Thank your chaperones on our behalf for giving generously of their time so that students can come to the Bush Library and Museum!

TRIP CHECKLIST

- ✓ Review confirmation materials to check time, date and program.
- ✓ Review museum manners with your students.
- ✓ Instruct your chaperones.
- ✓ A restroom stop before your visit will make the day run smoothly.
- ✓ Confirm departure time with your driver(s) so that you can arrive on time.

THINGS YOU SHOULD KNOW BEFORE YOU GO...

Arrival Time: If you have scheduled a guided tour or program, please be aware that ***your tour guides will not be available until your scheduled arrival time.*** If you arrive early, please use that time to allow students (in small groups) to go to the restrooms. Weather permitting, students should wait outside until the appointed start time so as not to disturb other museum patrons. In case of inclement weather, students should wait quietly in the Rotunda without blocking the museum entrance.

If you arrive late, please be aware that your tour and/or programs will still end at the scheduled time. Our tour schedule and docent availability for each day does not allow for runovers. **We reserve the right to cancel your guided tour if you arrive more than 15 minutes late. It is important that you call if you should be running late. Please let us know by calling (979) 691-4006, (979) 691-4010, or (979) 691-4013.**

Recreational Area for Visitors: We do not have any food facilities here at the Museum. There is a large plaza outside the museum, as well as one grassy area, a field located by the bus parking area. You are welcome to bring your own sack lunches and picnic in this field or plaza; please clean up after you finish. We request that you avoid leaving the plaza to visit the pond. The Allen Building houses graduate, research and testing facilities of Texas A&M University. In order to avoid disruptions, it is requested that youth not play or congregate in the area around the Allen Building and pond. Please note that there are no covered areas for picnicking. If you would like to consider dining in one of our local restaurants, www.visitaggieland.com has a listing of restaurants in the area. Other parks are available near by, such as, Research Park off of University Drive and Central Park off of Highway 6.

Viewing the Orientation Film: The orientation film is not included in your tour or program, unless requested. If you would like for your students to view the film, please notify Monica Lerma before your arrival. The film is approximately 18 minutes long and is shown on the hour and half-past the hour. (Note that the film is best suited for students in grades 4 and up.)

The Gift Shop: There is a gift shop in the museum. Visits to the gift shop are not part of your scheduled tour or program. Docents are not responsible for taking children into, or removing children from, the gift shop. If you would like your students to be able to visit the gift shop, allow time in your day's itinerary after the conclusion of all tours and programs. Please note that only small groups of 5-7 students are allowed in the gift shop at one time. This means that it will take a while for all of your students to have an opportunity to shop! Before your arrival, we suggest that you instruct all of your teachers and chaperones on your plans for visiting the gift shop. Unfortunately, we often see one adult with a group allow his/her students into the gift shop, whereas the rest of the students are not allowed, or are unable, to go into the gift shop.

Admission Fees: Students, school faculty and staff are admitted free. One parent chaperone is admitted free with every 10 students. Other adults must pay our regular group admission rate of \$5.00 per person payable upon your arrival. An audio wand tour is available for an additional charge.



GUIDELINES FOR CHAPERONES

- ☆ In addition to teachers, we strongly recommend one chaperone for every 10 students. (These adults are admitted free of charge. Additional adults must pay the group admission fee of \$5.00.)
- ☆ Chaperones and teachers must stay with their group at all times.
- ☆ Chaperones and teachers are responsible for keeping the group together. For this reason, we ask that you do not wander off to look at exhibits on your own. When this happens, you are no longer an asset to the students. You are welcome (and encouraged) to come back another time to tour the museum on your own.
- ☆ Chaperones and teachers are responsible for student behavior and discipline! Please remove any student(s) causing disruption.
- ☆ Chaperones and teachers are responsible for escorting students to and from the restroom when necessary.
- ☆ Chaperones and teachers are asked to immediately follow any instructions given by museum staff, volunteers, or security personnel.
- ☆ We ask that you do not bring younger children with you as they require your full attention and are a distraction to the students, volunteers, and you.

THANK YOU FOR GIVING GENEROUSLY OF YOUR TIME SO THAT
STUDENTS CAN COME TO THE BUSH LIBRARY AND MUSEUM!

FIELD TRIP CHECKLIST

A TEACHER'S GUIDE TO A SUCCESSFUL FIELD TRIP

PREPARATION

1. Use material sent by the institution to prepare students. A basic knowledge of the institution and its holdings is sufficient --- they do not have to be experts.
2. Instruct students as to proper manners and behavior on field trips.
3. Make transportation arrangements in advance.
4. Make lunch plans, if appropriate.
5. Get parent chaperones lined up, if appropriate.
6. Instruct teachers and parents chaperones as to their duties that day. (They should maintain discipline and remove any disruptive students. Teachers and parents should help keep group together. Teachers and parents should **never** wander off on their own to look at exhibits!
7. Prepare team or group rosters for the field trip, if needed. Many institutions will break your students up into several smaller groups. Things go much smoother if you have the students divided before your arrival!
8. IF YOU NEED TO CANCEL, DO SO AS FAR IN ADVANCE AS POSSIBLE. NEVER, EVER BE A "NO-SHOW!"

THE DAY OF THE FIELD TRIP

1. Have an accurate head count of students, teachers and parents!
2. Make sure you have a check for fees, if appropriate.
3. Do not forget lunches.
4. Leave on time!
5. Call ahead if it looks like you'll be late.
6. Remind students of appropriate manners. Confiscate gum and candy.
7. Remind teachers and parents of their duties for the day.
8. Quickly comply with any instructions given by the institution's staff and volunteers. They are now in charge.
9. Have students thank their guides.

BACK AT SCHOOL

1. Reinforce the content of the field trip with appropriate activities. The institution may be able to recommend some.
 - ☆ Writing thank-you notes is a good exercise for younger students. They can practice writing and spelling skills while mentioning what they learned or liked best about their tour.
 - ☆ Some options for older students: discussions/debates on topics brought out in the tour; games, vocabulary exercises; write stories; write and present sketches or plays; draw murals; create their own exhibit based on a current classroom topic.
2. Review the trip. What worked? What did not? Make written notes about any changes you need to make for your next field trip.

Last Minute Pre-visit CHECKLIST

- Chaperones:** Strongly encourage 1 chaperone per 10 students. These adults are let in free, any additional chaperones will pay entrance fee. Chaperones are also reminded to be aware of students during tour and/or classroom activity and not to wander off. Break off groups with chaperones before tour begins!
- Have **Check in form** filled out and ready for Head Docent with up-to-date number of students, teacher, and chaperones.
- Museum allows
NO FOOD (including gum),
NO ELECTRONIC DEVICES (cell phones, mp3 players, video games), and
NO BACKPACKS. Any additional food can be stored on the bus until lunch break.
- If students empty pockets before entering Museum, security clearance will be facilitated faster.
- Review with students on bus the “Museum Manners”:
 - **Ask questions and offer observations!**
 - **Digital photograph is allowed only without a flash.**
 - **Stay with the assigned docent**
 - **Respect other visitors**
- REMEMBER: **Running LATE???**
please call the Museum at (979) 691-4010

NO food or gum is allowed to be brought into The Museum.


If you bring snacks, drinks, or lunches, please leave them on the bus until you are ready to eat.



For security reasons, we do not allow backpacks, hand held electronics, or outside boxes of food. Please have students empty their pockets on the bus.



Please share this information with chaperones before the field trip.



George Bush
Presidential Library and Museum
Education Field Trip
Check-In Form

** This form must be completed/presented upon arrival to Monica Lerma or Admission clerk**

Date of visit: _____ Arrival Time: _____

School Name: _____

Number of students: _____

Number of teachers: ____ Number of adult chaperones: ____



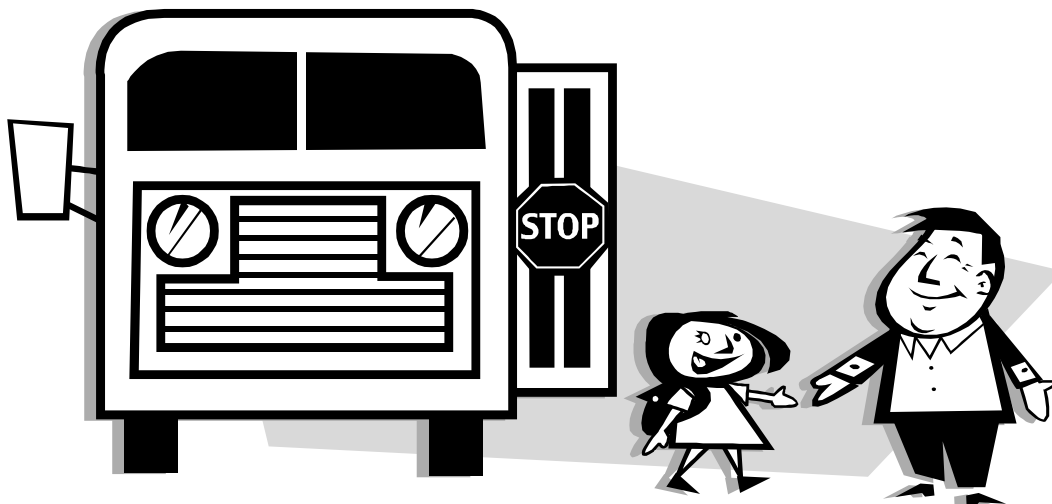
New Procedures for School Buses

School buses will no longer be allowed to neither drop off nor pick up students in the circle drive in front of the Museum.

School buses dropping off students to visit the Bush Museum should proceed through the parking lot and enter the 3rd parking row. The bus can unload at the crosswalk. The bus will then continue through the parking lot and circle back to the “bus parking” area. The same procedure will be used in picking up students.

Thank you for your cooperation,

The Education Department



BIOGRAPHY OF PRESIDENT GEORGE BUSH

George Herbert Walker Bush was born on June 12, 1924, in Milton, Massachusetts, to Dorothy Walker Bush and Prescott Bush (Rep. Senator, Connecticut, 1952-62).

George Bush graduated from Phillips Academy in Andover, Massachusetts on his 18th birthday. That same day, he enlisted in the U.S. Navy as a Seaman 2nd Class. He received his wings and commission in June, 1943 while still 18 years old, making him the youngest pilot in the Navy at that time.

On active duty during World War II from August 1942 to September 1945, George Bush flew torpedo bombers off the *USS San Jacinto*. On September 2, 1944, Bush's plane was hit by anti-aircraft fire while making a bombing run over the island of Chi Chi Jima, 600 miles south of Japan. Although the plane was on fire and heavily damaged, Lt.j.g. Bush completed his strafing run over the Japanese communications tower before flying his plane over the sea to bail out. Mr. Bush was able to bail out successfully and was rescued by a Navy submarine, the *USS Finback*. Tragically, his two crewmembers were killed. For his courageous service in the Pacific Theater, George Bush was awarded the Distinguished Flying Cross and three Air Medals.

On January 6, 1945, George Bush married Barbara Pierce of Rye, New York. Today they are proud parents of five children: George W., Jonathon Ellis (Jeb), Neil, Marvin, and Dorothy Bush Koch. Their second child, Robin, died of leukemia in 1953. The Bushes have 14 grandchildren.

Following World War II, Mr. Bush entered Yale University where he earned a degree in economics and served as first baseman and captain of the varsity baseball team. In 1948, he graduated Phi Beta Kappa.

After his graduation, George and Barbara Bush moved to West Texas where George Bush worked as an oil field supply salesman for Dresser Industries. In 1951, he co-founded a small royalty firm, The Bush-Overbey Petroleum Corporation. In 1954, at age 30, George Bush became co-founder and president of a third firm, Zapata Off-Shore. This firm pioneered in experimental off-shore oil drilling equipment.

Following an unsuccessful bid for a U.S. Senate seat in 1964, Mr. Bush was elected to the U.S. House of Representatives in 1964 from the 7th Congressional District in Texas. George Bush became one of a few freshman members of Congress ever elected to serve on the Ways and Means Committee. He was reelected to the House in 1968 without any opposition. Mr. Bush lost a second campaign for the U.S. Senate in 1970.

During the 1970's, George Bush held a number of important leadership positions. In 1971, he was named U.S. Ambassador to the United Nations. He served in that capacity until 1973 when he was chosen as the Chairman of the Republican National Committee. In October of 1974, the Bushes traveled to China for Mr. Bush to take up his new position as Chief of the U.S. Liaison Office during the critical period when the U.S. was renewing diplomatic ties with the People's Republic of China. He returned to the United States in 1976 to be named the Director of the Central Intelligence Agency. He is given credit for strengthening the intelligence community and helping to restore morale at the CIA during his tenure as Director.

In 1980, Ronald Reagan selected George Bush as his vice presidential running mate. On January 20, 1981, George Bush was sworn in for the first of two terms as Vice President. In that office, Mr. Bush coordinated administration efforts to combat international terrorism and wage the international war on drugs. Vice President Bush also headed a task force on regulatory relief aimed at reducing government and increasing American competitiveness.

In 1988, George Bush became the Republican Party's nominee, and the American people's choice, to be the 41st President of the United States.

President Bush's leadership proved critical to the resolution of some of the most daunting conflicts of our time. After 40 years of superpower stalemate, historic events became almost commonplace: the fall of the

Berlin Wall and the reunification of Germany; the end of the Cold War and the birth of democracy in Eastern Europe; and the emergence of a new partnership with Russia, anchored by the historic arms reduction treaties (START I and START II). The START treaties were the first-ever agreements to dismantle and destroy strategic nuclear weapons since the advent of the nuclear age.

On the international economic front, President Bush sought to seize new opportunities through a policy of free trade, pushing to lower trade restrictions and tariff barriers in the GATT (General Agreement on Tariffs and Trade) talks. In the western hemisphere, his efforts culminated in the Enterprise for Americas initiative and the negotiation of the North American Free Trade Agreement (NAFTA).

With the passing of the Cold War came new challenges. Seeking to demonstrate the post-Cold War possibilities for collective security, President Bush marshaled a 30-nation coalition to oppose Iraq's invasion of Kuwait. Desert Storm stands as a testament of presidential leadership and American resolve in an uncertain and often dangerous world.

On the domestic scene, the Bush Administration pushed for new ideas for educational reform, home ownership and environmental protection. The Americans with Disabilities Act (ADA) paved new ground for aiding the physically challenged. The revision of the Clean Air Act was deemed the most significant environmental legislation ever passed.

President and Mrs. Bush are residents of Houston, Texas, where they serve on the Board of Visitors for M.D. Anderson Hospital. They are members of St. Martin's Episcopal Church, where President Bush was a former vestryman. He is currently on the board of Episcopal Church Foundation and serves on the vestry of St. Ann's Episcopal Church in Kennebunkport, Maine.

BARBARA PIERCE BUSH BIOGRAPHY

Barbara Bush has lived a life that reflects her husband's varied career, her active role as mother and grandmother, and her energetic commitment to a range of social issues. Mrs. Bush often jokes that her successful life is a result of marrying well. Indeed, her husband's service as Vice President and President of the United States offered her a unique opportunity to make a difference while in the public eye. Since leaving the White House in 1993, this former First Lady continues to serve others with the same tireless energy, goodwill, and good humor that have endeared her to millions around the world.

Born Barbara Pierce on June 8, 1925, she grew up in Rye, New York. It was in Rye that she met George Herbert Walker Bush, her first and only love. After high school, she briefly attended Smith College before marrying George Bush on January 6, 1945. Today, the family includes four sons (George W., Jeb, Marvin, and Neil), one daughter, (Dorothy), four daughters-in-law, one son-in-law, and fourteen grandchildren. Sadly, the Bush's first daughter, Robin, died in 1953 after a battle with leukemia.

Throughout her years in public life, Mrs. Bush volunteered for and supported hundreds of charities and humanitarian causes. Currently, she serves as AmericaCares ambassador-at-large, and as a Mayo Clinic Foundation board member. Mrs. Bush also supports various other organizations, including the Leukemia Society of America, the Ronald McDonald House, and the Boys & Girls Clubs of America.

Among her many causes, family literacy remains number one. Mrs. Bush believes that many problems could be solved if literacy were universal. In keeping with this ideal, she began the Barbara Bush Foundation for Family Literacy in 1990. The mission of the Foundation is to support the development of family literacy programs, break the inter-generational cycle of illiteracy, and establish literacy as a value in every American family. She currently serves as honorary chair of the Foundation, and annually hosts its fundraiser, "A Celebration of Reading." Mrs. Bush donates a portion of the proceeds to the Foundation's causes.

Mrs. Bush's involvement in the literacy cause does not end with the Barbara Bush Foundation. Indeed, she regularly undertakes a myriad of projects that are designed to emphasize reading as an integral part of family life. Mrs. Bush maintains a rigorous appearance schedule, regularly visiting literacy programs in schools, housing projects, organizations and businesses across the country. In doing so, she has witnessed first-hand the powerful impact reading has had on those who were previously illiterate.

Mrs. Bush regularly appeared on "Mrs. Bush's Story Time," a national radio program that stressed the importance of reading aloud to children. Mrs. Bush also authored two books, *C. Fred's Story* and *Millie's Book*, profits of which benefited the literacy cause. She also wrote *Barbara Bush: A Memoir*, her best-selling autobiography, that emphasized the importance of family, faith, and friends, as well as her most recent publication, *Reflections*, which focuses on the years between the presidencies of her husband and her son.

Since becoming First Lady in January 1989, Mrs. Bush has received the Honorary Degree of Doctor of Humane Letters from Bennett College in Greensboro, North Carolina; Smith College in Northampton, Massachusetts; Morehouse School of Medicine in Atlanta, Georgia; and St. Louis University in St. Louis, Missouri. In addition, she has received the Honorary Degree of Doctor of Laws from the University of Michigan, the University of Pennsylvania, Marquette University, and Pepperdine University. Mrs. Bush also received the Honorary Degree of Doctor of Public Service from Northwestern University, and the Honorary Degree of Doctor of Education from the University of South Carolina.

Barbara Bush is an exercise enthusiast who enjoys reading, gardening, needlepointing, and being with her family.

ACCOMPLISHMENTS OF THE BUSH ADMINISTRATION

DOMESTIC LEADERSHIP AND ACCOMPLISHMENTS

Expanded Trade

- Expanded American trade through new international agreements, dismantling trade barriers and opening new foreign markets to American goods and services.
- Regained America's position as the world's top exporter

Transportation

- Persuaded Congress to pass the 1991 Transportation Act authorizing \$151 billion for repair and construction of highways, roads, and bridges.

Education

- Convened an historic summit of the nation's governors to reform America's educational system.
- Initiated the America 2000 program, which was joined by more than 1,100 communities in 43 states. The program advocates: 1) educational choice so parents can send their children to public, private, or religious schools of their choice; 2) new national achievement tests; and 3) more flexibility in the use of federal and state funds if local school authorities can demonstrate improved results.
- Increased the Head Start budget by 78%.

Tough on Crime

- Won the right for families of murder victims to testify during sentencing about the crime's impact on them.
- Achieved the enactment of a new law requiring mandatory sentences for drug traffickers and violent criminals.
- Initiated "Weed and Seed" projects in which local, state, and federal law enforcement agencies work together to weed out drug traffickers, gang leaders, and street criminals and to seed communities with job training, drug prevention, health care, and other services.

Americans with Disabilities Act

- Secured enactment of an historic civil rights law opening new opportunities for 43 million Americans with some form of disability.

Clean Air Act

- Won passage of a new Clean Air Act, the first major rewrite of this statute in 13 years. This legislation was designed to cut acid rain in half and reduce urban smog and toxic air pollution by 90%.

INTERNATIONAL LEADERSHIP AND ACCOMPLISHMENTS

Operation Desert Storm

- Forged an unprecedented international coalition to battle Saddam Hussein's aggression in the Persian Gulf
- Shaped alliances among allies and former antagonists to defeat Hussein in a 100-hour land war.

Middle East Peace

- Brought about the first face-to-face talks ever held between Israel and *all* of its Arab neighbors.

Ending the Cold War

- Transformed United States-Soviet relations from an era of Cold War confrontation to one of unprecedented cooperation and engagement.
- Provided critical support to bring about democratic change in the former Soviet republics and Eastern Europe.
- Orchestrated extraordinary diplomacy to achieve a rapid and peaceful German reunification.

START Treaty

- After nine years of negotiation, signed the historic Strategic Arms Reduction Treaty (START), which cuts in half the number of the most destabilizing long-range Soviet nuclear warheads.

Arms Control

- Signed an agreement with the Soviet Union to destroy 90% of each nation's declared stockpile of chemical weapons within 10 years. No new weapons will be produced.
- Spearheaded United Nations efforts to destroy Saddam Hussein's nuclear capability.

ROLES OF THE PRESIDENT OF THE UNITED STATES

The Constitution of the United States gives the president two official roles - chief executive and chief of state. In addition to having constitutional powers, the president today is also the head of his political party and a leader of public opinion.

CHIEF EXECUTIVE

Under the Constitution, the president is the chief executive of the United States. In this role the president actually runs, or administers, our government. As chief executive, the president oversees the operation of the executive branch of government. To help him in this role, the president relies on assistants in many offices within the White House. He also relies on the advice and help of 13 people known as the Cabinet. Cabinet members are the heads of executive departments in the government.

As chief executive, the president:

- ☆ is commander-in-chief and may call out the armed forces
- ☆ may grant pardons and reprieves
- ☆ negotiates treaties
- ☆ appoints ambassadors
- ☆ recognizes foreign governments
- ☆ appoints federal judges, including Supreme Court justices

CHIEF OF STATE

In this role, the president is a symbolic leader of our country. As chief of state, the president performs many ceremonial duties. (In almost all other countries, the roles of chief executive and chief of state are separate and performed by different people.)

As chief of state, the president:

- ☆ entertains foreign leaders with formal dinners
- ☆ promotes worthy causes (such as posing with the March of Dimes poster child)
- ☆ recognizes citizens who have made outstanding contributions to their community or nation
- ☆ bestows medals on military heroes
- ☆ throws out the first pitch at baseball games
- ☆ hosts the White House Easter Egg Roll

LEADER OF HIS POLITICAL PARTY

As long as he is president, the president is the leader of his own political party. In this role, the president often campaigns for people of his party who are running for political office.

LEADER OF PUBLIC OPINION

The president talks to people, explaining what actions he is taking as president. He also listens to what the people want and talks to congress on behalf of the people. He speaks for all Americans when he travels to other countries.

ROLES OF THE VICE PRESIDENT OF THE UNITED STATES

- ☆ presides over the U.S. Senate; can vote in case of a tie (duty granted by the Constitution)
- ☆ succeeds to the presidency if the president dies in office (duty granted by the Constitution)
- ☆ attends Cabinet meetings (duty conferred at discretion of the president)
- ☆ represents the president at ceremonies and meetings when the president is absent (duty conferred at discretion of the president)

QUALIFICATIONS OF A PRESIDENT

To be President of the United States, a person must:

- ☆ Be a natural born citizen of the United States
- ☆ Be at least 35 years of age
- ☆ Have lived in the United States for at least 14 years

These are the only qualifications set forth by the Constitution.

PRESIDENTIAL LIBRARIES & MUSEUMS

The presidential library system is made up of 11 presidential libraries and one presidential materials project. These nationwide facilities are overseen by the Office of Presidential Libraries within the National Archives and Records Administration, located in Washington, D.C. These are not traditional libraries, but rather archival depositories for preserving and making available the papers, records, and other historical materials of presidents since Herbert Hoover. Each presidential library contains a museum and provides an active series of public programs.

Brief History

Before the advent of the presidential library system, presidential papers were often dispersed after the close of each administration. Though many pre-Hoover collections now reside in the Library of Congress, others are split among other libraries, historical societies and private collections. Sadly, many materials have been lost or destroyed. The presidential library system formally began in 1939 when President Franklin Roosevelt donated his personal and presidential papers to the federal government. At the same time, Roosevelt pledged part of his estate at Hyde Park to the United States and friends of the president formed a nonprofit corporation to raise funds for the construction of the library and museum building. Roosevelt's actions stemmed from a firm belief that presidential papers are an important part of the national heritage and should be accessible to the public. He asked the National Archives to take custody of his papers and other historical materials and to administer his library.

Completed in 1946, the Roosevelt Library proved so successful that in 1955 Congress passed the Presidential Libraries Act. This act enabled other presidents to donate their historical materials to the government and ensured that presidential papers would be preserved and made available to the American people. Under the act, ten subsequent libraries have been established. In each case, funds from private and nonfederal public sources were acquired to build the library, which was then turned over to the National Archives for operation and maintenance. The presidential libraries had been built upon the traditional concept that a president's papers are his personal property. The Presidential Records Act of 1978 replaced this concept with the principle that those presidential records that document the constitutional, statutory and ceremonial duties of the president are the property of the United States Government. The act allowed presidents to continue to establish presidential libraries in locations of their choice. The Presidential Libraries Act of 1986 also made significant alterations, limiting facility size and requiring private endowments.

Following the Watergate controversy, Nixon Presidential materials were ordered by Congress to be maintained in the Washington, D.C. area. The National Archives is required to preserve and process the Nixon materials. The Nixon Presidential Materials Project, like the presidential libraries, is open to the public for research at the National Archives facility in College Park, Maryland.

PRESIDENTIAL LIBRARIES AND MUSEUMS

OFFICE OF PRESIDENTIAL LIBRARIES

National Archives at College Park
8601 Adelphi Road
Room 2200
College Park, MD 20740-6001
1-866-272-6272
Fax 301-837-0483

HERBERT HOOVER LIBRARY

210 Parkside Drive
P.O. Box 488
West Branch, IA 52358-0488
319-643-5301
Fax 319-643-5825
<http://hoover.nara.gov>

FRANKLIN D. ROOSEVELT LIBRARY

511 Albany Post Road
Hyde Park, NY 12538-1999
1800-FDR-VISIT
Fax 914-229-0872
<http://www.fdrlibrary.marist.edu>

HARRY S. TRUMAN LIBRARY

500 West U.S. Highway 24
Independence, MO 64050-1798
816-268-8200
Fax 816-268-8295
<http://www.trumanlibrary.org>

DWIGHT D. EISENHOWER LIBRARY

200 SE 4th Street
Abilene, KS 67410-2900
785-263-4751
Fax 785-263-4218
<http://www.eisenhower.utexas.edu>

JOHN F. KENNEDY LIBRARY

Columbia Point
Boston, MA 02125-3398
1800-866-JFK-1960 or 617-514-1600
Fax 617-514-1652
<http://jfklibrary.org>

LYNDON B. JOHNSON LIBRARY

2313 Red River
Austin, TX 78705-5702
512-721-0200
Fax 512-478-9104
<http://www.lbjlib.utexas.edu>

NIXON PRESIDENTIAL

MATERIALS PROJECT
National Archives at College Park
8601 Adelphi Road
College Park, MD 20740-6001
301-837-3290
Fax 301-837-3203
<http://www.archives.gov/nixon>

GERALD R. FORD LIBRARY

1000 Beal Avenue
Ann Arbor, MI 48109-2114
734-205-0555
Fax 734-205-0571

GERALD R. FORD MUSEUM

303 Pearl Street NW
Grand Rapids, MI 49504-5353
616-254-0400
Fax 616-254-0386
<http://www.ford.utexas.edu>

JIMMY CARTER LIBRARY

1 Copenhill Avenue NE
Atlanta, GA 30307-1406
404-331-3942
Fax 404-730-2215
<http://www.jimmycarterlibrary.org>

RONALD REAGAN LIBRARY

40 Presidential Drive
Simi Valley, CA 93065-0666
1-800-410-8354
Fax 805-522-8444
<http://www.reagan.utexas.edu>

GEORGE H.W. BUSH LIBRARY

1000 George Bush Drive West
College Station, TX 77845
979-691-4000
Fax 979-691-4050
<http://bushlibrary.tamu.edu>

WILLIAM J. CLINTON LIBRARY

1200 President Clinton Avenue
Little Rock, AR 72201
501-374-4242
Fax 501-244-2883
<http://www.clintonlibrary.gov>

GEORGE BUSH PRESIDENTIAL LIBRARY ARCHIVAL HOLDINGS

Overview

The George Bush Presidential Library is administered by the National Archives and Records Administration and is located on the campus of Texas A&M University in College Station, Texas. The Bush Library holds approximately forty million pages of official records and personal papers that document the life of the nation's forty-first president.

The presidential records of George Bush are at the core of this collection. The Library also contains the vice presidential records of both George Bush and Dan Quayle, as well as donated historical materials that document Bush's personal and public careers. In addition to these textual records, the Bush Library has an extensive audiovisual collection containing more than one million photographs and 10,000 videotapes.

The following information answers some of the most frequently asked questions concerning research at the George Bush Presidential Library. If more detailed information is needed, please contact the library.

Who may use the Library's collection?

The George Bush Presidential Library is open to all researchers. They can contact the library with research questions by mail, phone, fax, or e-mail, or they may conduct research onsite in the research reading room. Onsite researchers under the age of sixteen must be accompanied by an adult researcher.

When is the Library open for research?

The Bush Library research reading room is open year-round, Monday through Friday from 9 a.m. to 4:30 p.m., with the exception of federal holidays.

How do I plan to do research at the Library?

We strongly encourage any prospective researchers to write, call, or e-mail the Bush Library in advance of any visit to determine whether the Bush Library contains material relevant to their topic. Researchers wishing to conduct research into the library's audiovisual holdings are strongly encouraged to contact the audiovisual department in advance of onsite research.

Once researchers arrive at the Bush Library, they will be asked to furnish personal identification and to complete a simple research application form. An archivist will meet with the researcher and offer guidance about which processed records and collections are most likely to contain useful material. The archivist will also explain our regulations, research room procedures and services, and answer any other questions.

What records are open to research?

The archivists at the George Bush Library have been working since 1993 to process the records in our collection. At present, more than two million pages of documents have been processed systematically and are available for use by researchers. Finding aids for all processed records are available in our research reading room or on the Bush Presidential Library webpage. Open records collections include the White House Office of Records Management Subject files, the White House Press Office files and the Office of Speechwriting files. Most open records will have some information that is temporarily restricted from public use due to federal statutes or deed of gift restrictions.

Can I access information on the internet?

The George Bush Presidential Library strives to continually update the material on its webpage and to provide access to as much information as possible. At present, the Bush Library webpage contains the entire public papers of the forty-first President in a searchable format, the finding aids of all processed records, a list of offices and staff members from the Bush Administration, photographs of the former president and of many museum gifts, and video and audio clips of several speeches by President Bush.

Contacting the Bush Library

Researchers can contact the Library via mail, phone, fax or e-mail.

George Bush Presidential Library
1000 George Bush Drive West
College Station, TX 77845
(979) 691-4000

Archival Reference:
(979) 691-4041

Audiovisual Reference:
(979) 691-4025
Fax: (979) 691-4050

e-mail: library.bush@nara.gov
OR bush.education@nara.gov

webpage:
<http://bushlibrary.tamu.edu>